

## GOLD EXPERIENCE B2 – UNIT TEST 3

### Exercise A. Complete the sentences with the correct future form of the verbs in brackets.

1. By the time the new school term starts, the teachers \_\_\_\_\_ (work) for a week.
2. After finishing school, I \_\_\_\_\_ (look) for a job in the music industry.
3. This time next week, I \_\_\_\_\_ (finish) my exams.
4. The school concert \_\_\_\_\_ (start) at 8.00 p.m.
5. I \_\_\_\_\_ (have) my first online class tomorrow. It will be fun!
6. In five years' time, he \_\_\_\_\_ probably \_\_\_\_\_ (be) at university.
7. The new history teacher \_\_\_\_\_ (be) due to start work next week.
8. I \_\_\_\_\_ (give) my English teacher my homework when I see her.

### Exercise B. Read the text and correct the mistakes. Write the correct future form of the underlined verbs.

Hi, I'm Jane. I'm a design student at the university in my city. I will have been finishing (9) \_\_\_\_\_ university in three years' time. I will probably have looked (10) \_\_\_\_\_ for a job with a design company when I am finishing (11) \_\_\_\_\_ my studies. As soon as I will get (12) \_\_\_\_\_ a job, I'll find a flat to live in. I'll have a room of my own so I am not going to share (13) \_\_\_\_\_ a room with anyone like I do now. I share with my sister and she is always taking my things without asking. It's so annoying! She isn't finishing (14) \_\_\_\_\_ school until after she passes her exams next year – by then, she is learning (15) \_\_\_\_\_ English for eight years.

### Exercise C. Complete the sentences with these words.

**attendance    detention    discipline    experiment    grade    handout    syllabus    timetable**

16. My friend didn't do his homework so the teacher gave him \_\_\_\_\_. He had to stay behind after school and do his homework then.
17. Harry did a chemistry \_\_\_\_\_ about gases in his science class yesterday.
18. George thinks the geography \_\_\_\_\_ is very interesting this year.
19. Luke's history teacher gave the class a \_\_\_\_\_ with information about the kings and queens of England.
20. The head teacher wanted to improve \_\_\_\_\_ so he made all the pupils go to assembly at the start of the day.
21. Harriet has got a different \_\_\_\_\_ this year. She now has English three days a week.
22. Kim improved his \_\_\_\_\_ by getting a good mark in the end of term test.
23. The school has a strict policy when it comes to \_\_\_\_\_. If you aren't wearing the correct uniform you will get sent home to change.

### Exercise D. Complete the text with phrasal verbs with two particles. Use one phrasal verb more than once.

Last term I missed a lot of school because I broke my leg so I had to (24) \_\_\_\_\_ lots of school work. I told my teacher I was having difficulty (25) \_\_\_\_\_ the lessons so she (26) \_\_\_\_\_ the idea of a homework club after school. I thought it was a great idea as it (27) \_\_\_\_\_ the lessons I'd missed. She invited students who hadn't missed school so they could explain the content of the lessons that some of us had missed. I (28) \_\_\_\_\_ the students from my year very well and they have helped me a lot to (29) \_\_\_\_\_ the lessons I had missed. We didn't (30) \_\_\_\_\_ topics to work on as I'd missed so much.

**Exercise E. 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, including the word given.**

**31.** I met lots of people who interested me in my last job. **SO**

I met \_\_\_\_\_ people in my last job.

**32.** Most students don't have much responsibility in their part time job. **LITTLE**

Most students \_\_\_\_\_ in their part-time job.

**33.** You may not be paid much money in this job. **DEAL**

You should not expect to earn \_\_\_\_\_ in this job.

**34.** A lot of experience is necessary for this job. **LARGE**

You \_\_\_\_\_ experience for this job.

**35.** Not many teenagers have luck in getting their first choice of job. **FEW**

Only \_\_\_\_\_ enough to get their first choice of job.

