

# Gold Exp. B2 - EOY Exam - Units 6-10

## Listening

### Task 1

**You are going to listen to people talking in eight different situations. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear.**

1 You hear a girl talking to a friend about an activity camp she went to. How did the girl feel about going there?

- A afraid of the activities she'd have to do
- B nervous about being on her own
- C unsure about meeting new people

2 You hear part of an interview with a travel agent. What does she recommend doing on holiday?

- A researching good restaurants
- B identifying peak travel times
- C trying to communicate in the local language

3 You hear a boy talking about his part-time job. What has he learned from doing it?

- A to get on well with customers
- B the value of being part of a team
- C how important communication skills are

4 You hear a girl talking about the place she lives in now. What does she like the most about it?

- A It is quiet and peaceful.
- B She can live more healthily.
- C There are outdoor activities to do.

5 You hear two friends talking about the sports they do. What do they agree about?

- A Music makes exercise easier to do.
- B Using apps can help you get fit.
- C It's difficult if you don't do the right thing in class.

6 You hear two friends talking about social media. What does the girl think about it?

- A It's useful to see what is going on in friends' lives.
- B It's not a good way to find out about social events.
- C It gives a false picture of people's lives.

7 You overhear two school friends talking about a restaurant project at school. How does the girl feel about it?

- A worried that she won't finish the all preparation in time
- B concerned the restaurant won't get the assistance it needs
- C doubtful about her ability to cook well enough

8 You hear a boy leaving a message on a friend's phone. Why is he calling?

- A to give his friend information about the school concert
- B to persuade his friend to babysit his sister
- C to ask his friend for help

## Task 2

You are going to listen to a student called Hannah talking about a class project about plastic. Complete the sentences with a word or short phrase.

Hannah says she has always been curious about how (9) ..... affects the natural world.  
Hannah uses the expression (10) ..... to describe the discovery of the amount of plastic she used herself.  
Hannah decided to keep a small reusable bag in her (11) ..... all the time.  
Hannah was upset that she couldn't rely on the (12) ..... to provide details of things she wanted to buy.  
Hannah uses the word (13) ..... to explain how she felt about buying something that was totally recycled.  
Hannah was amazed to find that containers for (14)..... had been found on distant beaches.  
Hannah gives the example of (15) ..... as something that should be made from recycled plastic.

## Use of English

### Task 1

Use the word given in capitals at the end of some lines to form a word that fits in the gap in the same line.

#### *Buying and selling online*

Whether you're getting rid of old stuff or buying something new, here are some tips you may find useful: Have in mind a price that is (16) ..... – buyers won't pay more than they think is fair. Do some research on similar (17) ..... so you have a good idea of what something should be worth. When you're selling, ensure you have an easy-to-use payment method set up and be sure to include postage and (18)..... costs. Be careful when writing a (19).....of an object you want to sell. Accuracy is of great (20) ..... , because you don't want (21) ..... customers who might write bad reviews and affect your potential sales. If you are a buyer, you need to have confidence in the seller, so check them out carefully before you purchase anything. Finally, don't be (22) ..... . It may take a while for your items to sell.

**REAL  
PRODUCE**

**DELIVER  
DESCRIBE**

**IMPORTANT, SATISFY**

**PATIENCE**

### Task 2

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.

23 A lot of new houses have been built in this area recently.

#### **PLENTY**

There have been ..... in this area recently.

24 'I think you should work harder', my teacher said to me.

#### **ADVISED**

My teacher ..... harder.

25 I couldn't see her because it was too dark.

#### **ENOUGH**

It wasn't ..... see her.

26 I don't think it was George I saw last week, because he's in the USA.

#### **BEEN**

It ..... I saw last week, because he's in the USA.

## Reading

### Task 1

**Read the article and choose the answer (A, B, C or D) which you think fits best according to the text.**

27 What point does the writer make about bees in the first paragraph?

- A Everyone is frightened of them.
- B It's important to take care of them.
- C They're often misunderstood.
- D They're difficult to study.

28 Why does the writer say that explorers 'don't write reports or give presentations'?

- A to provide an amusing image for the reader
- B to make a joke about what bees are unable to do
- C to explain how people usually pass on information
- D to compare the bees' method of sharing information with what people do

29 According to the writer, why isn't it easy for people 'to put self-interest to one side'?

- A They are usually rather selfish.
- B They often have their own ambitions.
- C They are unable to consider the opinion of others.
- D They don't want to make decisions with other people.

