# Education 1

Unit 5

**1. Choose the most appropriate word from A, B, C or D to complete the following sentences 1–13. There is an example at the beginning (0).**

0. When I was young, I was sent to _____ school by my parents.
   A sleeping **B boarding** C staying D residential
1. In Britain, it is _____ to go to school between the ages of five and sixteen.
   A voluntary B compulsory C legal D required
2. Schools which are funded by the government are called _____ schools.
   A national B government C public D state
3. Most schools in Britain are called _____ schools, which means they have students with mixed abilities.
   A comprehension B comprehend C comprehensive D completion
4. Many children below the age of five go to _____ school.
   A nursery B nursing C baby D kindergarten
5. Children between the ages of eleven and sixteen go to _____ school.
   A second B secondary C secondly D secretary
6. At school children learn a lot of _____, such as maths and history.
   A objects B subjects C topics D lessons
7. At the age of eighteen, some people _____ university.
   A enter B do C graduate D study
8. I got a good grade in my history exam, but unfortunately I _____ my maths.
   A passed B took C failed D lost
9. How many times did you _____ your ECE exam?
   A study B make C pass D take
10. Unfortunately, Emma didn't _____ her exams.
    A succeed B win C gain D pass
11. There wasn't an Italian class at her school, so she _____ herself to speak it.
    A learned B studied C made D taught
12. At school, the teacher _____ us about the dangers of drugs.
    A learned B raised C brought up D educated
13. I'm _____ German so I can get a job in Munich.
    A acquiring B teaching C educating D learning



LIVEWORKSHEETS

# Education 2

Unit 5

1. **Choose the most appropriate word or expression in the following sentences. There is an example at the beginning (0).**

0. A young child who goes to school is called a **pupil / student**.
1. A class at university is better known as a **lesson / lecture**.
2. Money which is given to a student to help them study is called a **fee / grant**.
3. The people who work at a school or college are called the **crew /staff.**
4. A person who has successfully completed a course at university is called a **graduate / an undergraduate.**
5. A teacher who gives talks to large groups of people at university is called a **tutor / lecturer.**
6. In Britain, the academic year is divided into three **semesters /terms.**
7. Courses in computer studies, retail management and other job training skills are known as **vocational / postgraduate** training courses.
8. You need a lot of **self-discipline / self-control** if you want to succeed at university.
9. Before an exam, you need to **remember/ revise** everything for a few weeks.
10. I always used to get terrible **marks / scores** for my geography homework when I was at school.
11. Did you have to wear a **uniform / an outfit** when you went to school?
12. When I go to university, I want to **do / study** for a degree in Information Technology.
13. Don't forget to **do / make** notes during the lesson.
14. I didn't go to German lessons, but I managed to **pick some up / put some by** when I was working in Berlin.



LIVEWORKSHEETS

# Language Learning

## Unit 5

**1. Match the sentences in the left-hand column with those in the right-hand column, using the words in bold to help you. There is an example at the beginning (0).**

| | |
|---|---|
| 0. Ben speaks six languages. | **a.** She speaks it **fluently**. |
| 1. Raymond speaks two languages. | **b.** We have a very good **language laboratory** at my school. |
| 2. Beth's French is perfect. | **c.** His **pronunciation** is terrible. |
| 3. Sarah's Spanish is adequate for everyday needs. | **d.** In fact, he speaks it **like a native**. |
| 4. Alan's Greek is really good. | **e.** I've been **learning** it for five years. |
| 5. I can't understand what he's saying. | **f.** No, I'm **teaching myself** from a book. |
| 6. When Jordi speaks English, he always uses the wrong tenses and puts the words in the wrong order. | **g.** Learning a language **parrot-fashion** isn't very satisfactory. |
| 7. When you are preparing for your First Certificate exam, you should use an English-English dictionary. | **h.** I'm not sure, but from her **accent** I presume she's Japanese. |
| 8. Do you know much Japanese? | **i.** No, I **picked it up** when I was working in Milan. |
| 9. Why did you buy this book? | **j.** You should **keep a record** of them, and try to recycle them as much as possible. |
| 10. How long have you been studying English? | **k.** He has terrible problems with his **grammar**. |
| 11. Do you go to English classes? | **l.** I want to improve my **vocabulary**. |
| 12. How do you practise your listening skills? | **m.** No, my knowledge is very **limited**. |
| 13. What's the best way to remember new words? | **n.** Thanks. Actually, it's my **mother tongue.** |
| 14. Did you learn Italian at school? | **o.** He is **bi-lingual**. |
| 15. How's your English? | **p.** I'm making slow **progress**. |
| 16. How's Mary's Portuguese? | **q.** Longman produce good **monolingual** versions. |
| 17. You speak English very well. | **r.** When she goes on holiday, she manages to **get by**. |
| 18. Where does she come from? | **s.** He is **multi-lingual**. |
| **19.** In my French lessons at school, we just listened to the teacher and repeated everything she said. | **t.** She thinks it's **coming along** nicely. |



