

Name

 Surname

Company _____ Group _____ Date _____

FINAL TEST – Level B2.1 _____ / 100 points

SECTION 1: LISTENING- MAKING A COMPLAINT

1. You will hear someone call to voice a complaint. Listen to the dialogue and answer the questions. You will hear it twice. (4 points)

1. Why is Maureen so unhappy?

2. Why is Ian calling Maureen?

2. Listen again and complete Ian's notes (6 points)

Yesterday evening – problem with order no. 008463 (rec'd. 21:06)

Bill came to €18.45 (2 pizzas XL + 2 salads) Customer paid €10

First order: about ¹ _____ pm –lost?

Second order: 8pm

Delivery: ² _____ pm (Barry got lost?)

Food was ³ _____. One box was ⁴ _____.

(Customer paid ⁵ € _____ for a meal from another restaurant.)

ACTION: investigate; send ⁶ _____ refund & discount vouchers.

SECTION 2: VOCABULARY

3. Complete the spelling of these words with sh, ch, che, s. (10 points)

1. _____out

2. Mu_____room

3. Ru_____

4. _____ampagne

5. Bro_____ure

6. _____ck

7. _____ure

8. Champion_____ip

9. Selfi_____

10. Pou_____

4. Complete the sentences below with the words in the box.

(6 points)

say	far	read	remember	think	heard
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1. **As** _____ **as I can remember**, it was in the fifteenth century.
2. **They** _____ **that** it took a million workers fourteen years to complete.
3. **I** _____ **I'm right in saying that** you can rent an audio tour.
4. **I** _____ **somewhere that** it's made completely of wood.
5. **I've** _____ **that** they have English-speaking guides there.
6. **If I** _____ **rightly**, it's a two- or three- hour trip by bus.

5. Match the expressions with the best fitting verbs.

(8 points)

- | | | |
|---|--------------|--|
| 1 | Work on | a. a busy schedule / a high standard / good grades |
| 2 | Work towards | b. the standard of teaching / a problem / an essay |
| 3 | Carry on | c. teaching / smoking / rugby |
| 4 | Keep up | d. for a degree / for a course / for lessons |
| 5 | Sign up | e. qualifying as a teacher / a solution / a goal |
| 6 | Take on | f. developing / with a task / as normal |
| 7 | Drop out | g. new students / a lot of work / a big responsibility |
| 8 | Give up | h. of school / a race / of a competition |

SECTION 3: GRAMMAR

6. Re-write the words in (brackets) using the present perfect simple or progressive to complete the profile.

(8 points)

Esmeralda Vallejo

I ¹ _____ always _____ (be) interested in painting, but I ² _____ only _____ (do) it seriously for about five years. During that time, I ³ _____ (complete) various courses in techniques and materials and I ⁴ _____ (win) a few prizes in regional competitions. I'm not rich – not at all! – but since last year I ⁵ _____ (advertise) my work on the Internet and I now sell enough of my work to make a living, so I ⁶ _____ (give up) my part-time office job and I ⁷ _____ (become) a full-time artist. I'm feeling really excited about my work at the moment as I ⁸ _____ (experiment) with some new ideas- though I think some of my regular clients might be a bit shocked at the results!

7. Past simple vs. past perfect simple. Read Carl's story about a disastrous journey. Choose the best options.

(16 points)

"My worst journey- though it was kind of sunny, too – happened in India a few years ago. I wanted to get a train from Delhi to a town called Dehra Dun near the Himalayas. But half an hour before my train was due to leave, I ¹ **realized / had realized** I ² **came/had come** to the wrong station. I ³ **was / had been** sure my friend ⁴ **told/had told** me to go to the station in New Delhi but in fact my friend went from the Old Delhi station. I jumped in a taxi but when I ⁵ **got /had got** to Old Delhi, my train ⁶ **already left/ had already left**.

