

# GOLD experience

**B2**

First  
for Schools

3rd Edition

**Pearson**

**Workbook**  
Lindsay Warwick

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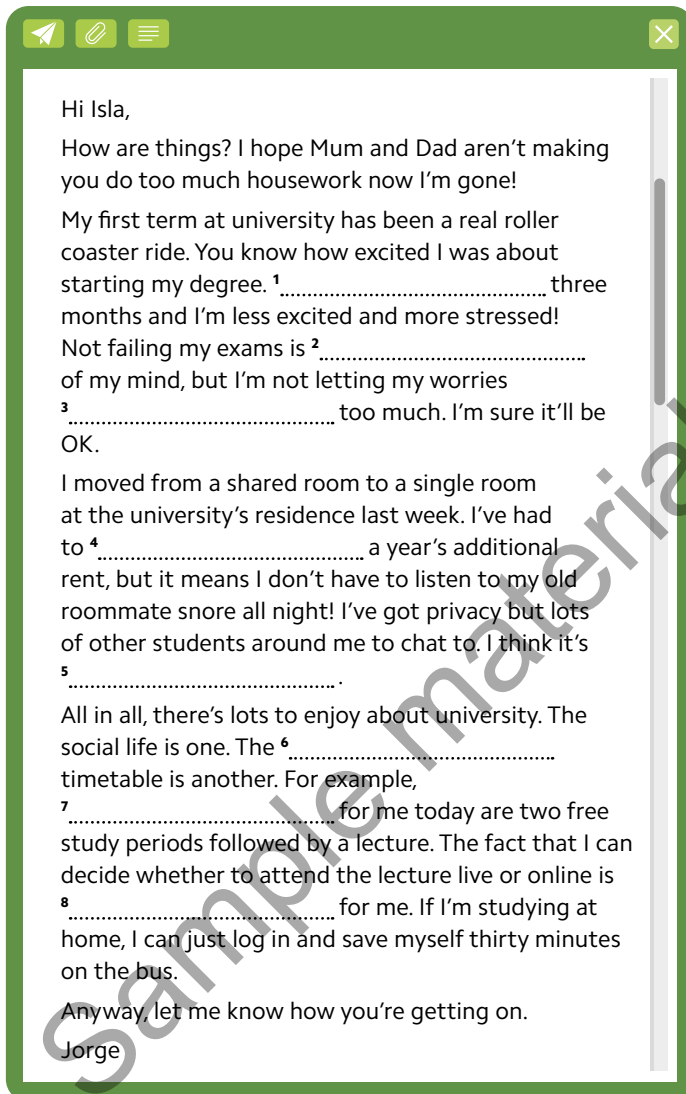
# 3

## All work and no play ...

### READING

1 Complete the email with these words and phrases.

a big plus at the forefront fast forward first up flexible  
cover the cost of get me down the best of both worlds



2 Read the article quickly. What is the purpose of the article?

- 1 to warn school leavers about the challenges of leaving school
- 2 to entertain readers with stories of leaving school
- 3 to give advice on how to prepare for a significant life change

3 Match the questions (1–6) in Ex 4 with what they test (A–F).

- A the writer's intention
- B the writer's opinion
- C the writer's feeling
- D the writer's attitude
- E the meaning of a word or phrase
- F the meaning of a reference word or phrase

4 exam task: Read the article again and choose the correct answer, A, B, C or D.

- 1 How does the writer feel about leaving school?  
A nervous and thrilled to experience a key life stage  
B grateful to be moving onto something new  
C confident about managing change  
D worried about making a plan
- 2 What is the writer's attitude towards fairs?  
A They are beneficial for students with certain queries.  
B They allow you to compare institutions side by side.  
C They are as helpful as school advice on careers.  
D They can open up new opportunities for people.
- 3 What does the writer think is the main benefit of being a volunteer?  
A a positive sense of achievement  
B a fairly minimal time commitment  
C an enhanced CV to give to employers  
D an improved ability to interact with people
- 4 What does 'a double-edged sword' in line 41 mean?  
A something that seems positive but can be negative  
B a situation unrelated to the topic at hand  
C a tool which is completely ineffective  
D an awareness-raising situation
- 5 What does 'Doing so' in line 52 refer to?  
A choosing how to spend leisure time  
B getting additional ideas for hobbies  
C engaging in more free-time activities  
D doing our homework after class
- 6 What is the writer's purpose in the final paragraph?  
A to encourage readers to make a decision quickly  
B to put readers' minds at ease about leaving school  
C to advise readers to leave planning until a later date  
D to persuade readers that a lack of preparation is harmful

# Leaving school: preparing for the transition

HOME

BLOGS

CONTACT



Leaving school is a huge milestone in our lives – one which seems to me to be both exciting and terrifying in equal measure. While it's still a long way off for many of us, it may be useful to start thinking now about what comes next. Our future might involve continued studies, diving into the workforce, or exploring other opportunities, but regardless of the direction, if we start preparing now, we may reduce our anxiety and have a greater belief in our abilities to navigate the transition smoothly.