LIVEWORKSHEETS

2. **Which language or languages do people speak in the following countries?**

| | | | |
|---|---|---|---|
| France | *French* | Thailand | |
| Italy | | Malaysia | |
| Holland | | New Zealand | |
| Canada | | Sweden | |
| the USA | | Norway | |
| Denmark | | Russia | |
| China | | Mexico | |
| Switzerland | | Turkey | |
| Belgium | | Morocco | |
| Saudi Arabia | | South Africa | |
| Brazil | | Hungary | |
| Japan | | Korea | |
| Poland | | Singapore | |
| Iran | | Indonesia | |

# Different ages, university, school

## Unit 5

1. **When we don't know exactly how old someone is or we want to talk generally, we can use these expressions:**

| |
|---|
| He/She is: in his/her (early/late) teens, in his/her (early/late) twenties, thirties, etc. middle-aged, elderly. |

**Finish these sentences about your country.**

1. Most people go to university when they're _____
2. People usually get married when they're _____
3. The majority of people have their first child when they're _____
4. People generally retire when they're _____

2. **Listen to five people talking. Complete each sentence with one of the age groups above. 16a**

Martha is _____ Rob is _____ Jessie is _____
Callum is _____ Jim is _____



LIVEWORKSHEETS

**3. COMMON EXPRESSIONS: Write expressions from the recording which mean the same as the expressions below, then look at the recording script at the back of the book to check your answers.**

1. My husband died twenty years ago: I've been a __*widow*__ for twenty years.
2. When I was a child: _____ a child
3. I have a three-year-old great-granddaughter: I have a great-granddaughter who is _____.
4. I didn't have a year off between school and university: I didn't have a _____.
5. I'm expecting a baby: I'm _____.
6. My child has just started to walk: I've got a _____.
7. My cousin is about the same age as me: My cousin is _____.
8. He behaves like a child: He is _____.
9. My children are adults: My children are _____.
10. I still feel/look young: I don't feel/look _____.

**Error Warning**

- I have a three-year-old daughter. NOT ~~*I have a three years old daughter*~~
- I'm expecting a baby. NOT ~~*I'm waiting for a baby*~~
- **Kid** is only used in very informal situations to mean ***child***.

**4. WORD BUILDING: We can add -ish ("quite, about or with certain qualities") to nouns or adjectives. Add -ish to one word in each of these sentences and make any other changes necessary.**

1. I'm not sure how old my teacher is — ~~around~~ thirty*ish* perhaps.
2. She's tall with glasses and she always wears jeans.
3. I look nothing like my brother because he's got red hair.
4. I'll see you about eight outside the cinema.
5. My boyfriend's got quite long hair and a beard.
6. It's a new building with a statue outside — you can't miss it.

**5. COMMON EXPRESSIONS: There are lots of expressions with the word life. Choose one expression to follow each sentence below.**

1. She's always enthusiastic and loves being busy.
2. There's no point worrying about things that might not happen.
3. You should go out more instead of polishing your car every weekend.
4. I haven't seen you for ages.
5. I don't want my daughter to give up her job but it's her decision.
6. Every year we think we can win and every year we come second.

a. **That's life**
b. **Life's too short**
c. **She's full of life.**
d. **Get a life!**
e. **How's life?**
f. **It's her life.**



LIVEWORKSHEETS

**6. Read this text from a university website. Who is it aimed at?**

The university is on one campus which covers an area of 100 acres. There are faculties — Humanities, Science and Technology, Social Sciences, Law, and Medicine — and these are divided into departments like Geography, Art History, etc. When you arrive, you can pick up a prospectus and decide which tour you want to go on according to your subject of interest. Your tour will begin with a talk by one of the lecturers, who will tell you more about the courses. All our courses consist of a mixture of formal lectures, seminars in groups of up to twenty students, and at least two tutorials per term, where groups of two or three students have the opportunity to discuss things in more detail with their own tutors. Most courses require students to write a dissertation in their last year.

