

NAME: _____

DATE: _____

A LISTENINGCLICK TO
PLAY

You are going to listen to an interview with a young student who helps with overseas visitors who come to her town. For questions 1–7, choose the answer (A, B or C) which fits best according to what you hear.

- Sarah says that learning Ukrainian
 - is easier than most other languages.
 - enabled her to communicate at a basic level.
 - was a good way to meet people.
- What does Sarah say about visiting Paul McCartney's childhood home?
 - She liked it because it felt real.
 - She would have enjoyed visiting it again.
 - She enjoyed it more than she had expected.
- How did Sarah feel about Alicia's reaction to the exhibit in the Tate museum?
 - She was surprised by it.
 - She was excited by it.
 - She was upset by it.
- The Chinese family's favourite activity was
 - a visit to Wales.
 - a day shopping.
 - an evening with other people.
- What did Sarah enjoy most about visiting Shanghai?
 - She was fascinated by the different food.
 - She was interested in the different architecture.
 - She was pleased to be able to experience a big city.
- How does Sarah feel about the way her German visitors will communicate?
 - concerned about possible problems
 - keen to help them avoid difficulties
 - sure that they will find it easy to talk to people
- What should visitors do when staying with host families?
 - ask for help when they need it
 - follow the house rules
 - use their own language all the time



B READING

Read the article and choose the answer (A, B, C or D) which you think fits best according to the text.

1 Why does the writer mention 'cyber-school days' in paragraph 1?

- A to criticise schools that don't have them.
- B to show how important technology is in modern schools.
- C to explain the importance of studying at home.
- D to highlight the need to teach computer skills in school.

2 What is James Bishop's point about technology in paragraph 2?

- A It prevents imagination in young people.
- B It often leads to poor learning outcomes.
- C It can be a waste of money.
- D It is too widely used in other schools.

3 What were the findings of a particular study into the effectiveness of schools?

- A Schools with more computers had improved exam statistics.
- B The use of computers in school led to disruptive behaviour.
- C Too much emphasis on computers caused lack of creativity.
- D Frequent use of computers lowered overall student performance.

4 In paragraph 4, what does 'this edict' refer to?

- A the way children use technology.
- B the age at which children can watch films.
- C accepting the kind of television programmes children can see.
- D controls on when children can use electronic devices.

5 What is Ann Springer's attitude towards the school's policy?

- A She is pleased with its effect on her daughter.
- B She finds it difficult to implement.
- C She gets annoyed when friends don't understand it.
- D She dislikes the way it affects her own life.

6 What does Richard Atkins say about introducing technology to young children?

- A It's pointless because it changes so fast.
- B It causes problems throughout school life.
- C It teaches skills that children need for their future.
- D It takes children's attention from other subjects that are important.

The no-tech school that is getting results

These days, it is commonplace to hear about schools investing heavily in technology and even having 'cyber-school' days, when pupils work remotely from home using their computers. But one school has
5 bravely rejected the use of technology for its pupils. At a school in the north of England, pupils aren't allowed to use smartphones or computers and they can't watch TV at home even during the holidays. In the school, there are no iPads, no smartphones and no television
10 screens. Parents who choose to send their children to this fee-paying school have to follow the same strict programme at home, with no television, computers or films, both during term-time and during holidays.

The school opened in 2011. It charges high annual
15 fees so it is only for families with money, and it is taking advantage of recent doubts about how much using technology in schools promotes learning. James Bishop, who is chair of the school board of directors, explained the ban on technology as a way to give
20 children the space to grow. He believes children today can rely too much on technology and television feeding them stimulation rather than learning to create their own activities and entertainment. Therefore, the aim of the school is to encourage creativity so that the
25 children are active creators not passive consumers. In September 2015, a global study found that schools that had spent a lot of money on computers and technology did not have improved results. In fact, the exact
opposite was the case.

30 Another study revealed children are too busy playing games on their tablets to spend time in the sun during holidays, which could have negative effects on their physical health. Other reports highlighted the potentially negative effect of social media, with one
35 finding that nearly a quarter of students were on it at night, thus reducing the hours spent asleep. There is also a concern that allowing students to use mobile phones and iPads in the classroom leads to disruptive behaviour and poor concentration.

40 The school is against the use of all forms of electronics by small children and only gradual integration in adolescence. Many parents accept that following this edict means an agreement on their part to reduce the use of screen time at home. According to school
45 rules, children are not allowed to watch television at all before they are twelve, when they can watch documentaries that have been viewed and approved by their parents. Films are banned until fourteen and the internet is out of bounds for anyone under sixteen.
50 Following these require great commitment on the part of all concerned.

Ann Springer, whose daughter Isobel, eleven, joined the school two years ago, believes the ban asks a lot of
55 both parents and children. But she has no doubts that it is worth the effort. In her view, reduced exposure to screens has resulted in less social pressure on Isobel to be like other children and behave in certain ways. Isobel, herself, says she was 'a bit annoyed' when she found out about the no-technology rules and that she
60 sometimes finds it difficult when she plays with her friends who go to other schools, which stresses her out. She reports that it can be a problem that she can't share viewing experiences with her friends and can't join in conversations based on what they have seen and heard.
65 But she claims the no-technology rule has resulted in her having a better imagination.