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

**The value of part-time jobs**

Many teenagers in the UK have part-time jobs. They depend **(36)** \_\_\_ their jobs for extra money to pay for their leisure-time activities. When it comes to their free time, they will have **(37)** \_\_\_ between working and being free to do what they like. Many part-time jobs require them to cope **(38)** \_\_\_ pressure. When there is a problem, they have to **(39)** \_\_\_ a judgement about the situation and have to apologise **(40)** \_\_\_ any mistakes. This requires the ability to **(41)** \_\_\_ effective decisions. Teenagers who have a part-time job benefit **(42)** \_\_\_ increased self-confidence. They are in a good position to **(43)** \_\_\_ for jobs as they have previous experience. They know how to **(44)** \_\_\_ their time and are likely to succeed **(45)** \_\_\_ finding interesting work in the future.

- |                      |          |            |             |
|----------------------|----------|------------|-------------|
| <b>36.</b> A over    | B to     | C on       | D at        |
| <b>37.</b> A judged  | B chosen | C taken    | D preferred |
| <b>38.</b> A with    | B by     | C along    | D in        |
| <b>39.</b> A produce | B get    | C make     | D do        |
| <b>40.</b> A of      | B for    | C from     | D off       |
| <b>41.</b> A have    | B get    | C earn     | D take      |
| <b>42.</b> A from    | B for    | C of       | D off       |
| <b>43.</b> A request | B allow  | C result   | D apply     |
| <b>44.</b> A run     | B create | C organise | D form      |
| <b>45.</b> A in      | B on     | C out      | D to        |

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

**The no-tech school that is getting results**

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

14 The school opened in 2011. It charges high annual  
fees so it is only for families with money, and it is  
16 taking advantage of recent doubts about how much  
using technology in schools promotes learning. James  
18 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  
22 them stimulation rather than learning to create their  
own activities and entertainment. Therefore, the aim of  
24 the school is to encourage creativity so that the  
children are active creators not passive consumers. In  
26 September 2015, a global study found that schools that  
had spent a lot of money on computers and technology  
28 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  
32 holidays, which could have negative effects on their  
physical health. Other reports highlighted the  
34 potentially negative effect of social media, with one  
finding that nearly a quarter of students were on it at  
36 night, thus reducing the hours spent asleep. There is  
also a concern that allowing students to use mobile  
38 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  
42 adolescence. Many parents accept that following this  
edict means an agreement on their part to reduce the  
44 use of screen time at home. According to school rules,  
children are not allowed to watch television at all  
46 before they are twelve, when they can watch  
documentaries that have been viewed and approved  
48 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.

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

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

**46. In the first paragraph, what is the writer's main point about the school?**

- A. Its policy on technology is going against a trend.
- B. Its teachers dislike the use of technology in class.
- C. Parents should be involved in decisions it makes.
- D. Students like to conform to its rules.

**47. What is James Bishop doing in paragraph 2?**

- A. explaining the effect of too much technology on children
- B. justifying the school's approach to technology
- C. describing the school's policy on use of the internet
- D. illustrating the kind of problems technology can cause

**48. What does 'it' refer to in line 35?**

- A. their tablet
- B. social media
- C. the study
- D. disruptive behaviour

**49. In paragraph 4, what does the internet is 'out of bounds' mean?**

- A. its use is partially restricted
- B. it's part of a package of rules
- C. it's banned completely
- D. it's a useful tool for some people

**50. What do Ann and Isobel disagree on about the ban on technology in paragraph 5?**

- A. It has reduced social pressure to conform.
- B. It causes problems with friends from other schools.
- C. It has made her more creative.
- D. It can be difficult to accept at times.