One of the best ways to explore our options is by attending higher education and job fairs. These events are like a treasure trove of information, where different universities and colleges, as well as businesses, offer information about different academic and career pathways. Not all institutions will be represented, but there will be staff from various institutions and companies able to answer specific questions. This is a particularly good option for those still unsure about where to go next in life, despite advice from the school careers adviser. We may well find out about something we never knew existed, and it may end up being just the right fit for us.

One of the things we'll need to be ready for after school is working with people from all walks of life. So having some experience of this already will make it much easier for us. It's not common everywhere for young people to volunteer their time, but it is primarily a fantastic way to develop soft skills. Soft skills are interpersonal skills such as communication, teamwork and flexibility – skills which most employers want in an employee. Volunteering could simply be giving a few hours each month at a local charity, or it could be involvement in a longer-term project. Whatever it involves, it can also broaden your horizons and be extremely rewarding. The fact that it looks good on your application forms is a bonus, too.

Despite the positives, volunteering is unlikely to offer us the chance to work in the exact same environment that we may find ourselves in after school. So it might be preferable to give up precious time for work experience rather than volunteering. It allows us to get a taste of what it's actually like to work in our chosen field. This can be a **double-edged sword**, though, because it can cause us to realise a job isn't for us as much as that it is. And although it may save us from wasting time on an endeavour that doesn't match our interests, it's important to remember that work experience in more than one location might provide us with a more balanced, improved perspective. After all, every company is different.

A final suggestion is to increase the number of extracurricular activities we do outside of our studies so that we can discover new interests and talents. **Doing so** provides further information we can use when deciding our future. There's also the fact that these free-time activities can improve some of our soft skills, boost our confidence levels, and expand our social network. It's vital that we have people around us who can provide emotional support as we move into a new phase in life. It'll help ease the stress of the transition.

So I hope you can see that preparing for life after school doesn't have to be daunting. By exploring these options, we can make more informed decisions and gain improved skills and the self-assurance to deal with the change. This will help us to manage the change we experience with more confidence. But remember – this is our journey, and it's OK to take our time figuring things out. Nothing needs to be decided immediately, and if things don't go to plan, we can always make a change.

line 41

line 52



### 3 All work and no play ...

# GRAMMAR

## future forms

### 1 Read the sentences and choose the correct meaning.

- I'm starting Spanish lessons next term.  
This **has already been planned / hasn't been planned yet**.
- I'm sure you'll do well in the exam.  
This is a **prediction / promise**.
- When does your next class start?  
The speaker wants to know about your **plans / timetable**.
- Lucia is off sick today. I'll text her my lesson notes.  
The speaker makes the decision to text the lesson notes **before / at** the time of speaking.
- Victor is playing really well. He's going to make the first team.  
This is **just what I feel / based on what I know**.
- Don't ring at six. We'll be eating dinner.  
Dinner **will / won't** be finished at six o'clock.
- Let's meet up on Sunday afternoon. I'll have finished my project by then.  
My project will be completed **before / on** Sunday afternoon.
- By the time we arrive, we'll have been travelling for a whole day.  
This looks forward at an action that will be **finished by / in progress until** a time in the future. The focus is on the **frequency / duration** of the action.
- I'll message you as soon as class finishes.  
The verb *finishes* refers to the **present / future**.

### 2 Choose the best response (A or B).

- You've got a text message.  
**A** I'll read it later.  
**B** I'm reading it later.
- Can I call round at five thirty?  
**A** Better not. I'll be doing my homework then.  
**B** Better not. I'll have done my homework by then.
- I can't wait for next Friday.  
**A** We'll have been finishing our exams by then.  
**B** We'll have finished our exams by then.
- I'm not very hopeful about this match.  
**A** We're unlikely to win.  
**B** We're due to win.
- Have you been keen on judo for a long time?  
**A** By this May, I'll be doing it for three years.  
**B** By this May, I'll have been doing it for three years.
- What are your plans for the weekend?  
**A** We'll go to a music festival.  
**B** We're going to a music festival.

### 3 Complete the conversations with these phrases. There is one extra phrase in each box you do not need.

are you working 'm due to start 'll be hanging out  
'll have been helping 'll have earned 're going

- A:** The end of term at last! This time next week, we <sup>1</sup> ..... at the beach.  
**B:** I won't. I <sup>2</sup> ..... my summer job on Monday, don't forget.  
**A:** Oh, yes. <sup>3</sup> ..... five days a week?  
**B:** Yes, Monday to Friday. But at least I <sup>4</sup> ..... some money by the end of the summer.  
**A:** Lucky you! I <sup>5</sup> ..... my dad in his shop for weeks by the time school starts – unpaid!

