

## LISTENING

*Time: 15 minutes*

*You are going to listen to people talking in eight different situations. For questions 1–8, choose the answer (A, B or C) which fits best according to what you hear. You will hear the recording twice.*

1. You hear girl talking to a friend about an activity camp she went to. How did the girl feel about going there?  
**A** afraid of the activities she'd have to do  
**B** nervous about being on her own  
**C** unsure about meeting new people
2. You hear part of an interview with a travel agent. What does she recommend doing on holiday?  
**A** researching good restaurants  
**B** identifying peak travel times  
**C** trying to communicate in the local language
3. You hear a boy talking about his part-time job. What has he learned from doing it?  
**A** to get on well with customers  
**B** the value of being part of a team  
**C** how important communication skills are
4. You hear a girl talking about the place she lives in now. What does she like the most about it?  
**A** It is quiet and peaceful.  
**B** She can live more healthily.

**C** There are outdoor activities to do.

**5.** You hear two friends talking about the sports they do. What do they agree about?

**A** Music makes exercise easier to do.

**B** Using apps can help you get fit.

**C** It's difficult if you don't do the right thing in class.

**6.** You hear two friends talking about social media. What does the girl think about it?

**A** It's useful to see what is going on in friends' lives.

**B** It's not a good way to find out about social events.

**C** It gives a false picture of people's lives.

**7.** You overhear two school friends talking about a restaurant project at school. How does the girl feel about it?

**A** worried that she won't finish the preparation in time

**B** concerned the restaurant won't get the assistance it needs

**C** doubtful about her ability to cook well enough

**8.** You hear a boy leaving a message on a friend's phone. Why is he calling?

**A** to give his friend information about the school concert

**B** to persuade his friend to babysit his sister

**C** to ask his friend for help

**Transfer your answers to the answer sheet.**

## READING

*Time: 20 minutes*

**Task 1. Read the two texts. For questions 1–5, choose the answer, A, B, C or D which you think fits best according to the texts.**

**1.** According to the first text, the Luddite protests started because

- A** unemployment benefits had stopped.
- B** there was no work for unskilled workers.
- C** a lot of people didn't have enough money to eat.
- D** the government broke their promise to help people.

**2.** The writer of the first text does not mention

- A** any fatal casualties caused by the protestors.
- B** how factory owners fought back against protestors.
- C** how the protests affected the law in Britain.
- D** in which parts of the country the attacks happened.

**3.** Ned Ludd

- A** is as famous now as the group which took his name.
- B** and his attack on machinery was reported in the newspapers at the time it happened.
- C** was in the British army before becoming a protestor.
- D** first became well-known in the same year that the protests took place.

**4.** The author of the second text says that

- A** we should find jobs that won't change over our lifetime.
- B** technology is threatening a wider range of jobs now than in the past.
- C** technology nowadays is not really threatening jobs in the same way that it used to.
- D** people are to blame if they have lost their job to technology.

5. The two texts talk about

A the effect of new technology on the workforce.

B how the word Luddite is misunderstood.

C individuals who have made technology work for them.

D a mythical person leading a protest group.

### **WHO WERE THE LUDDITES?**

The beginning of the 19th century was a very difficult time for workers in the UK. Unemployment was high and, at a time when unemployment benefits were non-existent, this could mean starvation for the jobless workers and their families. There were food riots in many cities but an unsympathetic government acted against the protestors rather than trying to help them. At the same time, new machinery in factories meant that traditional skills were no longer needed. Something had to happen and, in early 1811, it did.

At the start of the year, factory owners in the Nottingham area started receiving mysterious letters from someone who called himself General Ned Ludd. The letters threatened that businesses which took advantage of improvements in technology by reducing wages and replacing skilled workers with unskilled machine operators would suffer. When nothing happened, the threats started to be carried out. Attacks took place on factories and cotton mills, and machinery was destroyed. The riots soon spread to other industrial areas in the north of Britain.

When the protests continued into 1812, troops were sent to keep order and many industrialists also hired their own armed guards. At the same time, a new law introduced the death penalty for causing industrial damage. The attacks continued but slowly law and order was restored and, by 1817, the Luddite movement died out. Attacks on factories still took place occasionally but most workers were forced to return to work, earning less money for longer hours while the factory owners became rich thanks to the machinery that the Luddites had failed to destroy.

What about General Ludd himself? No-one actually knows whether he existed at all. He certainly wasn't a real general and the only army he might have been a part of was an army of protestors. A newspaper article stated that, in 1779, after being punished for laziness, he took revenge by destroying two machines at his workplace.

