

GOLD EXP B2 – TEST UNIT 1

1. Complete the text with the correct present form of these verbs.

change /help/ know/ live/ make/ train/ walk/ wonder

Guide Dogs for the Blind

(1)..... you everwhat it is like to be unable to see? In the UK, there are two million people at the moment who (2)..... with sight loss. Since 1934, the charity Guide Dogs for the Blind (3)blind people to live an independent life and has trained thousands of guide dogs. The charity breeds puppies and (4)them so that they can be placed with a blind person. Christine Wells (5)..... just what a difference having a guide dog makes. She began to lose her eyesight when she was five and by the time she was nine she was using a white stick, which she hated. In 2012, Christine was matched with Bonnie. 'Bonnie (6)..... me feel completely better since I got her. I feel totally confident with her.' Christine now lives the life of an outgoing teenager and (7)..... to college every day with Bonnie. 'Bonnie (8) my life completely. I haven't looked back since I got her.

2. Put the verb in the correct form. Use Present Simple or Present Continuous. Do not use contractions.

The train always(1: leave) on time.

"What's the matter? Why (2: cry/you)?" That's strange. They..... (3: not to watch) TV.

He..... (4: not to speak) very good English.

Please be quiet! I (5: do) my homework.

Where (6: live/they)?

Listen! John.....music! (7: play)

I never (8: go) to the swimming pool.

Harold Black's a famous pianist. He (9: give) two or three concerts every week.

He(10: travel) a lot and this week he's in New York.

3. Put the verbs in the correct form. Use Present Perfect and Present Perfect Continuous. Do not use contractions.

1. (you / buy) your train ticket yet?
2. The kitchen is a complete mess! What (the children / do)?
3. Julie (learn) to drive for six years!
4. Amanda (already / have) lunch, so she'll meet us later.
5. How much coffee (she / drink) this morning?
6. Simon (write) three books.
7. I (do) everything I needed to do today! Hurray!
8. It (not / rain) all summer, so the garden is dead.
9. I (read) your book. Here it is, thank you.
10. She (forget) how to get to my house.

4. Complete the sentences with the correct comparative form of the adjectives in brackets.

- 9 My brother is(lazy) than me. Mum has to shout at him to get up and run to school.
- 10 I study(efficient) in the morning. I prefer that time of day.
- 11 My dad speaks English (bad) than me. He didn't have many lessons at school.
- 12 My history teacher is(knowledgeable) teacher in my school. He's an expert on everything.
- 13 Can you shut the window? It's(noisy) in here. I can't hear!
- 14 Reading is difficult for dyslexic learners. They don't read(quick) as their peers.
- 15 I feel(stressed), now I have finished my exams. I was so nervous, but now I'm relaxed.

5. Translate the parts of sentences into English

1. This is not (najszybsza ciężarówka).
2. (coraz więcej ludzi) don't watch TV.
3. She sang (najpiękniej z) all contestants.
4. (Co jest trudniejsze): polish or history?
5. This evening (robi się coraz ciekawszy).
6. Peter (nie jest tak bystry jak) Tim

6. Complete the sentences with these words.

anxious/ delighted/ insulted/ moved/ petrified/ strong-willed/ tense/ understanding

16 I was ill last week and my teacher was very when I asked for more time to do my homework.

17 I was really by the story of the boy who saved all his pocket money to help other children. I had a tear in my eye.

18 I've never been so! He said my painting looked like a five-year-old's!

19 Hannah is very She will do something no matter what it takes.

20 I was that I was going to miss my flight, but in the end I got to the airport in time. 21 James is absolutely of spiders. He can't even look at a photo of one.

22 My mum was absolutely with the flowers we bought her for Mother's Day.

23 Even though Grant was tired, he was too to sleep. He couldn't relax.

7. Choose the correct phrasal verbs to complete the sentences.

24 Don't be **put off / taken off** by the picture on the cover of the book. It's a really good read.

25 Tom found it very difficult **to give his message away / get his message across**.

- 26 Why don't you **try it out / give it up**? You might enjoy it.
- 27 Harry didn't want to **take off / miss out** on going to the party for school leavers.
- 28 The special effects **add to / give away** the atmosphere in the film.
- 29 I'm going to **give away / give up** eating chocolate next week.
- 30 Colouring books have really **added to / taken off**. You see people using them everywhere.

8. 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 Harry can't swim as fast as Joe. **SWIMS**

Harry Joe.

- 32 I am worse at sport than my brother. **GOOD**

I am not my brother.

- 33 I've never been so angry. **EVER**

That's the been.

- 34 I couldn't understand the guide because he spoke too quickly. **SLOWLY**

The guide didn't speak understand him.

- 35 The film was too dull to watch again. **INTERESTING**

The film wasto watch again.

9. Use the word given in capitals to form a word that fits in the gap in the same line.

What is parkour?