'll be doing 'll have started 'm unlikely to need  
won't have been studying you make you will have

- A:** What do you think you <sup>6</sup> ..... in five years' time?  
**B:** I'm not sure, but I guess I <sup>7</sup> ..... university or college. What about you?  
**A:** I <sup>8</sup> ..... on a course, I don't think. I have an idea for a business and I <sup>9</sup> ..... a university degree for it.  
**B:** Sounds interesting! When <sup>10</sup> ..... your first million, don't forget your old classmates!

### 4 Choose the correct words to complete the texts.

Andy

Add message | Report



Hi! My mum's just got a new job, so <sup>1</sup>**we're moving / we'll move** to a new area in a month. This means I'm <sup>2</sup>**unlikely / about** to change schools, which I'm pretty nervous about, to be honest. The new term <sup>3</sup>**will have been starting / will have started** by the time I get there and everyone <sup>4</sup>**is due to know / will already know** each other. My parents say <sup>5</sup>**I'll make / I'm making** friends quickly, but I keep worrying about the first day when I <sup>6</sup>**walk / will walk** in to class. Everyone <sup>7</sup>**will be thinking / will have been thinking**, 'Here comes the new kid. What's he <sup>8</sup>**out to be / going to be** like?'

Vik


Add message | Report



I did exactly the same last term and I was fine. Don't worry – you <sup>9</sup>**will be / are due to be**, too. The first day is the worst. After you <sup>10</sup>**will get / get** through that, <sup>11</sup>**you're feeling / you'll feel** more confident. Just be yourself, find one friendly face and I know <sup>12</sup>**you'll be enjoying / you're likely to enjoy** your new school in no time!

# VOCABULARY

## education and work

**1**  **3.01** Listen to four short recordings. Complete the sentences with these words.

assignment attendance deadline demonstration  
detention discipline syllabus

- The teacher was preparing to give a ..... to the class and asked them to take notes.
- The students were talking about ..... in the history class and how three classmates got ..... for behaving really badly.
- The teachers were discussing adding Mandarin to the school ..... as a language option. The man thought it was a good idea, but was concerned about low ..... at first.
- The student apologised for not submitting her science ..... on time and therefore missing the .....

**2** Choose the correct verbs.

- I'm self-employed so I **have** / **make** a lot of control over my own time.
- I'd like to be a teacher, but the idea of **having** / **working** responsibility for over thirty children is scary!
- Serena loves sports, so it **has** / **makes** sense for her to work in the sports industry.
- It can be hard to **make** / **work** shifts, especially if your schedule changes regularly.
- I've **had** / **made** a few new good friends here in recent weeks.
- If they can't **make** / **work** decisions fast, then management may not be the best job for them.
- Ben hopes to **have** / **work** with young people in the future, although he's not sure in what capacity.
- It's good to **make** / **work** as a team because more heads are better than one.

**3** Complete the speech with one word in each gap. You have some letters to help you.

Hi, I'm Declan and thanks for inviting me to your careers day. I'm an events planner which means I have <sup>1</sup>r..... for planning events for business clients. I don't work <sup>2</sup>sh..... exactly, but I do have to attend evening and weekend events. I can take time off during the week if necessary so I do have <sup>3</sup>f..... in my schedule, but it means I don't always have a lot of <sup>4</sup>f..... time. My colleagues and I work as a <sup>5</sup>t..... for the big events, but I work on my own for the smaller events. I have to make all the <sup>6</sup>a..... before an event and then make sure everything runs smoothly during it. This means I have to make <sup>7</sup>d..... on my own when things go wrong – because they do! It also means that some days I work under <sup>8</sup>p....., but when it all goes well, it's worth it.

**4** Complete the phrasal verbs.

- It's hard to keep ..... hobbies when it's exam time.
- We've just finished one book in class, and now we're moving ..... another.
- On Saturdays, I catch ..... sleep after a week at school.
- For our class project we came ..... the idea of a blog.
- Karl's parents asked him to help with the housework, but somehow he got ..... it!
- I got off my bike on the big hill. I just ran ..... energy.

**5** Complete the article with these phrasal verbs. There are two verbs you do not need.

catch up on come up with get out of  
keep up with meet up with miss out on  
move on to run out of

I'm home schooled, which means I don't go to a traditional school. Because of my dyslexia, my parents decided to teach me at home. As with anything, there are positives and negatives. My mum and I <sup>1</sup>..... the syllabus together so I have some say in it. I can work at my own pace. I don't need to <sup>2</sup>..... faster classmates, and similarly, once we've explored a topic, we quickly <sup>3</sup>..... something else. I don't have to wait for slower classmates. On the other hand, I can't <sup>4</sup>..... answering questions when I'm the only person in the class! And I sometimes feel like I <sup>5</sup>..... what my friends are doing. I <sup>6</sup>..... them in the evenings and at weekends, though.



