



B2 level test for MA candidates

Name:

Faculty:

Surname:

Date:

Section 1: Listening

You will have 10 seconds to read each question and the corresponding options. Then listen to the recording. After the recording you will have 10 seconds to choose the correct option. Put a cross (x) in the box next to the correct answer, as in the example.

Example: What aspect of customer service is the speaker talking about?

- A dealing with customers by telephone
- B dealing with customers in a store
- C dealing with customers in their homes

1. What do we learn about Mike?

- A He wants the report by the end of the week.
- B He doesn't mind if the report is a bit late.
- C He expects the report at the agreed time.

2. What is David's attitude towards work?

- A Do more than you have to.
- B Do as much as you have to do.
- C Do as little as possible.

3. Who is the speaker?

- A a local radio newsreader
- B a local factory manager
- C a local person looking for work

4. Who are the two speakers?

- A two members of a music band
- B a band member and his manager
- C a band member and a reporter

5. What is the speaker talking about?

- A the quality of a recorded piece of music
- B the progression of a piece of music
- C a live performance of a piece of music

6. How does the man feel?

- A pleasantly surprised
- B as he expected
- C relieved the woman liked it

7. How does Jack feel about exercising?

- A It requires a lot of concentration.
- B It has not been difficult.
- C It has had an unexpected result.



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8. What is the speaker doing?

- A advising
- B threatening
- C encouraging

9. Where is the speaker?

- A in a radio studio
- B in a lecture theatre
- C in a doctor's consultation room

10. Who is the speaker referring to?

- A a boxer
- B an athlete
- C a footballer



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Section 2: Reading

You are going to read an article in which a trade union learning representative talks about her work. For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers **on the separate answer sheet**.

The award-winning learning representative

By Liz Lightfoot

It is now almost 20 years since Nicola Njie was told to go and see the head teacher in the hope that he could persuade her to stay on for the final two years of her secondary education. At a school not known for its academic excellence, her exam grades stood out and her form tutor thought she had considerable academic potential. They told her that she would stand a better chance of a good, well-paid job with further qualifications, but Nicola was unmoved. She wanted to earn money straightaway and to be more independent.

Three years later, she had plenty of time to think of what might have been while she was making pairs of tights at a local factory. But now she has a job she enjoys, a passion for her role as a learning representative for the trade union Unison and an award for the learning rep of the year. In fact, there is not much that Nicola, 35, is not passionate about – her two children, her supportive family, the union and the work she does as a learning representative to encourage people back into education and training. Though the role of a union learning rep is a fairly new position, it has quickly become important as people seek to develop their capacity to do new things and boost their job prospects. The reps seek to raise awareness of the opportunities for learning inside and beyond the workplace, assess the demand for different courses and liaise with employers.

‘Learning has an important role to play in improving people’s lives, but many can be put off by bad experiences at school, or because they are not confident of their abilities,’ she says. Looking back over her life to date, she regrets, in certain respects, leaving school at 16, but in others she is happy with the way her career is now going. ‘I did actually enjoy it – I didn’t have a bad experience. The job I really wanted to do was to be a crime-scene officer, so when I left school I contacted the police and said that was what I wanted to do. The person in charge at that time said: “Well, you are a girl and you are 16, so I’m not sure that working in that environment would be appropriate for you”.’

His sexist remark, which would nowadays almost certainly lead to a formal complaint, made her even keener to get in. ‘I worked on a youth training scheme for two months, then rang them again and told them what I had done. After that I managed to get on a council training course and worked in the crime-scene department, learning how to dust and match fingerprints. I really loved it but it wasn’t well paid, so I decided to go and work in a factory to earn better money, and that was when my education ended,’ she says.

Years later, she started work at a power and gas company, and six months after joining a union for the first time she became a learning rep. There was no stopping her. When the regional learning co-ordinator left, Nicola immediately offered her services and was appointed in her place. Last year she was ‘amazed’ to be voted learning rep of the year.

Her important position within the union has opened doors and given her the confidence to speak to senior managers and address public meetings. ‘But for the help from Unison,’ she says, ‘I would never have stood up in front of the company’s chief executive and done a presentation, or spoken in front of 3,000 people at my union conference.’

So far, she has been too busy training as a trade unionist to think about herself, but she now has a new challenge in mind. ‘I didn’t know about the Open University until I started all this and what I’d really love to do is a degree,’ she says. And the subject? Trade union studies!



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1 What do we learn about Nicola's schooldays in the first paragraph?

- A She eventually agreed to take the advice of the teaching staff.
- B She was at a school where most students obtained good qualifications.
- C She was once sent out of class because her work was so poor.
- D She achieved better results than many other pupils at her school.

2 In her role as a learning representative, who does Nicola help?

- A young people who are thinking of leaving school at 16
- B adult employees who wish to improve their skills
- C workers who want a position within the trade union
- D unemployed people who are looking for a job

3 How does Nicola feel about leaving school when she was 16?

- A Nowadays she realises it was a mistake to leave when she was so young.
- B She is glad it enabled her to go straight into the job she had always wanted.
- C In some ways, she wishes she had continued her education there.
- D She thinks she should not have left until she had decided on a career.