Parkour is a non-(36 COMPETE) activity that developed from army training in the 1980s which was designed to improve(37 FIT). Those who do it aim to get from one point to another as quickly and efficiently as possible. They do this by only using their physical(38 ABLE), through running, jumping and climbing. Basically, any movement that only uses the body is(39 ACCEPT). Parkour develops strength, spatial(40 AWARE) and creativity. The sport aims to build(41 CONFIDENT), self-discipline and self-reliance as well as(42 RESPONSIBLE) for one's actions. It encourages respect for others and one's environment and highlights the importance of play, discovery and(43 SAFE) at all times. As with many sports and physical activities, there is a risk of(44 INJURE) or even death and those doing parkour need to accept this risk. But the sense of (45 ACHIEVE) that free runners feel after completing a course cannot be matched.

10. You are going to listen to a recording about visiting art galleries. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.

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11. You are going to listen to a boy called Andy Johnson talking about his experience of being colour blind. For questions 1–10, complete the sentences with a word or short phrase.

1 Andy discovered that fewer suffer from colour blindness than he'd expected.

2 Andy is more worried about buying the right colour than other things.

3 Andy describes how he found the test for colour blindness at school as

4 Andy can't understand why some people think that is the only colour he can see.

5 According to Andy, it's awkward if he can't see which a football referee is showing him.

6 Andy once put on his meal, which made him feel silly.

7 Andy says he makes sure he looks at the on his tablet to check the battery life.

8 According to Andy, used at pedestrian crossings are more helpful than symbols.

9 Andy gives the example of his cousin who contacts his wife by to check what clothes to wear.

10 Andy describes himself as being definitely more as a result of his condition.

12. Read the article. Choose from the sentences (A–G) the one which fits each gap (11–16). There is one extra sentence which you do not need to use.

A It is proof of your ability to work as part of a team and develops you as a person.

B Once there they have started to set up camp.

C 'I have met people I would never have met had I not done the award.'

D As well as team work, going on an expedition allows young people to develop route planning and map-reading skills.

E It's day two of their expedition and, so far, they have walked 35 km.

F It sounded really interesting and a good way to meet people, which for me meant a way to overcome my shyness.

G 'I've already decided I want to go on and do my Silver Award next year.'

Going for Bronze

It's ten in the morning, it's raining heavily and Rita and a small group of her classmates have been hiking for four hours. (11) They are doing their Bronze level of the Duke of Edinburgh (DofE) award and to achieve the award they have to complete an expedition of two days and one night. Last night they camped under some trees and they were woken at 5 a.m. by the birds singing. They haven't had much sleep, but that hasn't had a negative impact on their good spirits.

'Yesterday we walked for twenty-five kilometres so we were really tired at the end of the day.' says Rita. 'We set up camp under some trees, then we made a camp fire and cooked dinner – we had sausages and baked beans. Everyone helped out and then we sat round the fire and sang camp songs. It was really good fun.' For many, such as Dan, one of the benefits of doing the DofE is the friendships that develop out of a shared experience.

(12)..... 'When it's pouring with rain and you still have to walk ten kilometres, the team spirit keeps you going and determined to finish,' adds Rita.

(13)..... 'We got a bit lost yesterday and walked five kilometres more than we should have, but we were able to find our way again using the map and a compass.' says Dan. Participants also learn how to pitch a tent and start a camp fire. In addition to this, many young people grow in self-confidence and self-belief. 'Before starting my DofE award, I didn't think I could do many things.' says Tanya. 'Now I feel I can tackle most things.'

'I've been working towards my bronze DofE award for three months now,' says Rita. 'I first heard about it when a leader came to our school to tell us about the award.'

(14)..... The leader explained that you also have to volunteer, do a physical activity and learn a new skill. I have always wanted to work with children so I offered to help at a local play scheme where I coached netball and helped the children with their arts and crafts. I love dancing so for my physical activity I started flamenco dancing classes and for my skill I started playing the clarinet in the school orchestra.

'Doing the DofE gives you much more than something that looks good on your CV.

(15)..... ' says Rita. 'It can be challenging at times, but by persevering through tough times on expeditions and juggling my DofE commitments with studies, I've learnt about commitment and a determination to achieve my end goal.' Rita continues, 'The DofE programme helps young people get a sense of discipline and structure. It encourages children with disabilities to take part and they go on to complete their expeditions and experience a huge sense of achievement.'

(16)..... Rita is not alone. In 2017/18, more than 275,000 young people started their DofE – that's up 2% on 2016/17. Awards achieved also increased with over 142,000 gaining a Bronze, Silver or Gold Award, up 7% from the previous year. In 2017/18, 62,998 disadvantaged young people

started their DofE, 23% of all new participants. For these young people, the benefits will be even greater; levelling the playing field and opening doors that may have been closed.