

Table of specifications

Skills	Contents		CEF competences	Test items	Number of items	Marks
	Topics	Language				
A – Listening	Hard times	Compound sentences	Linguistic - lexical - grammatical - semantic - orthographic Pragmatic - functional - discursive	- Identifying ideas - Correcting information - Matching - Multiple choice - Sequencing	3	40
B – Reading (300-500 words)	Changes in the world of work	If not vs. unless		Short answers (text comprehension)	5	60
C – Language	Lifelong learning	So / such		Short answers (gap filling; sentence completion)	4	50
D – Writing		Phrasal verbs		Essay (120-180 words)	1	50

Name _____ No. _____ Class _____

Date ____ / ____ / ____ Mark _____ Teacher _____

A – LISTENING

40 marks

Listen to the song “Do what you like”, by Horia Brenciu.

1. What is it about? Choose the correct option.

10 marks

- ☐ a. Daily stress.
- ☐ b. Doing what you like.
- ☐ c. Getting ready for work.
- ☐ d. Changing careers.



2. Tick (✓) the right option.

18 marks (6 x 3 marks)

2.1. The sentence “The sun will come your way” means that...

- ☐ a. better days will come.
- ☐ b. rain will stop.
- ☐ c. nothing lasts forever.

2.2. In the song, smiling is associated with the idea of...

- ☐ a. fine weather.
- ☐ b. a happier life.
- ☐ c. a better job.

3. The song mentions “All the stress. It’s hard to say you will escape”. Do you think a life without stress is possible? Why/Why not?

10 marks (5 x 2 marks)

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B – READING

60 marks

1. Write about 30-40 words on what for you would be the best job in the world.

10 marks

2. Read the following text.

Five reasons to ignore the advice do to what you love

“Follow your bliss and the universe will open doors for you where there were only walls.” – *Joseph Campbell*

“The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle.” – *Steve Jobs*

5 Admit it. You live in a society that reveres the perspectives of Joseph Campbell and Steve Jobs. You've been told that world-changing success will magically come, but only if you do what you like. Here are five reasons to challenge this idea.

1.

10 Dave Evans, who co-teaches a popular course on “Designing Your Life” at Stanford University, says, “We don't start by asking ‘What's your passion?’ The overwhelming majority of people don't have a passion, or have multiple. It's much better to have an accurate awareness that you don't know your passion than to have an erroneous confidence in a false passion.”

15 2.

Seth Godin once told the story of a gifted friend who took on an exhausting, badly paid role at a record company because music was his passion. Godin wondered, rightly, if this friend could have served himself and society better if he worked as a school teacher during the day and spent his spare time pursuing his passion.

20 **3. The search for one's passion can be a distraction from living in the present.**

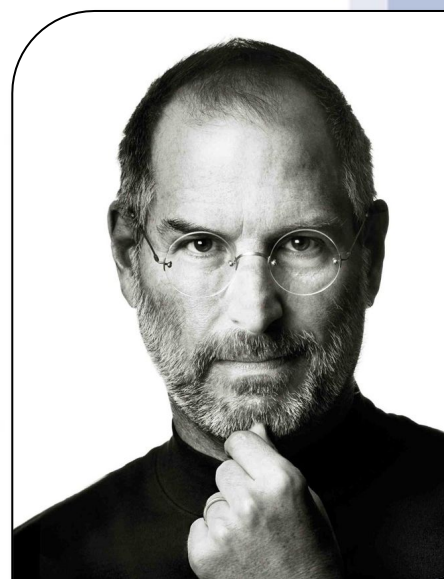
Fifty years before Steve Jobs told college graduates to ceaselessly search for their true passion, the great Trappist monk Thomas Merton observed, “The world is full of unsuccessful businessmen who still secretly believe they were meant to be artists or writers or actors in the movies.” Merton encouraged others instead to find meaning in an imperfect present moment instead of getting frustrated by not having perfect lives.

25 4.

Most people love watching movies but would hate to be involved in making them. Living in Los Angeles, this applies to half my friends. Even relatively successful writers and actors end up dreading the deadlines and burdens imposed by a career that looks less glamorous in close-up than it did in long-shot.

30 **5. Steve Jobs didn't follow his own advice.**

Steve Jobs didn't practice what he preached. If he had followed his overriding lifelong passion, Jobs would have become a great Zen teacher. Instead he successfully made a life for himself in technology, management and marketing.



<https://www.forbes.com/sites/robasghar/2013/04/12/five-reasons-to-ignore-the-advice-to-do-what-you-love/#563f552d1096>, accessed in October 2017

3. Decide which heading fits the numbers 1, 2 and 4 in the text.

15 marks (3 x 5 marks)

- ☐ a. Your bliss can become hell once it becomes a job.
- ☐ b. Be careful which job you choose.
- ☐ c. A good job can be badly paid.
- ☐ d. Most gifted people don't have one overriding passion.
- ☐ e. The money just might not follow.

4. Find opposites for the words/expressions below on the text – lines 1 to 19.

10 marks (5 x 2 marks)

- a. misery
- b. disrespects
- c. insignificant
- d. wrong/erroneous
- e. ignoring

5. Choose the correct option according to the context.

10 marks (2 x 5 marks)

5.1. The word "role" in line 16 means...

- ☐ a. part.
- ☐ b. function.
- ☐ c. position.

5.2. In paragraph six, the word "burdens" is used as a synonym for...

- ☐ a. responsibilities.
- ☐ b. weights.
- ☐ c. worries.

6. Answer these questions about the text.

15 marks (3 x 5 marks)

6.1. Do you think the text effectively defends its point of view? Justify.

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6.2. What is meant in the text by "find meaning in an imperfect present moment instead of getting frustrated by not having perfect lives" (ll. 24-25)?