### 3 All work and no play ...

## LISTENING

**1** **3.02** Listen to Speaker 1 talking about a scheme for teenagers and their parents. What do you think the name of the scheme is?

- A Take time off with your teen
- B Take your teen to work
- C Take your parent to class
- D Take time to go on holiday

**2** **3.03** Listen to all five speakers and complete the information.

Speaker	What type of work / job does the relative do?	Where did the speaker spend the day?
1	food scientist	laboratory
2		
3		
4		
5		

**3** Identify the key words in each of the statements (A–H) in Ex 4.

**4** **3.03 exam task:** Listen again. Match the speakers (1–5) with how they feel about the work scheme (A–H). There are three extra options.

- A proud that they've taken part in the scheme
- B upset that staff didn't know how to treat a teenager
- C annoyed that they hadn't been told what to expect
- D pleased they learnt something useful for the future
- E interested in doing the same job as one of their parents
- F reluctant to recommend the scheme to other teenagers
- G surprised by the number of different activities in the job
- H disappointed that they didn't learn anything new

- Speaker 1 .....
- Speaker 2 .....
- Speaker 3 .....
- Speaker 4 .....
- Speaker 5 .....

**5** **3.04** Complete the sentences with these words. Then listen and check your answers.

chill out   internships   invaluable   listened in   mentor  
set up the business

- 1 This was the first time I'd been inside his lab even though he .....
- 2 'Here you are. You can just ..... with these.'
- 3 I hadn't expected to be given a ..... or anything for just one day ...
- 4 I worked on reception and ..... on a planning meeting in the morning.
- 5 But the best part was writing a job advert. That was .....
- 6 It really helped me see what skills you need to get an interview for one of their .....

**6** Choose the correct words to complete the conversation.

A: What did you do during the holiday?

B: I actually spent a week at a local magazine. It was a two-week <sup>1</sup>internship / mentor.

A: Oh really? Did you enjoy it?


B: Yes, I did. I mean, it wasn't always fun, but some parts of it were <sup>2</sup>chilled out / invaluable – just how many different jobs are involved in the process of creating a magazine, for example.

A: Did they get you working all the time or could you just <sup>3</sup>chill out / listen in sometimes?

B: They gave me <sup>4</sup>an internship / a mentor and he kept me busy. It was pretty repetitive work sometimes, but they let me write one of the articles. That was pretty cool! And I <sup>5</sup>chilled out / listened in on an interview with a local woman who's just set up her own business. I loved that!



# USE OF ENGLISH 1

**1**  **3.05** Listen to six short recordings. Choose the correct countable or uncountable nouns to complete the sentences.

sofa / furniture	luggage / suitcases	money / pounds
items / rubbish	skills / training	travel / journey

- The man says the ..... are too heavy to lift.
- The man isn't happy about the ..... that has been left on the bus.
- The woman is asking if her friend had a good .....
- The man thinks their pet shouldn't be sitting on a .....
- The woman can't understand where the ..... has gone.
- The girl is talking about the ..... that she thinks are important.

**2** Choose the word in each sentence that is not needed.

- I haven't given no much thought to future careers.
- It's a shame that only a few many students attended the course.
- I'm not very hungry so I only want a little bit pasta.
- A job in IT gives you plenty of many opportunities.
- Every few student improved their grades last term.
- I got up late so I had a little time for breakfast before I left.

**3** Choose the correct words to complete the text.

## What makes great training?

Whether it's a first aid course or a short course on preparing for the workplace, students' opinions on what makes a good training course vary. However, <sup>1</sup>plenty / <sup>2</sup>most of my classmates agree on these top five features.

- ✓ **Relevance:** <sup>2</sup>A few / **Few** students want to waste time on training which doesn't meet their needs. Any course needs to benefit <sup>3</sup>all / **many of** participants.
- ✓ **Challenge:** Training with <sup>4</sup>any / **no** challenge will soon have participants losing interest.
- ✓ **Variety:** A programme with <sup>5</sup>little / **a little** variety soon becomes dull. Even a small change in content <sup>6</sup>each / **all** time helps maintain motivation.
- ✓ **Flexibility:** This is high on the list for a <sup>7</sup>few / **number of** students. It allows them <sup>8</sup>plenty / **deal of** opportunities to fit training in around their studies.
- ✓ **Recognition:** Almost <sup>9</sup>all / **every of** us want to be told when we've done a good job.

**4** Choose the correct words to complete the text.

The summer means exam time for <sup>1</sup>majority / **most** teenagers. And for a large <sup>2</sup>number / **amount** of them, that means stress. But what about the parents? Exams can be stressful for them, too. <sup>3</sup>No / **None** parents like to see their children anxious, but not <sup>4</sup>all / **every** parents know how to cope. They want to help and so they jump in with <sup>5</sup>lots of / **lot of** questions and suggestions. According to a recent study, this is the last thing they should do. Instead, parents should make as <sup>6</sup>few / **little** interruptions as possible. Bringing in <sup>7</sup>few / **a few** snacks is a great idea as long as they don't ask 'How's it going?' <sup>8</sup>all / **each** time.