The tours will show you the halls of residence where students live, the Students' Union where a lot of social events take place, and other useful facilities like the supermarket and launderette.

Our courses all begin in September and most of our students are school-leavers — just four per cent are mature students of 21 and over. At present the university year consists of three terms but we are changing to two semesters in two years' time. We will have a slightly longer spring vacation and shorter summer vacation.

We have separate open days for graduates who want to go on to do a course.

**7. Complete these sentences with words from the text.**

1. The university year is divided into __*terms*_ or _____. The breaks are called _____.
2. Students attend _____, _____ and _____ where they are taught about their subject.
3. Students are taught by _____ and _____.
4. A long piece of written work is called a _____.
5. Students who are studying for a first degree are called _____. When they finish they are called _____. A student who continues to study after a first degree is called a _____.
6. The buildings of a university and the land that surrounds them are called a _____.
7. Students live in _____ and attend social events arranged by the _____.
8. Information about the university can be found in a booklet called a _____.
9. The university is organised by subject into different _____ and a group of these form a _____.
10. Students who are at least 21 are _____ students.



LIVEWORKSHEETS

**8. Choose the correct words in this email to a penfriend.**

Dear Tomo,

You asked me about education in my country. I'm still at **(1)** **school /the school** because it's **(2)** **essential / compulsory** here up to the **(3)** **age / year** of 16. We go to a kindergarten or nursery school first and then we **(4)** **start / join** primary school, where we stay for seven years, when we're four or five years of **(5)** **old / age**. Now I **(6)** **go / attend** a state secondary school which has about 1000 **(7)** **pupils / undergraduates**.

We have six lessons a day and each subject is **(8)** **taught / learnt** by a different teacher. We have a lot of homework and projects and if we **(9)** **lose / miss** an important deadline, we have to stay **(10)** **following / after** school to finish the work and hand it **(11)** **in / on**. We have to wear a uniform until we're 15 but after that we're **(12)** **let/allowed** to wear our own clothes.

When we're 16 we **(13)** **take / pass** some exams. Then we can either **(14)** **leave / depart** school or stay on for two more years. During those two years we **(15)** **learn / study** just three or four subjects. There are also **(16)** **opportunities / occasions** to do vocational courses like hairdressing or mechanics at a college of further education. I haven't decided what to do yet.

Write back,
Ian

**9. Rewrite the email in your notebook so it is true for your country.**

**10. PHRASAL VERBS: Which of these sentences can you complete with the verb give or hand? In which sentences does only the verb hand fit? In which sentences does only the verb give fit? Put the correct forms of the verbs in each sentence.**

1. This ring was my grandmother's. It was __***handed***__ down to my mother and now it's mine.
2. The application forms should be _____ in by Friday morning.
3. We _____ over our passports when we got to the border.
4. Monica _____ back the book she'd borrowed from me.
5. I_____ away all the toys I didn't play with any more.
6. They were _____ out free T-shirts in that new shop yesterday.
7. I had to _____ up jogging because my knees started to hurt.

**Vocabulary note**

We **take**, **sit** or **do** an exam. If We **pass** an exam we know the results and have succeeded. The opposite is **fail.**



LIVEWORKSHEETS

**11. Complete the table below.**

| Meaning | hand | give | particle |
|---|---|---|---|
| • give to someone who will be alive after you have died | | | down |
| • give to someone in authority | | | in |
| • give to someone else | | | over |
| • return something to | | | back |
| • give to someone without asking for payment | | | away |
| • give something to a large group of people | | | out |
| • stop doing a regular activity | | | up |

# Word building

## Unit 5

2. **Verbs to nouns**: For each sentence, change the verb at the end in capitals into a noun using one of the suffixes in the box.

