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.

LIVEWORKSHEETS

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.

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

LIVEWORKSHEETS

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

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 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 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 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 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 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.

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 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.

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 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. 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 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 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. 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 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 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 be out of date very soon indeed.

LIVEWORKSHEETS

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

LIVEWORKSHEETS

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

LIVEWORKSHEETS