**51. What is Richard's attitude towards the school's policy for his children?**

- A. He regrets his children's lack of technical expertise.
- B. He is unconvinced that they are benefiting from their general education.
- C. He is not concerned about the range of general skills they will need in future.
- D. He understands that technology is moving too quickly for them to keep up

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

### **My interests**

What job will you do in the future? I wanted to be an astronaut when I was ten, but now I'm (52) \_\_\_ older that's changed. I'm hoping to become a sports instructor because I love exercising in the gym and outdoors. Of course, if you are (53) \_\_\_ my brother Jack, who spends most of his time in front of his computer, then you are (54) \_\_\_ to want to stay indoors. Sometimes we play interactive computer games in front of the television and pretend we're skiing or playing football. If you are an outdoors sort of person that can't drive, then there are (55) \_\_\_ places better than your local park or gym. Or how about persuading some of your family to go for a long walk? You don't have to live in the country to do this. You can (56) \_\_\_ walk thousands of steps in the city!

- 52. A many            B more            C much
- 53. A as lazy as      B lazier          C laziest
- 54. A likelier        B more likely    C likeliest
- 55. A a few            B few            C fewest
- 56. A more easier    B the easier     C easily

**Exercise I. Read the text and complete the gaps with one word only.**

**Which job?**

In my school, our teachers often talk about (57) \_\_\_\_\_ future and what we will do when we are older. Sometimes, they ask someone's mum or dad to come and talk to us about their job. Most of us have an idea of what we want to do, but a (58) \_\_\_\_\_ students don't know this. So it's great to hear about different jobs. Astrid's dad is an engineer and he came and gave a presentation about his job last week. He told us about the exams you need to do to work in airports or in a (59) \_\_\_\_\_ of places where engineers work. I'm not at all keen on the idea of working as an engineer as I'm hopeless at maths and science. I'm much (60) \_\_\_\_\_ at art and music and I enjoy working in a much (61) \_\_\_\_\_ creative way. I never run out of ideas! I'm hoping to work in an art gallery or possibly even the music industry when I leave school.

**Exercise J. 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.**

62. I planned to fly to Paris at the weekend, but the flight was cancelled. **DUE**  
I \_\_\_\_\_ Paris at the weekend, but the flight was cancelled.

63. I've never had such an exciting feeling. **EVER**  
That's the \_\_\_\_\_ felt.

64. Tina arrived late so she didn't see the start of the play. **TOO**  
Tina arrived \_\_\_\_\_ the start of the play.

65. Lisa got that laptop when she was fourteen. **HAS**  
Lisa \_\_\_\_\_ she was fourteen years old.

66. Delivering newspapers is less boring than I thought it would be. **AS**  
Delivering newspapers \_\_\_\_\_ I thought it would be.

67. It's necessary to be very energetic to be a dancer. **DEAL**  
You need \_\_\_\_\_ to be a dancer.

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

**Memorable travel experiences**

When I finish university, I want to be a tour guide. I'd like to help people (68) \_\_\_\_ their goal, which could be reaching the (69) \_\_\_\_ of a mountain or trying (70) \_\_\_\_ going on a zip wire for the first time. Mass tourism can lead to tour operators taking tourists to the most well-known attractions, but that doesn't appeal (71) \_\_\_\_ everyone. Experiences such as swimming with dolphins or staying with a local family to discover their traditions is (72) \_\_\_\_ on some people's lists. What about you? Would you like to be blown (73) \_\_\_\_ by seeing the Northern Lights in Scandinavia or discovering the lost city of Machu Picchu in Peru? Of course, sometimes the actual experience may not live up to your (74) \_\_\_\_ . It might be cloudy when you go to Sweden so you don't (75) \_\_\_\_ seeing the fantastic green lights across the winter skies. It's good to have dreams, but you shouldn't insist on always realising them or you could end up being disappointed!

- |               |                |               |            |
|---------------|----------------|---------------|------------|
| 68. A realise | B finish       | C get         | D achieve  |
| 69. A height  | B summit       | C bottom      | D point    |
| 70. A on      | B in           | C from        | D out      |
| 71. A to      | B for          | C at          | D of       |
| 72. A tall    | B above        | C high        | D wide     |
| 73. A away    | B over         | C with        | D up       |
| 74. A dreams  | B expectations | C predictions | D thoughts |
| 75. A give up | B give away    | C end up      | D put off  |