**5 exam task:** Rewrite the sentences using the word given. Use between two and five words, including the word given.

- In my year, many students applied to be class representatives.  
**LARGE**  
In my year, .....  
..... students applied to be class representatives.
- There are few days left for revising before the test.  
**TIME**  
There .....  
..... left for revising before the test.
- The school was badly damaged by the storm.  
**AMOUNT**  
The storm caused .....  
..... to the school.
- Doing a little revision every day is better than doing twelve hours the night before the test.  
**BIT**  
It's better .....  
..... revision every day than twelve hours the night before the test.
- It will be easy for you to pass the test.  
**PROBLEM**  
You .....  
..... passing the test.
- You can't deny that all parents want the best education for their children.  
**EVERY**  
You can't deny that .....  
..... the best education for their children.

### 3 All work and no play ...

## USE OF ENGLISH 2

### 1 Match the sentence halves.

- University isn't for me, so I'm going to look
- I'm not trying to be difficult, but if I don't agree
- You'd be a great school representative. Why not apply
- The training was interesting, but I didn't benefit
- She's a great player, but you can't always rely
- I'm so fed up with her. She didn't even apologise
- Can't we invite Ed and Andy? It's too hard to choose
- He's fine now, but the accident resulted

- A on her to come to practice.  
 B with you, I'll say so.  
 C between the two of them.  
 D for using my racket without asking.  
 E for it and see what happens?  
 F in him being off for a month.  
 G for an apprenticeship.  
 H from it all that much to be honest.

### 2 Complete the interview with the correct prepositions.

#### Work

- What job do you plan ..... doing in the future?  
I hope to be a professional musician.
- If you saw an ad for a job with animals, would you apply ..... it?  
No way! I'm allergic to most animals!
- If you had to choose ..... a huge salary or job satisfaction, what would you go for?  
Honestly, I'd choose the money!

#### Relationships

- Who do you agree ..... most about things?  
My older sister. She gives good advice.
- Who outside your family do you depend ..... for support?  
My music teacher.
- What was the last thing you had to apologise .....?  
Breaking my mum's phone.

### 3 Choose the correct prepositions to complete the sentences.

- I apologise **at** / **for** / **with** missing the deadline.
- We've had to deal **for** / **on** / **with** some annoying IT problems today.
- Alicia's going to look **for** / **from** / **in** a local yoga class.
- Hard work usually results **at** / **in** / **on** greater success.
- My grandparents rely **of** / **in** / **on** me to help them.
- I might be free later. It depends **of** / **on** / **with** my dad's plans.

### 4 Complete the conversation with the correct form of these verbs.

apply benefit choose insist lead plan

- A: I showed some interest in coding at school. One thing <sup>1</sup> ..... to another and now I work as a coder!  
 B: Oh really? Did you <sup>2</sup> ..... from coding lessons at school?  
 A: No, I joined an after-school coding club. I didn't <sup>3</sup> ..... on working as a coder. I wanted to be an actor! But my teacher <sup>4</sup> ..... on us all going for a work experience position at a local company. I <sup>5</sup> ..... for it, got it and loved my time there. I then had to <sup>6</sup> ..... between an apprenticeship or university and I chose university, but now I work at the company full-time.

### 5 exam task: Read the text and choose the best answer, A, B, C or D.

## Let everyday skills shine

Whatever sector you work in, 'transferable' skills are essential. These are skills which are common to most professions. Whether you <sup>1</sup> ..... for an IT job or a position in the beauty industry, developing these skills can <sup>2</sup> ..... to greater success. Most employers insist <sup>3</sup> ..... these skills.

#### Numeracy

Think of how you <sup>4</sup> ..... with numbers in everyday life – saving, sharing the cost of a bill, etc.

#### IT skills

How might your everyday IT skills transfer to the world of work?

#### Decision-making

How well can you logically and effectively weigh up the options you have to choose <sup>5</sup> ..... ?

#### Communication skills

A project <sup>6</sup> ..... from clear communication and people with good listening skills. Think of a time when you didn't get your message across. What can you learn from this?

#### Teamwork

Almost all work depends <sup>7</sup> ..... a team effort. What examples of teamwork can you give?

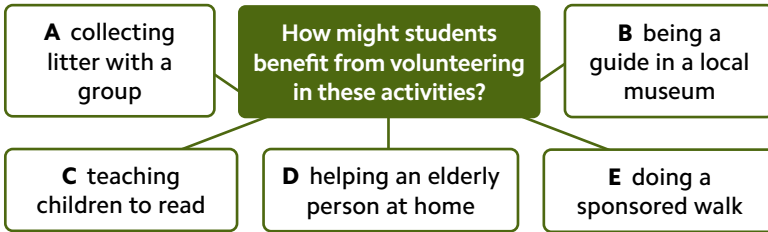
#### Time management

Good time management <sup>8</sup> ..... in success. You'll have shown this every time you've worked out how to get your homework done *and* play basketball.

