

GOLD

experience

STUDENT'S BOOK

2ND EDITION

Elaine Boyd, Clare Walsh & Lindsay Warwick

B1

Preliminary
for Schools



Pearson

CONTENTS

Unit	Reading	Grammar	Vocabulary
Starter Happy days	topic: a great day task: matching	articles past simple comparative and superlative structures	science entertainment the natural world travel free time
1 Identity page 9	topic: identities skill: matching information task: multiple matching	present simple and present continuous (p12) adverbs of frequency, time phrases (p14)	personality adjectives adjective + preposition collocations
2 Get the message page 21	topic: communication skill: understanding overall meaning task: multiple choice	past simple and past continuous (p24) <i>-ing</i> form (p26)	language and communication verb + preposition collocations
3 The future is now page 33	topic: the future of music skill: skim-reading a text task: gapped text	the future: <i>will, going to, present continuous, present simple</i> (p36) modal verbs for advice and suggestions (p38)	technology in the home phrasal verbs
4 Taking part page 45	topic: unusual sports skill: identifying phrases with similar meanings task: multiple matching	present perfect (p48) past simple and present perfect (p50)	sport
5 In the spotlight page 57	topic: growing up in the spotlight skill: understanding what is being tested task: signs and notices; multiple choice	zero, first and second conditionals (p60) <i>unless, in case, if I were you</i> (p62)	entertainment

Listening	Speaking	Writing	Switch on
<p>topic: holiday photos task: matching</p>	<p>topic: summer holidays task: collaborative task</p>	<p>topic: my personal best task: paragraph about an experience</p>	
<p>topic: cities skill: understanding agreement and disagreement task: multiple choice</p>	<p>topic: giving personal information skill: giving reasons and examples task: introductions – social interaction</p>	<p>topic: a personal profile skill: getting started, reacting, finishing task: email</p>	<p>video: no more boys and girls project: prepare a presentation</p>
<p>topic: a summer camp skill: predicting information task: sentence completion</p>	<p>topic: communicating skill: organising your description task: describing a photo</p>	<p>topic: mistakes skill: creating an atmosphere; using strong adjectives and adverbs task: story</p>	<p>video: school interpreters project: make an information poster</p>
<p>topic: buying something new skill: identifying differences task: multiple choice (pictures)</p>	<p>topic: the future of technology skill: giving and asking for opinions, agreeing and disagreeing task: collaborative task and discussion</p>	<p>topic: living without technology skill: giving advice and making suggestions task: email</p>	<p>video: app entrepreneurs project: design an app</p>
<p>topic: enjoying sport skill: listening for the question task: multiple choice</p>	<p>topic: watching and doing sport skill: saying when you are not sure task: describing a photo</p>	<p>topic: a new sport skill: linking ideas task: article</p>	<p>video: top spin project: plan a campaign</p>
<p>topic: music skill: identifying agreement task: multiple choice</p>	<p>topic: live music skill: dealing with unknown words task: describing a photo</p>	<p>topic: an evening of entertainment skill: making positive comments, describing problems task: article</p>	<p>video: in search of fame project: write a fact file</p>

CONTENTS

Unit	Reading	Grammar	Vocabulary
6 Down to earth page 69	topic: our blue planet skill: referencing in a text task: gapped text	the passive: present simple and past simple (p72) <i>have/get something done</i> (p74)	the natural world order of adjectives
7 Travellers' tales page 81	topic: ways of travelling skill: matching details task: multiple matching	defining relative clauses (p84) modals of obligation, prohibition and necessity (p86)	travel verb and noun forms
8 Time out page 93	topic: developing patience skill: finding synonyms task: multiple choice	reported speech (p96) indirect questions (p98)	hobbies and interests
9 Life experiences page 105	topic: summer bucket list skill: identifying linking task: gapped text	past perfect (p108) <i>used to</i> (p110)	feelings <i>-ed</i> and <i>-ing</i> adjectives
10 Summertime! page 117	topic: holiday jobs task: multiple choice, open cloze, multiple-choice cloze		