Another parent, Richard Atkins, who works in IT, enrolled his two children in the school after seeing
70 a friend's children do really well at a similar school without new technology. He says both he and his wife completely approve of technology on condition it is age-appropriate as it is detrimental if it is introduced too soon. When asked if he, especially as someone employed in the technology industry, is worried he is
75 taking away the opportunity for his children to learn important skills for a digital future, his response is unconcerned. 'Technology is growing and developing at a huge rate, so the future is likely to see this accelerate even further. Anything we teach our children now will
80 be out of date very soon indeed.'

C Vocabulary

Drag the words into the right sentence



- Tina was over the _____ with her exam results. She got top marks in all her subjects.
- I want to be self-employed when I finish studying. I'd like to be my own _____
- I thought I'd lost my wallet so I was _____ to find I'd left it in the shop when I went back to check.
- Alex was _____ away by the paintings in the gallery. He thought they were amazing.
- We were all really _____ by the story of the boy who saved his pocket money to buy books for poorer children.

Choose the correct words to complete the sentences.



- » The pilot apologised **of / for / to / from** the delay in taking off.
- » We reached the summit on our third **struggle / try / attempt / effort**.
- » Our science teacher thinks we can benefit **of / for / from / off** working as a team in class.
- » Some people **take / make / have / get** a living from blogging. I'd like to do this when I leave school.
- » Lenny **won / solved / achieved / carried** out his goal of climbing the highest mountain in England.

Read the text and choose the right option for each gap.

Which job?

Last week, we went to a jobs fair with our teacher. Mr Mullen said it is important to think about (1) _____ future and find out what we want to do so he asked us to prepare questions for the people we met. We spoke to (2) _____ of people including nurses, engineers, people from the army and also from a design company and a marketing agency.

It was great to hear about the different jobs. One of the designers showed us how to use the design software and he also taught us a (3) _____ quick tips for making our work look good. I

'm really keen on the idea of working in marketing as I am the (4) _____ at English in my class and you need good language skills to sell products and ideas. I want to improve my design skills, too, as that is a big part of marketing and it would allow me to work in a (5) _____ effective way.

D GRAMMAR

Choose the correct words to complete the sentences.



Can you help me lift this box of books? You're **more stronger** / **much stronger** than I am!



Few / **Little** students know what they want to study at university when they start high school.



You need **good sense** / **a good sense** of adventure if you want to work as a tour guide.



There are **plenty of** / **several of** students who are good at science but not all of them have worked at the science museum.



I think bankers in this country earn **too much** / **not enough** money. They should give some of it to charity.

Complete the sentences with the correct comparative form of the adjectives in brackets

- 1- My sister can swim **(far)** than me.
- 2- I am **(strong-willed)** than my friend Peter. I gave up chocolate, but he couldn't.
- 3- My brother speaks English **(good)** than me.
- 4- My art teacher is **(laidback)** teacher in my school. Nothing seems to worry or upset him.
- 5- Can you take these jeans back to the shop? They're **(long)** for me.
- 6- My new German teacher doesn't speak **(fast)** my old one.
- 7- The new science teacher is **(strict)** than our old one who wasn't good at controlling the class.

Complete the second sentence so that that is has a similar meaning to the first sentence using the word given. Do not change the word given. Use between two and five words.

- **I've never had such a terrifying feeling. EVER**

That's the most _____ felt.

- **Zidane finds it difficult to ignore distractions. DISCIPLINED**

Zidane is _____ ignore distractions

- **Sean started work in the university café two years ago. BEEN**

Sean _____ two years in the university café.

- **Maggie got that piano when she was fifteen. HAS**

Maggie _____ she was fifteen years old.

- **Not many farmers manage to have a lot of free time. ONLY**

There are _____ manage to have a lot of free time.

- **You don't find the job very satisfying when you work as a cleaner. LITTLE**

There is _____ when you work as a cleaner.

Complete the sentences with the correct form of the verbs in brackets.

- Our maths teacher always (ask) us not to use our mobile phones in class.
- I (study) English for six years now.
- My dad (fly) to Spain for a meeting, but then it was cancelled.
- I think we (stay) at home this summer. Dad is saving up to take us to Mexico next year.
- In five years' time, it's likely that we (live) in the countryside.

E WRITING

Read the task. Write your review in 140–190 words, using an appropriate style.

REVIEWERS WANTED!

Your English teacher has asked you to write a review of a popular restaurant, bar or café you would recommend to visitors to your country. You should say why it is popular with locals and why foreign visitors would like it.

In your review describe your experience, positive or negative, and say whether or not you would recommend it.

- Use appropriate verbal tenses.
- Use a semi-formal style, with a wide range of vocabulary and linking words.
- Use suitable linking expressions.
- Don't be afraid to give both negative and positive opinions!
- Experiment with using first person and try addressing the reader with 'you'.
- Read lots of real authentic reviews online, anything from holidays to music concerts, exhibitions to video games!
- Remember to put some of your own personality into your review. Have some fun with it and good luck!