However, the story was only published after the Luddite attacks broke out in 1811. As one of the stories of General Ludd says that he based himself in nearby Sherwood Forest, it is clear that, whether or not a Ned Ludd ever existed, his supporters were trying to build him up into a Robin Hood style hero. Ned Ludd may be forgotten but his name lives on in the English language. A Luddite is now defined in dictionaries as anyone who is opposed to using modern machines and methods.

### **ARE YOU A LUDDITE OR A BRADITE?**

According to a new report, up to ten million jobs in the UK could be lost in the next twenty years to robots and computers. In the past, the most likely people to suffer were those in low-paid, unskilled, repetitive jobs such as factory workers, whose numbers have dropped alarmingly because of automation.

However, it isn't only the old, traditional industries which are now affected. Who could have guessed only a few years ago that so many bank branches would be closed because of the rise in Internet banking? What will happen to taxi drivers and lorry drivers when driverless cars become affordable and commonplace? No-one's job can be guaranteed to be safe anymore. Even teachers may be replaced by laptops and computerised lessons. So what can we do to protect ourselves in this ever-changing world?

The most important advice is not to despair. There is one thing that everyone can do. We can and must embrace new technologies and learn to live with them. It is now vital to develop new skills and continue to develop them throughout our working lives. We almost certainly won't be still doing the same job when we

retire as when we leave education and successful people will be willing to retrain many times.

In the past, workers threatened by machinery joined the Luddites and attempted to halt the march of progress by smashing things up. Perhaps we should form a new group. How about the Bradites who follow the example of Brad Colburn, a self-made millionaire who made his money by filming himself playing his favourite video games while describing them and posting the films on YouTube. That's not a bad way to earn a living!

***Task 2. Read the article. Choose from the paragraphs (A–F) the one which fits each gap (6-10). There is one extra paragraph which you do not need to use.***

- A** In spite of this, Jamie continues with his own successful career as a high-profile chef.
- B** These twin objectives led to him opening a restaurant called 'Fifteen' specially to train young chefs.
- C** Basically, it requires a great deal of hard work and commitment.
- D** Without this, Fifteen would just be another restaurant and without the top-class food, the charity would be just another youth training centre unconnected to the real world of business.
- E** To qualify, candidates have to be between sixteen and twenty-four and not in employment, education or training.
- F** Michael, himself one of the first graduates, won't put up with any nonsense and hates to see young people wasting their opportunities, so he expects high standards.

### **More than a restaurant**

Famous TV chef Jamie Oliver left school aged sixteen to work in his family's restaurant and later was given his own cookery show. The programme was an instant success and was followed by a best-selling cookbook and more TV series. However, Oliver wasn't only interested in being a celebrity. His aim was to give disadvantaged young people with few job or social opportunities professional

training, plus the chance of a successful career. (6) \_\_\_\_\_ Since 2002, over 100 apprentice chefs have graduated and gone on to work in first-rate restaurants.

There is a lot of competition to gain a place as a trainee chef. Each year, up to 100 would-be apprentices are interviewed. (7) \_\_\_\_\_ Many lack confidence, and in extreme cases, their parents or grandparents have applied on their behalf. But instead of looking for the most employable people, interviewers at Fifteen are looking for the least employable ones. They identify the candidates most in need by finding out why things haven't worked out for them and assessing their potential. Sixty candidates are selected initially, and they attend what's called a 'bootcamp' where they do character assessment exercises. Half are then selected for a four-month college course in catering where they learn basic food theory and practical skills. Then a final selection is made and approximately eighteen to twenty new apprentices enter Fifteen's kitchens each spring.

So, what does training in Fifteen's kitchens involve? (8) \_\_\_\_\_ Apprentices get up every day at 7 a.m. and work in the restaurant from 8 a.m. till 11 p.m. Two days a week are spent at college so that they can obtain a qualification in catering. Three days are spent in the restaurant working and then there is a 'sourcing' day once a week, when they go to food suppliers and learn about how food is grown or raised. For many of them, this is their first time outside their usual environment so the experience of using high-quality ingredients is a real eye-opener.

There is no doubt that being a Fifteen apprentice is challenging, but it works for most of them. The act of taking a simple, uncooked ingredient and turning it into something special has a magical appeal and the apprentices get a real sense of achievement every day. Even so, between three and six fail to complete the training most years and this is partly down to the man in charge of the restaurant. (9) \_\_\_\_\_ Not all the trainers have such a strict approach. They point out that, despite some apprentices being immature and not always having a positive attitude, the main purpose of the scheme is to help people and give them a start in life.