Grammar file page 124
Extend vocabulary page 144
Exam file page 146

Activity file page 156
Audioscripts page 167

Listening	Speaking	Writing	Switch on
<p>topic: young people who change the world</p> <p>skill: avoiding distractors</p> <p>task: multiple choice</p>	<p>topic: being environmentally friendly</p> <p>skill: turn-taking</p> <p>task: collaborative task</p>	<p>topic: a place to visit</p> <p>skill: thanking, inviting, accepting, refusing</p> <p>task: email</p>	<p>video: ocean culture</p> <p>project: design a community</p>
<p>topic: travelling the world</p> <p>skill: identifying the type of information missing</p> <p>task: sentence completion</p>	<p>topic: travel problems</p> <p>skill: referring back to what someone said</p> <p>task: discussion</p>	<p>topic: holiday tips</p> <p>skill: creating interest</p> <p>task: article</p>	<p>video: surf around the world</p> <p>project: prepare a research-based presentation</p>
<p>topic: unusual hobbies</p> <p>skill: avoiding distraction</p> <p>task: multiple choice (pictures)</p>	<p>topic: talent shows</p> <p>skill: making and responding to suggestions</p> <p>task: collaborative task and discussion</p>	<p>topic: celebrity hobbies</p> <p>skill: paragraph openers</p> <p>task: article</p>	<p>video: domino art</p> <p>project: write a video script</p>
<p>topic: experiences</p> <p>skill: listening for advice</p> <p>task: multiple choice</p>	<p>topic: living on a desert island</p> <p>skill: describing likes and dislikes</p> <p>task: discussion</p>	<p>topic: a day out</p> <p>skill: ordering events</p> <p>task: story</p>	<p>video: finding your voice</p> <p>project: debate a topic</p>
<p>topic: work experience</p> <p>task: notes completion, multiple choice</p>	<p>topic: various</p> <p>task: all parts</p>	<p>topic: various</p> <p>task: email, article, story</p>	



Free time is the best time.

Look at the photo and discuss the questions.

- Who do you like to spend your free time with? Why?
- How would you describe your perfect weekend?

STARTER

Happy days

READING
read blog posts about a great day

LISTENING
listen to people talking about holiday photos

SPEAKING
talk about your summer holiday

WRITING
write about your best moment

Power up

1 Work in groups. Find five things you have in common with the other people in your group (e.g. something you both like/dislike, a skill you share).

Read on

- 2** Match the phrases (1-5) with the photos on page 7 (A-E).
- A future scientist
 - Our new pet
 - My first performance!
 - Friends are the best!
 - Mmm ... my favourite drink!

- 3** Read the posts on page 7. Find someone who:
- thinks something is attractive.
 - has just celebrated a special day.
 - met someone successful.
 - will return home soon.
 - felt different to how he/she expected.

4 Match the topics (1-5) with the posts on page 7 (A-E). Add five words for each topic.

1 science
.....

2 entertainment
.....

3 home life
.....

4 travel
.....


5 free time
.....

IT WAS A GREAT DAY!

A

EMILY

I was the last one on the stage, and they had cameras there! I wasn't as nervous as I thought I would be, but I'm pleased with the results.



B

ADRIANA


The best day ever! My project won first prize and guess who gave the prize? My hero – the owner of a big technology company!



C

DANNY

After shopping for hours and spending all our birthday money, Sam and I had a hot chocolate at Willy's Café. Yummy!



D

MADISON

Our last day in Germany. This trip was more amazing than I ever imagined. I'm going to miss all my new friends.



E

RYAN

Meet the newest member of our family. Isn't she gorgeous?




5 Complete the blog post with 'a', 'an', 'the' or no article (-).

Blogging about your hobbies

I'm a huge fan of collecting ¹..... football stickers and so, when ²..... visitor to the school suggested that we start ³..... interesting blog on something, my hobby was ⁴..... most natural choice. Being ⁵..... blogger has ⁶..... lot of good things about it. For a start, I'm better at writing now, and ⁷..... good communication is really important. It also needs ⁸..... time and someone who is organised. These are also ⁹..... kinds of things that really help in ¹⁰..... life, and I'm happy that I'm doing something to develop them. I've also met a lot of new people, through ¹¹..... emails and comments. Most blogging communities are very friendly places. In fact, some of ¹²..... people I have met through blogging are really nice!



6 Did you have a good summer? Look at the list of holiday activities. Which sentences are true for you?


Last summer I:



- A went walking in the countryside.
- B learnt a new skill.
- C travelled to a new place.
- D played a new game.
- E had a barbecue with friends.
- F tried a new food or drink.
- G took lots of photos.
- H swam outdoors.