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6.3. Is money very important when choosing a career? Give reasons.

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C – LANGUAGE

50 marks

1. Link the phrases from columns A and C using the appropriate conjunctions from column B. One conjunction does not apply. 15 marks (5 x 3 marks)

A	B	C
a. Choosing a career is a very difficult thing and	1. so	A. make a decision about what you definitely don't want to do in life.
b. In the past a career choice was for life	2. yet	B. it had to be well planned and thought through.
c. Nowadays, however, there are no jobs for life	3. and	C. it is something we cannot escape doing.
d. The trend nowadays is to try	4. for	D. experiment as many different activities as we can.
e. You can either find something you love doing	5. nor	E. careers that can't be changed or upgraded.
	6. or	

2. Complete the text with five words from the box. 15 marks (5 x 3 marks)

accustomed
satisfiedaware
brilliantdependent
enthusiasticinterested
sorry

When the time came for me to choose a career, I followed my heart. I was **a.** to the idea that happiness was a consequence of following our dreams. I was very much **b.** in numbers and I felt **c.** about having a job where I could use my mathematics skills all day long. However, I soon felt **d.** about making that decision so early in life. What I loved about mathematics was the creative aspect of playing with numbers. Working with it professionally day in day out made me **e.** of how routine can kill passion if we are not careful!

3. Choose the correct option. 12 marks (4 x 3 marks)

- a. Choosing a career is **such / so** an important thing!
 b. “**Such / so** a job is not suited for you – you’re **such / so** shy and quiet!”
 c. If you **aren’t / are** prepared to compromise, you will have a hard time getting on life.
 d. Students won’t be able to make good career choices **unless / if** they are informed about the job market.

4. Complete the sentences with a suitable verb from the list. Make all the necessary changes. 8 marks (2 x 4 marks)

- a. Peter up at his job as a receptionist on the first day wearing shorts and slippers!
 b. We must be realistic about working conditions but we mustn’t in to bad working conditions.

show
get
look
give

D – WRITING

50 marks

Write an argumentative text – about 120-180 words – on the topic “Doing what you like or liking what you do”. Present at least one argument in favour of each position, and give your own opinion as well.

ANSWER KEY

A – LISTENING

Video: Horia Brenciu – Do what you like

(<https://www.youtube.com/watch?v=pwNZgPO-EyE>)

1. b.
- 2.1. a.
- 2.2. b.
3. Personal answer.

B – READING

1. Personal answer.
3. a. 4; b. 2; d. 1.
4. a. bliss (l. 1); b. reveres (l. 5); c. overwhelming (l. 12);
d. accurate (l. 13); e. pursuing (l. 19).
- 5.1. c.
- 5.2. c.
- 6.1. Personal answer.
- 6.2. Personal answer.
- 6.3. Personal answer.

C – LANGUAGE

1. a-2-C; b-1-B; c-5-E; d-3-D; e-6-A.
2. a. accustomed; b. interested; c. enthusiastic; d. sorry;
e. aware.
3. a. such; b. Such... so; c. aren't; d. unless.
4. a. showed; b. give.

D – WRITING

Personal answer.

Correction criteria

Test items	Criteria
- Identifying ideas - Correcting information - Matching - Multiple choice - Sequencing	- Correct/incorrect - Sequencing items will only be given marks if the whole sequence is correct. - One mark off in true/false items for each incorrect quotation from the text, when applicable. - One mark off in true/false items for each incorrect answer, if quotation from the text is correct, when applicable.
Short answers (sentence completion; rephrasing)	- One mark less for each language mistake, up to a maximum of 3 marks. - Incomprehensible or decontextualised answers will be marked wrong.
Short answers (text comprehension)	One mark less for language mistakes, up to a maximum of 3 marks.
Essay	41 to 50: The student shows excellent writing skills; fully respects the topic or text type; presents his/her own ideas about the topic, contextualises and develops them; uses appropriate and varied cohesive devices; organises the text in a coherent manner; mistakes (structure or spelling) do not impede understanding.
	31 to 40: The student shows good writing skills; respects the topic or the text type; presents some ideas about the topic and contextualises them; uses simple cohesive devices but not always successfully; choice of words is good; makes few mistakes (structure or spelling) which hardly affect the message.
	21 to 30: The student shows adequate writing skills; respects the topic or the text type; presents some ideas about the topic and tries to contextualise them; uses some cohesive devices but the text is slightly disorganised; choice of words is adequate; makes some mistakes (structure or spelling) which sometimes make message slightly confusing.
	11 to 20: The student shows poor writing skills; only partially respects the topic or the text type; presents some ideas about the topic but the text is slightly confused; uses few cohesive devices but the text is not well organised; choice of words is poor; makes some mistakes (structure or spelling) which sometimes impede understanding.
	0 to 10: The student shows very poor writing skills; doesn't fully respect the topic or the text type; ideas are scarce and mostly decontextualised; uses few cohesive devices and the text is disorganised; choice of words is very poor; makes many mistakes (structure or spelling) which sometimes make message incomprehensible or illegible. Note: the student will get 0 marks if the topic or text type is not respected, or if the whole text is incomprehensible or illegible.

AVAILABLE
IN EXCEL FORMAT
IN 20 AULA DIGITAL

CORRECTION GRID

CLASS _____ DATE ____ / ____ / ____ TERM _____

		A – Listening				B – Reading						C – Language					D – Writing		Total	Mark
		1	2	3	Total	1	3	4	5	6	Total	1	2	3	4	Total	1	Total		
No.	Name	10	10	20	40	10	15	10	10	15	60	15	15	12	8	50	50	50	200	
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