30 What does 'this' refer to in line 55?

- A The most popular restaurant.
- B The reason the restaurant is full.
- C The location of the restaurant.
- D The result of choosing a particular restaurant.

31 What does 'take a leaf out of their book' mean in line 72?

- A You should copy the way bees make decisions.
- B You should read about the way bees behave.
- C You should learn from the mistakes bees make.
- D You should avoid making the same choices bees do.

## Let's all think about bees ...

Like many people, I've always had a fear of bees. I don't know whether it's how they look, the way they fly, the noise they make – whatever it is, I've usually chosen the easy way and tried to ignore them. Yet I've discovered that this is a short-sighted attitude for any of us to take. It's common knowledge that bees are vital for the environment – they play a crucial role in the circle of life, though total awareness of what they actually do is frequently incomplete or even wrong. Sci-fi stories base whole plot-lines on what might happen were the bees to leave the planet, and surprisingly I really enjoy those!

However, there's even more to bees than one might suspect. Apparently they're great at decision-making – who knew? When bees need to find a new hive, they don't simply fly around looking for any old place. No, they're more sophisticated than that. What they do is send out groups of bees – let's call them 'explorers' – to assess potential places, and report back. Clearly they don't write reports or give presentations – they use particular body movements to explain what they've found. All the bees then make a group decision by going back to each of the most popular sites identified by the explorers and repeating their body movements. When all the bees (the swarm) perform the same movements at the same time in the same place – bingo, that's the site for them. It must be great fun to watch!

Ok - so what do we learn from these bees? One study shows that if they had simply chosen a single site by chance, the swarm might have been left without a hive and would therefore have been exposed to danger. On the other hand, if they had simply followed the initial suggestions of the explorers without doing any follow-up research for themselves, then they might not have achieved the best outcome. The conclusion is that it seems to be a very efficient way of making decisions.

Apparently, we could all learn a thing or two from this process. People in general tend to be poor at making group decisions because things get in the way – time, ego, promotion prospects can all influence the thinking process of individuals within a group. It's not easy to put self-interest to one side and make a decision that's in the best interests of everyone. Mr Spock in Star Trek said, 'the needs of the many outweigh the needs of the few' – but how often is that actually the case in real life?

Let's look at some examples of how people make bad decisions. Think about something as simple as the restaurant we choose to go to. If we visit a new town and need to choose a restaurant, knowing nothing about any of them in advance, it's likely that we will choose the one with the most people eating in it. This is based on the theory that everyone has chosen to eat there because it's good. But this could be misleading. Everyone there could have followed the same line of thought, but the first people in the restaurant could simply have chosen it by chance. The result – we all make a bad decision and eat bad food. Likewise, if people make their choice simply by wandering around and eating in restaurants they happen to come across, superb restaurants in out-of-the-way locations may not get many customers because people just don't find them.

The bees' approach avoids both these problems. Nature has given them the right mix of independence (they make their own initial choice) and interdependence (they accept the final decision together). So, when drawing conclusions about human behaviour, you should take a leaf out of their book. Understanding the way they make decisions can improve the way people make their own group decisions. Obviously it's a mistake to ignore bees!

## Grammar

### Task 1

Choose the correct answer (A, B or C) to complete the sentences.

Forward planning

Do you know anybody (1) ..... their career at a very young age? Salma Khalil (2) ..... more than six and a half years old when she decided that she (3) ..... to be a doctor. After (4) ..... her decision she asked her parents (5) ..... to do to prepare. When she discovered that later on she (6) ..... to study science and maths to an advanced level, she got upset about not having started serious lessons yet and told them that she really (7) ..... those subjects from the age of five. Her parents, (8) ..... only wish was to make sure all their children grew up happy and successful, (9)..... it challenging to raise ..... (10) girl. In fact, they were so surprised by her seriousness (11) ..... they immediately decided to give extra maths and science lessons to their three children after school. The flat (12) ..... the Khalil family lived was in a large block and soon all the children in the building had joined in the after-school classes and (13) ..... extra lessons. The time ..... (14) by parents and children was not wasted. Ten children in that apartment building, including Salma, eventually became doctors, which would not have happened if young Salma .....(15) extra maths and science lessons.

