

Unit 3 Written Exam

Vocabulary 1: Complete the text with the phrasal verbs in the box.

carry on get round to give up sign up for take up

Now that I'm 16, I've got a lot of decisions to make. Of course I'm going to (1) _____ with my studies, as I want to be a doctor when I'm older, so I'll need to get good grades in my exams. Apart from schoolwork, there are a few changes I want to make in my life right now. Firstly, I really want to get fit, so I'm determined to (2) _____ junk food this year. I'm going to (3) _____ a new sport like netball. I'm also going to (4) _____ judo lessons because some of my friends have already joined a judo club. I really love animals, so I've said that I'll start volunteering at a zoo, but I'm not sure that I'll (5) _____ it this year with all the other things I want to achieve. Maybe I'll have to put it off until next year.

Vocabulary 2: Choose the correct options to complete the text.

I think it's important for teenagers to start to (6) **get ready for / take charge of** their own lives if they want to show their parents that they can be responsible. For example, I want to go on holiday with my friends this year but my parents aren't very happy about that. At first I was (7) **responsible for / annoyed with** them, but we had a discussion and they made me (8) **aware of / take pride in** the reasons why they don't think I'm ready to be in a foreign country with no-one to (9) **keep an eye on / aware of** me. I guess, now, I understand why they won't let me go. Anyway, I just want to do something to show them how responsible I can be and make them (10) **annoyed with / proud of** me. Then, next time, maybe they'll trust me to go on holiday unsupervised – perhaps when I'm 18.

Grammar 1: Choose the correct options to complete the text.

One problem I have when I set goals is knowing whether or not (11) **I'll be able to / I'm about to** achieve everything that I've planned. Something always distracts me! For example, right now I'm just (12) **likely to / about to** start my science homework, as we've got a test tomorrow but I got a message from a friend a minute ago telling me that he (13) **sees / 's going to see** a film at the cinema with his family tonight. I know that I should stay at home and study, but I'd also really like to go out and join them. How (14) **will he feel / does he feel** if I say no? I know it's not that important, but I really enjoy spending time with my friends. No, I've made a decision. I'm (15) **likely to / going to** be sensible and start my science homework!

Grammar 2: Complete the sentences using the words in brackets in the *future continuous*, *future perfect simple* or *future perfect continuous*.

Hi Sylvia. I'm sorry, but (16) _____ (I, not, come) with you to watch the film tonight.
(17) _____ (I, study) for the science test we have tomorrow instead. I'd really like to come to the cinema, but I need to get good marks in science this year. By the time the film ends (18) _____ (I, revise) for three hours and I'll be almost ready for the test. Also, (19) _____ (I, finish) in time to go to bed early and get a good night's sleep. What about you – (20) _____ (you, not, study) for the test this evening?

LISTENING

 Part 1

Choose the correct answer, A, B or C.

- 1 This recording is about _____.
A parents' and teachers' perspectives on university **B** a student's perspective on university
C the life of a student representative
- 2 Which of the following is NOT mentioned as a reason to choose a degree?
A the student's interests **B** what the student is good at **C** other people's advice
- 3 Most universities have _____.
A a maximum entry requirement **B** a minimum entry requirement **C** no entry requirement
- 4 An interviewer will want to know if _____.
A you got good grades at school **B** you will finish the degree **C** are a successful person

- 5 Some of the classes at university are _____ .
A surprising B easy C optional
- 6 Which of these is NOT mentioned as a way of avoiding lower marks?
A being autonomous B organizing your workload C studying every day



PLAY

Part 2

Listen again. What do the words in bold refer to? Match the sentences (7–10) to the options (A–F). There are two options you do not need.

- 7 'It can be a difficult decision to make.' _____
- 8 'The ones who are also passionate about what they're studying.' _____
- 9 'Not all of them are compulsory.' _____
- 10 'That's sometimes easier said than done.' _____
- A thinking about what you're interested in
B the classes
C choosing a degree
D organising your time
E difficulties
F the students

READING

First read the text. Then answer the questions.

So you're another year older and you're determined to make improvements in your life. In this week's *Teen Theme* newsletter we'll be talking about setting goals in a way that will truly make a difference and how to make sure you'll be able to achieve them.

1 _____ Don't make goals too general or vague. For example, simply saying 'I'll do something to help the environment' is likely to result in you doing absolutely nothing that helps the environment. Try to state your intentions more precisely, focusing not only on what you're going to do but also how you'll do it. For example: 'I'll help the environment by recycling all of my plastic cups and bottles'. That way, you're much more likely to be successful in achieving your goal.

2 _____ When you're unhappy with something in your life, it's natural to want it to change as much as possible, as soon as possible. For instance, if you decide you're going to start exercising, you might aim to go to the gym every day. Unfortunately, what can happen is that you go to the gym every day for two weeks, but then you get bored (or exhausted) and stop. It's far better to set a less ambitious goal, like going to the gym two or three times a week. If you set an achievable goal, you're much less likely to end up feeling like you can't sustain your efforts.

3 _____ The biggest mistake that anyone can make is to give up at the first sign of failure. Let's imagine that you say to yourself: 'I'm going to write more neatly in my school exercise books this year' and you've started a new exercise book with a page of perfect handwriting that you can be proud of. Everything's going fine, until one day the teacher talks really fast and you struggle to take notes. Suddenly your handwriting's not so perfect anymore. You look at it and you're annoyed with yourself: the page is a mess. You give up, as your exercise book is messy and you forget about improving your handwriting. Remember, even if you sometimes fail, you've got to continue your efforts. Just forget about it when things go wrong and carry on trying to reach your end goal.

Choose the correct answer, A, B or C.

- 1 What kind of text is this?
A an article B a letter C a newsletter
- 2 Why was this text written?
A to advise teenagers B to warn teenagers C to inform adults

Match the headings (A–E) to the paragraphs (3–5). There are two headings you don't need.

- 3 Paragraph 1 _____ A Act quickly
- 4 Paragraph 2 _____ B Be specific
- 5 Paragraph 3 _____ C Failure is not allowed
- D Don't be too ambitious
- E Don't give up

According to the text, are these statements True (T) or False (F)? Choose T or F.

- 6 You should clearly define your intentions when setting a goal. T / F
- 7 You should aim as high as possible when setting a goal. T / F
- 8 You're likely to fail if you try to achieve too much too soon. T / F
- 9 Having realistic expectations is important to avoid disappointment. T / F
- 10 If you don't always succeed in your efforts, you should set a different end goal. T / F