| -ion | -sion | -tion | -ation |
|---|---|---|---|

1. There are lots of organisations whose aim is the __***protection***__ of wildlife. **PROTECT**
2. The _____ of the company meant I was offered promotion. **EXPAND**
3. The _____ to the crossword will be in tomorrow's newspaper. **SOLVE**
4. If you don't give your homework in on time, I will need an _____. **EXPLAIN**
5. After the children went to school, Elinor was free to work without any _____. **INTERRUPT**
6. Don't forget to put a _____ at the end of your essay. **CONCLUDE**
7. The winner of the _____ was announced on the radio. **COMPETE**
8. There was a long queue at the hotel _____ desk when I tried to check out. **RECEIVE**
9. The newspaper said there were 6,000 people at the festival but I think that was an _____. **EXAGGERATE**
10. There is less demand for large cars so the factory lowered _____ rates of some models. **PRODUCE**

**3. Use the same suffixes to change these verbs into nouns.**

reduce → _____
publish → _____
oblige → _____
satisfy → _____
predict → _____

divide → _____
impress → _____
investigate → _____
destroy → _____
persuade → _____



LIVEWORKSHEETS

4. **Read the following extract from a newspaper article. Decide if a noun or an adjective is required in each space. Then choose one word from the box below to go in each space. Change it to a noun (singular or plural) or adjective to fit the meaning. Use the suffix –al.**

**approve – propose – refuse – practice – survive – globe**

Now that we are living in a time of (1) __*global*__ warming and climate change, it is important for everyone to take an interest in the (2) _____ of the planet. The government has put forward (3) _____ which, if they get (4) _____, will begin to help. However, some people have shown a (5) _____ to accept that there are (6) _____ things they can do such as drive smaller cars.

5. **Use the suffixes in the box below to change the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line.**

**-ity | -ety | -ness | -iness | -ence | -ance**

| | |
|---|---|
| Schools give great (1) _____ to making sure children feel comfortable when they first start school. The (2) _____ of children settle and do not show any (3) _____ after the first few days. Some children, however, are not ready for this essential stage of (4) _____ in their lives and show signs of (5) _____. They need to be treated with great (6) _____ and given plenty of time to gain (7) _____. After a while they will be willing to join in a (8) _____ with the other children, and their early (9) _____ will be completely forgotten. | **IMPORTANT**<br>**MAJOR**<br>**ANXIOUS**<br><br>**INDEPENDENT**<br>**NAUGHTY**<br>**KIND**<br>**CONFIDENT**<br>**VARIOUS / ACTIVE**<br>**SHY** |

6. **Use the same suffixes to change these adjectives into nouns.**

1. intelligent → _____
2. popular → _____
3. necessary → _____
4. happy → _____
5. ill → _____

7. **Change these nouns to verbs.**

1. When I was young, my uncle ___*encouraged*__ me to become an engineer. **COURAGE**
2. My friend says nothing _____ her. **FRIGHT**
3. Never _____ what Jamie says. **BELIEF**
4. The police could not arrest the woman because they could not _____ she had committed the crime. **PROOF**
5. The bridge was _____ by replacing some of the old wood with cement. **STRENGTH**
6. Can you _____ the man you saw steal the car? **IDENTITY**



LIVEWORKSHEETS

## EXAM PRACTICE

**SPEAKING Part 2**

**1. Look at the photos and think about your answers to these questions.**

1. Where are the people?
2. What are they doing?
3. What else can you see?
4. Compare the two classrooms. What things are the same and what things are different?
5. Which method of learning is best? Why?

**Exam Tip**

*In the exam your photographs Will have a question printed at the top to help you, e.g. Which method of learning is best?*

**2. Listen to someone talking about the photos. Then look at the recording script and underline some useful expressions. Now record yourself talking about the photos for one minute. 16b**

**USE OF ENGLISH Part 4**

**Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

**Example:**

0. When we lived in Germany, I attended the local school and learnt to speak German.
When we lived in Germany, I __***attended***_ local school and learnt to speak German. **ATTEND**

1. My sister's pregnant so I'm going to be an uncle. **BABY**
My sister's _____ so I'm going to be an uncle.
2. I must stop eating so much; it isn't good for me. **GIVE**
I must _____ so much chocolate because it isn't good for me.
3. My parents always allowed me to decide when to go to bed. **LET**
My parents always _____ when to go to bed.



LIVEWORKSHEETS