- |                               |                            |                           |
|-------------------------------|----------------------------|---------------------------|
| 1 A which chose               | B who chose                | C who have chosen         |
| 2 A can't be                  | B could be                 | C can't have been         |
| 3 A was wanting               | B wants                    | C wanted                  |
| 4 A making                    | B she's making             | C made                    |
| 5 A what she can              | B what she must            | C what she had            |
| 6 A will need                 | B would need               | C need                    |
| 7 A must have been taught     | B can have been taught     | C should have been taught |
| 8 A whose                     | B who's                    | C that's                  |
| 9 A must find                 | B must have found          | C have had to find        |
| 10 A such a determined little | B such a little determined | C such determined little  |
| 11 A for                      | B that                     | C since                   |
| 12 A which                    | B that                     | C where                   |
| 13 A were being given         | B were giving              | C had been giving         |
| 14 A spent                    | B being spent              | C spending                |
| 15 A didn't demand            | B wasn't demanding         | C hadn't demanded         |

### Task 2

Choose the correct words to complete the sentences.

- 1 In the lesson, we **were studied / studied** the behavioural habits of different animals.
- 2 I borrowed Mum's laptop as it **wasn't using / wasn't being used**.
- 3 How much **knows / is known** about how animals see and what the world looks like through their eyes?
- 4 These maps **drew / were drawn** using a special app.
- 5 Jen **is used / used** a GoPro to take these underwater photos.
- 6 I was excited when I found out that the camera **could film / could be filmed** in 3-D.
- 7 When **were you learnt / did you learn** to recognise all the different bird songs?
- 8 The students **were being shown / were showing** a film about miniature animals.

## Task 2

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 The hawk is tracking a shrew.

### **TRACKED**

The shrew ..... a hawk.

32 Mum's car is being repaired at the moment.

### **HAVING**

Mum ..... at the moment.

33 It's essential that you buy tickets online before your visit.

### **NEED**

Tickets ..... before your visit.

34 Jim has been told by his boss to film some grasshopper mice.

### **FILMED**

Jim needs to ..... for his boss.

35 I suggest persuading the school that the event is held in their hall.

### **GET**

I suggest you ..... the event in their hall.

36 We were so frightened by the film that we all had nightmares.

### **SUCH**

It ..... that we all had nightmares.

37 'I'm really sorry I lost your watch,' Liam said to Anna.

### **FOR**

Liam ..... her watch.

38 I was amazed that it was so difficult to learn to tango.

### **HOW**

What was amazing ..... to learn to tango.

39 I think you ought to ask him for help with the photos.

### **WERE**

If ..... ask him for help with the photos.

## Vocabulary

### Task 1

Complete the text with these words. There are five words which you do not need to use.

**arrogant   courageous   do   final   idea   immature  
judgement   keep   main   make   mind   rave**

The novel *Again* got (16) ..... reviews. The (17) ..... character is an (18) ..... person called Alice, who thinks she is the most important person on the planet! She is also very (19) ..... for her age, since she is aged eighteen, and therefore should be acting like an adult. She will have nothing to (20) ..... with her parents and sister who love her very much. On top of this, she is late for everything and is happy to (21) ..... her poor friends waiting. Another bad thing is that she is always changing her ..... (22) , which annoys everyone.

### Task 2

Read the text and complete the gaps with one word only.

I look how I feel!

If anyone else tells me to cheer (23) ..... , I think I will scream! Sometimes I don't look cheerful precisely because I am not feeling cheerful. For example, sometimes I run (24) ..... of energy and need to catch (25) ..... on sleep. Sometimes I have to figure (26) ..... the solution to a problem, or I am trying to keep ..... (27) mind a serious decision I have to make. People can't count (28) ..... me to show a cheerful face however bad I am feeling inside. I may come (29) ..... as quiet and possibly strange occasionally, but my real friends, who understand me, know when I am down and know that soon we will get back together and make ..... (30) for lost time.

### Task 2

Complete the text with these words.

**blur   in   middle   minute   sequences   strategies   struggle   target   time**

Finding out about hawks

We had the most fantastic time at the hawk centre last weekend. When we arrived, the keepers were in the (22) ..... of feeding some of the birds so we got the chance to see them close-up. Then there was a talk about the survival (23) ..... of hawks and other birds of prey in the wild. The speaker explained how hawks spot their (24) ..... from a long way away, when they're flying high in the sky. They fly round in circles, getting lower and lower, then at the last (25) ..... they make a final downward swoop and attack. It's a (26) ..... for the animals that are hunted – they have to be on the lookout for birds of prey constantly. By the (27) ..... the hawk has attacked, it is often too late for the prey to escape. However, the speaker explained that some do get away just (28)..... time, before they are grabbed by the hawk's strong claws. We were shown a film of hawks hunting, and it was fascinating to see the action (29) ..... that the speaker had described. It's the same every time and the attack happens so fast that it's just a (30) ..... to watch.