Listen up



7  S.1 Listen to eight people talking about their holiday photos. Match the speakers (1-8) with the activities in Ex 6 (A-H).

Speak up

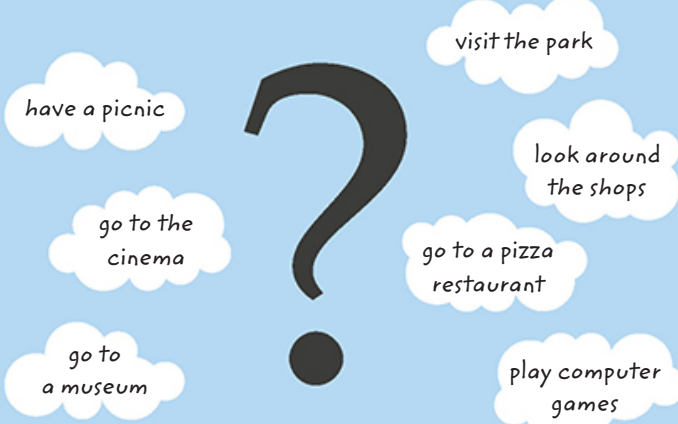
8 Work in pairs. Take turns to give your partner more information about the sentences you chose in Ex 6.

Speak up

9 Work in pairs. Think about your summer holiday and discuss the questions.

- 1 What was the best thing you did on your last holiday? Why?
- 2 What new place did you go to (e.g. a new shop, a new street)? What did you think of it?
- 3 Are you very active in your free time? Why/Why not?
- 4 Do you prefer to be in the city or in the countryside when you have free time? Why?

10 Work in pairs. Some family friends are coming to visit next month. They have two children your age. Which activity do you think all the family would enjoy the least? Why? Can you agree on the best one?



game on

Write four sentences about your last holiday – two that are true and two that are false. Then work in pairs and read your sentences to your partner. He/She must guess which sentences are false.

Write on

11 Write two sentences about:

- 1 something you saw on TV or at the cinema and enjoyed.
- 2 something new you tried.
- 3 somewhere you like going.
- 5 someone new you met recently.
- 4 something you do really well.

12 Read the advert and the student's paragraph below. Then write a paragraph about yourself. Write about 100 words.

My personal best!

We want to use our website to show the world what great students we have in our school. Tell us about your personal best moment!

- When did it happen?
- What skills did you use?
- What did you do?
- Why was it your best moment?

When I was at primary school, we all had to come to school dressed like a person from our favourite book. I really loved Little Red Riding Hood, so I decided to dress like her.

My mum found me a photo on the internet to copy and my dad helped me. It took us all weekend and I didn't get everything right the first time!

There was a competition at school the next day and I got a prize! You might think it's not a big thing, but I learnt that you get much more out of things when you spend a lot more time preparing.



“

Be who you are.

”



Look at the photo and discuss the questions.

- 1 Can you think of three words that describe your personality?
- 2 Do you behave differently in different situations? Think about:
 - with your family.
 - with your friends.
 - at school.
 - with strangers.

1

Identity

READING

topic: identities

skill: matching information

task: multiple matching

GRAMMAR

talking about the present:
present simple and present
continuous

adverbs of frequency, time
phrases

VOCABULARY

personality adjectives

adjective + preposition

collocations

LISTENING

topic: cities

skill: understanding
agreement and disagreement

task: multiple choice

SPEAKING

topic: giving personal
information

skill: giving reasons and
examples

task: introductions – social
interaction

WRITING

topic: a personal profile

skill: getting started, reacting,
finishing

task: email

SWITCH ON

video: no more boys and girls
project: prepare a presentation

1 Identity

READING

Power up

1 Work in pairs. Read the instructions about how to make an identity box. Look at pictures A–C and answer the questions.

- 1 What is an identity box?
- 2 What kind of person do you think owns each box? Why?
- 3 What does each box show?

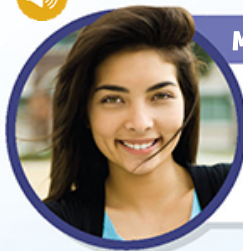
How to make your own identity box

Find a box you love and put things in it to show who you are. Take a photo of your box to show to your friends or put on your profile.



Read on

2 Read about the five people below. Find the key words in each profile. What hobbies does each person have?



MARLA

1

I live with my family in São Paulo – a huge city! I'm learning how to play the guitar at the moment. I feel really happy when I hang out with my friends after school.