- |                |              |            |            |
|----------------|--------------|------------|------------|
| 1 A deal       | B focus      | C apply    | D rely     |
| 2 A lead       | B rise       | C result   | D go       |
| 3 A to         | B with       | C for      | D on       |
| 4 A rely       | B deal       | C behave   | D focus    |
| 5 A from       | B with       | C at       | D of       |
| 6 A progresses | B proceeds   | C improves | D benefits |
| 7 A from       | B of         | C on       | D by       |
| 8 A increases  | B influences | C results  | D leads    |

# SPEAKING

**1** Read the speaking task. Match the sentences (1–5) with the points in the task (A–E).



- Raising money in this way would give you a sense of achievement and also help you be more active. ....
- This could improve your communication skills because young children need clear explanations. ....
- Activities like this improve the area for everyone and working with others teaches you teamwork. ....
- Going to their house would teach you to be responsible and respectful. ....
- Dealing with the public would help you become more self-confident and encourage you to think on your feet. ....

**2** Put the words in the correct order to make sentences.

- with / start / we / one / Shall / this / ?  
.....
- you / teaching children to read / think / do / you / helps / How / ?  
.....
- think / that / you / What / about / do / ?  
.....
- benefit / doing a sponsored walk / about / How / the / from / ?  
.....
- don't / teaches / you / agree / being a guide / I / think / you / responsibility, / ?  
.....
- what / a sponsored walk / about / OK, / doing / ?  
.....

**3** **3.06** Listen to two students discussing the task in Ex 1. Which two points are they talking about?

**4** **3.06** Listen again. Which speaker performs better during the task? Tick (✓) the mistakes (1–6) that the other student makes.

- deciding about the most important benefit too quickly
- not responding fully to the other speaker's comments
- not understanding the language in the task
- not using a very polite tone
- asking the examiner for help
- using very direct language

**5** Match the sentences that are too direct (1–6) with more appropriate language (A–F).

- You're wrong about that.
- Right, this one next.
- I'm right, aren't I?
- Tell me what you think.
- I want to make another point now.
- We already said that.

- Can I just add something else?
- What do you think about that?
- As we agreed earlier, ...
- Shall we move on to this point now?
- Do / Would you agree with me?
- I'm not sure I agree with you.

**6** Read the next part of the task and decide if the statements below are true (T) or false (F).

Which activity would students benefit from most?

To answer this question, students would need to:

- summarise all the ideas they have already discussed. ....
- come to an agreement if they can. ....
- give the examiner the answer they are expecting. ....
- suggest several more benefits from volunteering. ....
- give reasons for the option they choose. ....

**7 exam task:** Record your answers to the question in Ex 6. Check your answers against the true statements.



### 3 All work and no play ...

## WRITING

### an essay

- 1** Do you know how to write a good essay? Try the quiz and find out.

### Get writing right!



#### 1 What style of language is appropriate in an essay?

lively and colourful	<input type="checkbox"/>
formal or semi-formal	<input type="checkbox"/>

#### 2 A good essay includes:

your point of view supported by reasons / evidence.	<input type="checkbox"/>
a list of facts.	<input type="checkbox"/>
complex sentences with appropriate linking words.	<input type="checkbox"/>
a range of different opinions, but not your own.	<input type="checkbox"/>

#### 3 Number the paragraphs (1–5) in the best order for an essay.

a paragraph about the first point in the notes	.....
an introduction with a general statement about the topic	.....
a paragraph about your own idea	.....
a conclusion with a summary of your ideas	.....
a paragraph about the second point in the notes	.....

- 2** Link the ideas using *both ... and*, *neither ... nor*, or *either ... or*.
- My mum didn't do IT at school. And my dad didn't do it.  
..... IT at school.
  - I'm learning Spanish at school and also German.  
I'm learning .....
  - We could walk to school. Or we could wait for the bus.  
We could .....
- 3** Rewrite the examples using 's or s'.
- the grades of all the students  
the students' grades
  - the performance of an individual school  
the .....
  - the handouts produced by one teacher  
the .....
  - the involvement of several parents  
several .....

- 4** Read the essay quickly. What is the topic? Decide which extract (A–F) best fits each gap (1–6).

- A Likewise, people say there are differences
- B It is often said that young people
- C Moreover, being in a mixed class
- D However, this is not always about gender
- E As a teenager at a mixed school
- F To sum up, I can't say

Although most students go to mixed schools, a number of people feel that boys and girls benefit from single-sex education. <sup>1</sup>....., I feel this topic is important.

Some people believe that teenage boys and girls should be encouraged to do different subjects. These are typically science-based subjects for boys and language-based subjects for girls. <sup>2</sup>..... in how the two genders behave in class.