So I bought a new ticket, waited a few hours and got on the next train. Everything was fine until I ⁷ **noticed/ had noticed** one of my bags ⁸ **disappeared/ had disappeared**. I ⁹ **remembered/ 'd remembered** that a strange man ¹⁰ **walked / had walked** through the carriage some time before, so maybe he ¹¹ **took/ 'd taken** it. Unfortunately, there was an old camera in it with some pictures that I ¹² **took / 'd taken** of my grandmother just before she died, and also a hat some close friends ¹³ **gave/ had given** me. The other passengers were very kind and tried to help, but it was too late.

Later, we stopped at a little station in the countryside. Suddenly, a wave of water ¹⁴ **came/ had come** through the open window and soaked me to the skin! I ¹⁵ **forgot/'d forgotten** it was the Hindu festival of Holi, when people throw paints and water at each other. It's all meant to be fun, of course, but by that time I ¹⁶ **lost / 'd lost** my sense of humour."

SECTION 5: READING

8. Read the article and answer the questions.

(5 points)

Since he was 11, Babur has been running his own school in Bhabta, a small village in West Bengal, passing on to the children of poor families the knowledge he has acquired at his fee-paying school during the day.

It began when children in his village plagued him with questions about what he learned at the 1,000-rupee-a-year school their parents could not afford.

"It started without much effort," he says. "There were lots of children who had dropped out of school, or never been to school at all. They were always asking questions about my lessons and I would repeat everything for them.

"There used to be just eight pupils, and my friends helped me with the teaching. We worked on the standard of teaching, the word spread to nearby villages, and gradually we took on more and more students."

Five years later, Babur is recognised by district education officials as 'head teacher' of the Anand Shikshya Niketan school, with 10 teachers and 650 pupils. The teachers work unpaid, the children wear their own clothes rather than uniforms, and the books and desks are financed through donations.

Babur works remarkably long hours. On a typical day, he'll rise at 5am for morning prayers, do household chores, then take a bus to school in a village three miles away. From 10am to 4pm, he focuses on his own studies, then he races back to his village to welcome his students at 5pm.

He teaches until 8pm and supervises his colleagues, mainly fellow pupils ranging from 16 to 19 years old. The teaching doesn't make him tired, he says, but gives him more strength to keep up his busy schedule.

His parents are bursting with pride.

His father, Mohammed Nasiruddin, was shocked when he first discovered his son was teaching. "I couldn't believe it. He's always rushing from place to place and I was worried it might affect his studies. So I visited his school. Seeing his determination and dedication to teaching cleared my doubts," he says.

Babur believes he has found his vocation. He's working towards qualifying as a teacher so that he can carry on developing his school. His plan is to sign up for a distance degree so that he won't have to give up teaching classes.

The secret of his success, he says, is commitment. "You have to be dedicated and determined. You need to create a positive learning environment. And there has to be goodwill between teacher and students."

1. How many pupils were there at first?
2. How many teachers and pupils are at Babur's school now?
3. How many hours a day does Babur teach?
4. Who are the other teachers?
5. How did Babur's father feel after visiting the school?

SECTION 6: WRITING

9. Please describe the following picture:



- Remember to use expressions such as *shows*, *portrays*, *implies*, *seems*, *appears*, *suggests*, *emphasizes*, *highlights*, *visible*

Score: _____ out of 12 points

SECTION 7: SPEAKING

Instructions for the speaking portion of this test have been provided by your trainer.

Your trainer will evaluate your speaking performance using the rubric below.

Criteria:	Marks
Coherence	/ 5
Fluency	/ 5
Lexis	/ 5
Complexity	/ 5
Accuracy	/ 5
Total	/25

Key:

1/5 = needs a lot of improvement

2/5 = needs improvement

3/5 = approaches/meets standards

4/5 = meets/exceeds standards

5/5 = clearly exceeds standards

Coherence:

logical organization and development of the topic or argument; clear interconnectedness of thoughts and ideas

Fluency:

smoothness and (apparent) effortlessness of communication

Lexis:

range and appropriateness of words and idiomatic expressions used

Complexity:

range of grammatical forms and structures used

Accuracy:

appropriateness/correctness of grammatical forms and structures used