SANDIP

2

I live in a village near the mountains with my parents and all my cousins. I spend a lot of time outdoors but I also like reading at home. I want to be an author.



SANDRA

3

I live in the city with all my brothers and sisters. We're very musical – we always fight about who gets to play! We go to a lot of shows. We're taking part in a TV programme.



PAOLO

4

I'm living with my grandma by the sea this summer but I go back home every weekend. I love being outdoors and I do lots of sports.



COCO

5

I know everyone because I live in a very small village. I like cooking for my family. I travel a lot and I'm a member of several clubs. I like organising people.





3 Read the exam tip and complete the tasks.

exam tip: multiple matching

Make sure **all** the information matches, not just some of it.

What do we know about Marla in Ex 2? Choose the correct information.

- 1 city / village
- 2 likes music / sports
- 3 likes being alone / with friends

Read descriptions B, C and G below. Find all the information that matches Marla's profile. Which box belongs to her?



4 **e** Read the descriptions of identity boxes below. Match the identity boxes (A–H) with the people in Ex 2 (2–5).



5 Find words or phrases in the descriptions that have these meanings.

- 1 an area of land between hills and mountains:
- 2 spend time with:
- 3 small pieces of paper with pictures or writing:
- 4 the area behind the main thing that you are looking at:
- 5 a person that belongs to an organisation:

Sum up

6 Work in pairs. Cover the descriptions. What did the students put in their boxes? Why?

Coco: she put a saucepan in her identity box because she likes cooking.

Sandip: he put the book in his box because he wants to be an author.

Speak up

7 Plan your identity box. Work in pairs and discuss these things.

- 1 Choose five things to put in your box. Why did you choose them?
- 2 What objects, photographs, music, etc. would you choose to show your life? Think about these things.
 - your family
 - your hobbies
 - where you live

IDENTITY BOXES

We found these boxes. Whose are they?

- A** This box is a paper box. In it there is a photo of a family and eight children. They are standing near a house at the bottom of a valley. There is also a pair of walking boots and a book with the title 'How to Write'.
- B** This box is a big silver box with a lot of patterns on it. Inside there's a photo of a girl. There is a CD by a pop group and a photograph of my friend playing the guitar. There is also a small model of the Eiffel Tower.
- C** This box is painted with lots of colours. Inside there's a programme for the theatre, a page from an entertainment guide and a photo of several boys and girls. They are walking on a bridge in a big city and one boy is holding a guitar.
- D** This is a wooden box with a recipe book and a wooden spoon inside. There's a picture of a girl standing next to a woman on a TV show. The box also contains a pair of new tennis shoes.
- E** This is a very messy box. Inside the box there is a picture of a family at the seaside in swimsuits. There are also several shells and a mirror. There's a book called 'Teach Yourself to Play Guitar' and a picture of a boat.
- F** This box has got stickers of different places all over it. Inside there's a photo of some little houses around a square and there is a river nearby. There's a small saucepan and a diary with lots of timetables and notes in it.

- G** This box has been painted with pictures of skyscrapers and huge buildings. There's a CD of a pop singer and a card with the address of a music teacher. There's a photo of a large group of students, all laughing together in a park.
- H** This is a very big box. It has a basketball in it and a photo of a boy with a surfboard and an old lady smiling. There's another photo of a football team on a bus with mountains in the background.



GRAMMAR



1 Read the grammar box and complete the examples with the correct form of these verbs.

go like spend take part want

explore grammar

p126

talking about the present

present simple

We use the present simple:

A for permanent states.

I **live** in a village in the mountains.

B for habits and repeated actions.

Every week, I ¹ to drama classes.

I ² a lot of time outdoors.

present continuous

We use the present continuous:

A for actions that are happening now.

We're **talking** to her on a video call now.

B for actions that are happening around now.

I'm **learning** the guitar at the moment.

We ³ in a TV show.

present simple and present continuous

We can contrast regular or permanent activities with activities happening now, today or around this time.

I'm **living** with my grandma this summer but I **go** back home every weekend.

stative verbs

Some verbs don't often use the continuous form: *feel, hate, hear, know, like, love, see, think, understand, want.*

I **feel** really happy when I hang out with my friends.

I ⁴ reading at home.

I ⁵ to be an author.