Another important point is achievement. <sup>3</sup>..... in single-sex classes get better grades. This is because people believe that students of the same gender work more efficiently together.

From my own experience, I can see that there are differences in how my classmates cope with school. <sup>4</sup>..... Each student is an individual and therefore, it is important not to generalise.

<sup>5</sup>..... I agree with the idea of mixed education. I think it's important for both boys and girls to learn from each other in school. <sup>6</sup>..... is much closer to what happens in the workplace and in life in general.

- 5 exam task:** Read the task. Write your essay in 140–190 words, using an appropriate style.

#### Students can learn better in mixed-age classes.

##### Do you agree?

##### Notes

Write about:

- learning being based on ability not age
- older students helping younger ones
- ... (your own idea)

# UNIT CHECK

## 1 Decide which answer (A, B or C) best fits each gap.

- Don't worry if you haven't got the handout. I ..... mine for you.  
A 'll copy                      B copy                      C 'm copying
- I think I ..... my project by the weekend.  
A 'm finishing                B 'll have finished        C finish
- What ..... after school? Would you like to watch a film?  
A do you do                    B are you doing            C will you do
- By the time we land, we ..... in this plane for nine hours.  
A 'll have been sitting      B 'll have sat                C 'll sit
- I ..... a doctor's appointment next Wednesday at 9 a.m.  
A am going to have        B will have                    C have
- I can't get this app to work. .... me?  
A Will you help                B Do you help                C Are you helping
- When you're in bed on Saturday morning, I ..... hard.  
A work                          B 'll work                      C 'll be working
- When I'm sixteen, I ..... the piano for eleven years.  
A 'll have been playing      B 'll be playing              C 'm playing

## 2 Choose the correct words to complete the conversation.

- A: Did you see that documentary about the perfect school?  
B: <sup>1</sup>Nor / <sup>2</sup>No school is perfect – you do exams there!  
A: No, seriously! It was asking why <sup>3</sup>all / <sup>4</sup>every schools look the same.  
<sup>5</sup>Lots / <sup>6</sup>Lot of school buildings are like brick boxes.  
B: I guess you're right. <sup>7</sup>Few / <sup>8</sup>A few teenagers would choose to design our school the way it is.  
A: So that's why they asked a large <sup>9</sup>number / <sup>10</sup>amount of people 'What makes the perfect school?' And not just to get <sup>11</sup>teacher's and <sup>12</sup>student's / <sup>13</sup>teachers' and <sup>14</sup>students' opinions; they asked <sup>15</sup>plenty / <sup>16</sup>several architects and psychologists, too. What they came up with was amazing – a place that <sup>17</sup>both / <sup>18</sup>either encouraged learning and looked good.

## 3 Complete the sentences with linking words.

- ..... my school nor my language club teaches German.
- We can ..... go out for pizza or get a takeaway.
- ..... my brother and sister are really good at athletics.

## 4 Read the definitions and complete the words.

- your teacher might give you this during a lesson: h \_\_\_\_\_
- behave or you might end up in this: d \_\_\_\_\_
- a piece of work a student does: a \_\_\_\_\_
- the act of going to school regularly: a \_\_\_\_\_
- this shows someone how to do something: d \_\_\_\_\_

## 5 Choose the correct verbs to complete the sentences.

- My mum's a nurse so she **makes / works** shifts.
- I don't want to **have / make** responsibility for a team. I prefer to work alone.
- We're all finding it hard to **come / keep** up with the amount of homework we've got at the moment.
- After a day of exams, we've all **caught / run** out of energy.
- We all **met / missed** up at a café to plan our next business assignment.
- I wasn't sure how to deal with the problem, but Ricardo **came / kept** up with a good solution.
- Having missed two days of school with a bad cold, I've got lots to **catch / get** up on.
- I couldn't go on the school trip last month but apparently, I didn't **meet / miss** out on much.

## 6 3.07 Listen to six short recordings. Complete the sentences with the correct form of a verb from A and a preposition from B.

A apologise believe benefit choose  
depend lead

B between for from in on to

- He wants his friend to ..... being unkind.
- She's finding it hard to ..... two possible jobs.
- He says his plans for the future ..... his exam results.
- She ..... revision rituals and superstitions.
- He thinks his studies will ..... a job in banking.
- She's ..... some extra tuition in maths.

## 7 Complete the sentences with a preposition.

- They didn't ask me to help but I insisted ..... it.
- Which part-time job have you applied ..... ?
- What do you plan ..... studying at college?
- My parents usually agree ..... each other.
- The new design resulted ..... bigger sales.
- I hope to pass my exam tomorrow, but it depends ..... the questions.
- I deal ..... exam pressure better now.
- Which sites do you rely ..... most for homework?

# USE OF ENGLISH, UNITS 1–3

## Part 1

For questions 1–8, read the text and decide which answer (A, B, C or D) best fits each gap.