4 What does 'it' refer to in line line 40?

- A her career
- B being a 16-year-old
- C her life so far
- D being at school

5 What was Nicola's immediate reaction to her rejection by the police?

- A She became more determined than ever to be accepted.
- B She told the police she was going on a youth training scheme.
- C She made a complaint to the authorities about discrimination.
- D She made up her mind to get a job in a factory instead.

6 What does the writer mean by 'There was no stopping her' in line 64?

- A Some people tried to stop her achieving her aims.
- B She went too far in order to get what she wanted.
- C Nothing could prevent her becoming successful.
- D She had no time to think about what she was doing.

7 What has changed for Nicola as a result of becoming a learning rep?

- A It has prevented her from addressing the union conference.
- B It has created a number of opportunities for her.
- C It has enabled her to become part of the firm's management.
- D It has reduced her need for help from the union.

8 In the final paragraph, we learn that Nicola is

- A considering continuing her own education.
- B helping other workers to go to university.
- C now a university student.
- D aware that she doesn't have time to study.



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Section 3: Use of English

0 A making B taking C travelling D flying

0	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
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Holidays at home

Official figures show that the number of people (0)..... international flights is decreasing, and that this is (1)..... in significant changes to holidaying habits.

As the cost of air tickets increases, it appears that more and more families are choosing to (2)..... their summer holidays at home. People are also becoming more (3)..... of the harm that flying does to the environment, and see it as a way of helping to (4)..... the planet, too.

For many parents a summer with no airport queues or overcrowded resorts may seem attractive, but the idea might well be less (5)..... with their teenage children, who are probably (6)..... to flying off to the Mediterranean or Miami as soon as school breaks up. So, the question is, how can young people (7)..... lots of fun when so much will be closed for the holidays, and so many of their friends are (8)..... to be away?

The answer may lie at the local sports centre. Nowadays, many centres organise summer activities aimed at young people (9)..... either on indoor or outdoor sports. These might range, for instance, from playing table tennis to (10)..... mountain-biking. As well as being healthy and enjoyable, taking part in activities like these is also an excellent way to (11)..... new friends. For the most popular activities, though, it is advisable to (12)..... early for a place - perhaps two or three months in advance.

- 1 A leading B resulting C causing D creating
- 2 A pass B employ C use D spend
- 3 A aware B thoughtful C wise D familiar
- 4 A save B secure C guard D defend
- 5 A liked B popular C approved D accepted
- 6 A used B experienced C preferred D prepared
- 7 A do B live C cause D have
- 8 A positive B inevitable C bound D definite



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- 9 A eager B keen C fond D enthusiastic
- 10 A going B cycling C playing D riding
- 11 A meet B know C join D make
- 12 A demand B apply C claim D order



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GRAMMAR

1. I arrived.....the office and opened my mail.

- a. in
- b. to
- c. at
- d. into

2. The new hospital..... in front of the station.

- a. is building
- b. will be built
- c. has built
- d. had built

3. Child labor was common..... the beginning of the 20th century.

- a. At
- b. For
- c. On
- d. during

4. Jack's desk is.....to Simon's.

- a. beside
- b. besides
- c. behind
- d. next

5. "Are you free on Friday evening?"

"I'm afraid not.volleyball."

- a. I'm playing
- b. I play
- c. I'll play
- d. I'll have been playing

6. We walked.....the library together.

- a. until
- b. till
- c. to



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d. in

7. The office building is.....City Hall and the train station.

- a. among
- b. between
- c. across
- d. opposite of

8. "Which job did you finally decide to take?"

".....the end, I decided to take the part-time one."

- a. On
- b. By
- c. At
- d. In

9. By the time their boss arrived, the missing papers..... .

- a. were found
- b. will have been found
- c. have been found
- d. had been found

10. "Did they.....while they were in high school?"

"Yes, I think so."

- a. met
- b. meet
- c. meeting
- d. have met



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VOCABULARY

11. The speaker is ill, so the talk has been..... until next week.

- a. set aside
- b. made for
- c. put off
- d. brought back

12. She has..... job in a lawyer's office this summer.

- a. a temporary
- b. a permanent
- c. an overtime
- d. a capable

13. He made.....with the director of the company.

- a. an appointment
- b. an application
- c. a business
- d. an interview

14. The bank operates.....in most major cities.

- a. departments
- b. branches
- c. workplaces
- d. apartments

15. A small fire.....the fire alarm in the office.

- a. make up
- b. set off
- c. bring about
- d. put out

16. They.....their products to countries all over the world.

- a. direct
- b. retire
- c. import
- d. export



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17. The workers.....on strike yesterday.

- a. did
- b. made
- c. went
- d. ran

18. She.....\$30,000 a year.

- a. earns
- b. wins
- c. makes out
- d. achieves

19. He is now 70 and gets a..... from the government.

- a. mortgage
- b. pension
- c. contract
- d. profit

20. They asked me what I..... for a living.

- a. worked
- b. earned
- c. made
- d. did



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