Not many people realise Fifteen is a charity. It's a socially responsible business which raises its own money and puts all profit back into the training programme. (10) \_\_\_\_\_ With so many graduates now working as chefs, Jamie Oliver can be proud of what he has achieved with Fifteen.

**Transfer your answers to the answer sheet.**

## **USE OF ENGLISH**

*Time: 25 minutes*

***Task 1. Read the text and think of the word which best fits each gap. Use only one word in each gap.***

Last summer I decided to take an exam in French. I didn't want to put (1) \_\_\_\_\_ revising for the exam till the last moment, so I prepared a great study schedule. I was going to learn a bit every day.

It worked well at the beginning. After lunch, I (2) \_\_\_\_\_ go to my room and get (3) \_\_\_\_\_ to work for a good few hours. However, things went wrong one day when I needed to use an online dictionary. I saw some new messages from my friends, replied to them, watched a few videos and, before I knew it, it was dinnertime. In the end, I did very (4) \_\_\_\_\_ revising and I failed the exam. Going online while studying is not always a good idea!

Recently my dad has shown me an application which he uses to manage his time at work. It simply blocks access to Facebook and other pages. If only I (5) \_\_\_\_\_ discovered it before! Maybe I'd (6) \_\_\_\_\_ passed the exam and wouldn't have to re-take it now!

***Task 2. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in capitals. Do not change the word given. You must use between two and five words, including the word given.***

7. I don't eat out because it's too expensive.

AVOID

I \_\_\_\_\_ because it's too expensive.

8. He made a lot of fuss about such a small cut!

DEAL

He made \_\_\_\_\_ about such a small cut!

9. It was wrong of you not to ask me before using my tennis racket.

OUGHT

You \_\_\_\_\_ before using my tennis racket.

10. Carla said that Paul had cheated in the exam.

ACCUSED

Carla \_\_\_\_\_ in the exam.

11. I'll only come if you pay for the tickets.

UNLESS

I \_\_\_\_\_ pay for the tickets.

12. Everyone recognises her now because she was on a reality TV show.

IF

People wouldn't recognise her \_\_\_\_\_ on a reality TV show.

13. People could see the smoke from over 50 kilometres away.

COULD

The smoke \_\_\_\_\_ from over 50 kilometres away.

14. It was a mistake to spend so much money on this dress!

WISH

I \_\_\_\_\_ so much money on this dress!

**Task 3. Read the article and decide which answer (A, B, C or D) best fits each gap.**

There is now undeniable evidence that climate (15) \_\_\_\_\_ is a reality. Despite the fact that some people (16) \_\_\_\_\_ to accept it, we cannot escape the fact that global temperatures and sea levels are rising at an unbelievable rate. It is believed that in a (17) \_\_\_\_\_ thirty years, global temperatures will have exceeded the limit established by the Kyoto Protocol in 1997. This rise will no

doubt have a (18) \_\_\_\_\_ impact on the lives of everyone on the planet. Nevertheless, it seems that efforts to slow the rise in temperatures have had the (19) \_\_\_\_\_ effect. In fact, greenhouse (20) \_\_\_\_\_ in the atmosphere are said to have risen by 60 percent in the last thirty years. In part, this is a response to the needs of a growing population faced with food shortages and poverty. (21) \_\_\_\_\_, the only real long-term solution is for us to engage in a serious programme of sustainable development. Time is not on our side and we must (22) \_\_\_\_\_ our governments to take immediate action.

- |              |              |               |            |
|--------------|--------------|---------------|------------|
| 15 A change  | B conversion | C development | D shift    |
| 16 A admit   | B blame      | C refuse      | D regret   |
| 17 A bare    | B mere       | C minor       | D simple   |
| 18 A direct  | B even       | C sincere     | D straight |
| 19 A adverse | B contrary   | C differing   | D opposite |
| 20 A fumes   | B gases      | C smoke       | D vapor    |
| 21 A Also    | B Earlier    | C However     | D Likewise |
| 22 A insist  | B make       | C recommend   | D urge     |

**Transfer your answers to the answer sheet.**

## **WRITING**

*Time: 30 minutes*

**You see this announcement on an English-language website.**

### **Articles wanted!**

We're looking for articles about free-time activities.

Can leisure activities and hobbies teach you useful skills? How can they be useful?

Tell us about how your activities and hobbies have helped you develop your own skills.

We'll publish the best articles on the website.

*Write your article in 140–190 words.*

**Transfer your article to the answer sheet.**