### Are you sure you're not a nervous flyer?



In today's world, we've all got used to cheap air <sup>0</sup>.....travel..... to exotic destinations. This depends <sup>1</sup>..... access to secure airports, and the skills of the pilot and flight crew. But would you <sup>2</sup>..... twice about flying into either of these airports?

Princess Juliana is an international airport in the Caribbean. The landing approach is over the water and pilots have to make constant checks to avoid <sup>3</sup>..... up in the sea. Huge mountains at the end of the runway make take-off just as difficult to <sup>4</sup>..... with.

Getting to Paro in the beautiful country of Bhutan by air also requires <sup>5</sup>..... a risk. You would also want a pilot who had benefitted <sup>6</sup>..... practice in negotiating very tight spaces. In fact, only a few pilots in the world currently have a licence to land there due to its secluded location deep in the Himalayas.

If you're a nervous flyer and going to one of these places isn't high on your <sup>7</sup>....., then there's no need to worry. <sup>8</sup>..... tourism offers a huge range of destinations to choose from. And if you fly, you can always check the length of the runway first ...

- |               |          |             |           |
|---------------|----------|-------------|-----------|
| 0 A journey   | B travel | C excursion | D flight  |
| 1 A of        | B with   | C on        | D for     |
| 2 A risk      | B think  | C fear      | D suggest |
| 3 A conjuring | B giving | C ending    | D living  |
| 4 A handle    | B deal   | C manage    | D succeed |
| 5 A doing     | B taking | C making    | D having  |
| 6 A from      | B in     | C to        | D at      |
| 7 A set       | B paper  | C list      | D note    |
| 8 A Huge      | B Large  | C Mass      | D Big     |

## Part 2

For questions 9–16, complete the text with one word in each gap.

### I'll start revising in a minute ...


The exam season is due <sup>9</sup>.....to..... start next month and this means that anxious teenagers across the country <sup>9</sup>..... soon be revising like mad. So you would think they'd be far <sup>10</sup>..... busy for social media. Think again. Most teens with an exam timetable neither stop <sup>11</sup>..... reduce their social media use. In fact, a study shows that during a six-week revision period, teenagers spend an additional forty-three hours keeping <sup>12</sup>..... with their friends online.

Apps like Snapchat work in two ways: they prevent teens from starting their revision and distract them if they have already <sup>13</sup>..... working for a while. And no one loses concentration <sup>14</sup>..... easily as exam-stressed teens! On average, they spend little more than half an hour revising before they get distracted – thirty-eight minutes to be precise. They also have a <sup>15</sup>..... creative ways to avoid studying – reorganising their books, cleaning the house, and even thinking of ways to get <sup>16</sup>..... of studying!



## Part 3

For questions 17–24, read the text. Use the word given at the end of some of the lines to form a word that fits in the gap in the same line.



### How many senses do you have?

✕

The usual answer is five: But those who are <sup>0</sup> fascinated by how the body works suggest there are a lot more than just <sup>17</sup> ....., hearing, touch, taste and smell.

So why the <sup>18</sup> ..... in number? It's all to do with sensors. These are what make the world <sup>19</sup> ..... to us. Sensors in the eye don't just make us see what's <sup>20</sup> ..... They detect light and dark, and colour. There are skin sensors that prevent us from being <sup>21</sup> ..... by detecting heat, cold, itching and pressure, as well as touch. One of the most important types of skin sensors makes pain <sup>22</sup> ..... to us. How else would we keep ourselves safe?

If damage is caused to the sensors in the ear, it might affect your balance and therefore your <sup>23</sup> ..... Other senses include hunger, thirst, knowing where your body parts are in relation to each other and a sense of time. So if anyone asks you, 'How many senses are there?' remember not to give the <sup>24</sup> ..... answer of 'five'.

**FASCINATE**

**SEE**

**DIFFER**

**ACCESS**

**VISION**

**COMFORT**

**NOTICE**

**MOVE**

**USE**

## Part 4

For questions 25–30, 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. Use between two and five words, including the word given.

- 0** I swam in the sea for the first time last year.  
**NEVER**  
I ..... had never swum ..... in the sea before last year.
- 25** We'd never flown for so long before.  
**EVER**  
That's ..... flown.
- 26** Relaxing and sightseeing are equally important on holiday.  
**AS**  
Relaxing ..... on holiday.
- 27** There aren't many good restaurants around here.  
**ONLY**  
There ..... good restaurants around here.
- 28** I enjoy reading classic literature a lot.  
**DEAL**  
I get ..... enjoyment from reading classic literature.
- 29** The flight attendant showed us to our seats and then she brought us a drink.  
**HAD**  
The flight attendant brought us a drink ..... us to our seats.
- 30** We left an hour ago and it will take three hours to complete the drive.  
**WILL**  
By the time we arrive, we ..... for four hours.