3 Watch or listen again and complete the sentences.

- On Tuesdays I a commercial dance class.
- In the evenings I sport, such as tennis or football.
- I usually my dinner.
- I my friend's cat because her and her family are on holiday.
- As it's the winter season, I hockey every Friday night for my local club.
- I a film a day to learn more about acting styles.
- At the moment I hard for my exams that I have in, like, the next couple of months.
- I a lot more dancing because I've got a dance competition, a choreographics competition, coming up.



4 Complete the conversation with the present simple or present continuous form of the verbs in brackets.



Hi, Tamsin. How are you?

I'm fine. What ¹ (you/do) at the moment?



Well, it's five o'clock in the afternoon in Argentina. I ² (sit) outside.

Lucky you! It's ten o'clock at night here! What time ³ (your classes/finish)?



School ⁴ (end) at two o'clock. That's why I ⁵ (relax) now!

My school day ⁶ (start) at nine o'clock and it ⁷ (not finish) until five o'clock.



⁸ (you/study) now?

Yes, I am. I ⁹ (do) my English homework but I'm fed up with it!



Never mind. At least you ¹⁰ (practise) your English now!



2 Watch or listen to people talking about their lives. Read the questions (A–C). Which ones does each speaker (1–11) answer? Some speakers may answer more than one question.

A What are you doing at the moment that's different to what you usually do?

..... /

B What do you usually do in the evenings?

..... /

C What do you love doing?

..... /

5 Work in pairs and tell each other a few things about yourselves that the other person might not know.

My favourite food is cereal.

I'm learning to play the drums at the moment.



VOCABULARY

personality adjectives



1 Match these adjectives with their meanings.

- A clever confident funny lively sporty
 B bossy lazy noisy rude
 C calm serious shy

Someone who:

- always tells other people what to do is
- doesn't like working is
- is happy and active is
- makes loud sounds in an annoying way is
- speaks or behaves in a way that isn't polite is
- makes people laugh is
- is intelligent is
- believes he/she can do things well is
- likes activities such as ball games or team games is
- thinks about things a lot and doesn't laugh much is
- is often nervous with people they don't know is
- is relaxed and not angry is

2 Look at the adjectives in Ex 1 again. Answer the questions.

- Why do you think they are organised in different groups?
- Can you add any more words to any of the groups?



3 Choose the correct words to complete the conversation.

- A: Hi, Ella. What are you doing?
 B: Nothing. I'm staying at home today.
 A: You're so ¹bossy / lazy! Come on, there's a baseball game at the park.
 B: You know I'm not very ²rude / sporty, Matt. I'm staying here.
 A: Ella, you should go out. It's bad to stay inside all day.
 B: Stop being so ³bossy / clever. I need to relax and be ⁴calm / shy for my exams next week.
 A: All right. Take it easy! Are you feeling ⁵confident / serious about the exams?
 B: Yes, I am. But I need to revise. Now go to the park and leave me alone.
 A: OK, but don't be ⁶clever / rude!
 B: Sorry, Matt!



4 1.3 Listen and check your answers.

explore language

adjective + preposition collocations

Some common adjective + preposition collocations are:
good/brilliant at, bad/terrible at, bored/fed up with, excited about, interested in, afraid/frightened of, keen on.

We use adjective + preposition + noun.

She's also **interested in languages**.

I'm **fed up with this song**.

Remember: you can use some *-ing* forms as nouns.

Jake's brilliant at **cooking**.



5 **e** Read the language box and then the article. For each question, choose the correct answer.

How personalities develop

If you're a teenager, you know that the way you behave and feel in different social situations changes as you get older. So, you might be interested ¹..... a new study about how teenagers' personalities develop. From about thirteen years old, it becomes more important to ²..... in a way that means other people will like you. Also, we start to become ³..... on, and more serious about, our work and study. We become good at ⁴..... rules and we want to complete tasks that we started much more than when we did when were younger. The big question in the study was whether our friends affect our ⁵..... towards others. The results show we choose to hang out with people who are like us, but that does not mean we change because of them. In fact, we stay the same – we just choose friends who are ⁶..... to us!

- | | | | |
|-----------------|-------------|--------------|---------|
| 1 A at | B with | C in | D for |
| 2 A appear | B try | C act | D stay |
| 3 A prepared | B active | C careful | D keen |
| 4 A achieving | B following | C keeping | D doing |
| 5 A performance | B behaviour | C activities | D ways |
| 6 A matching | B similar | C same | D like |

Speak up

6 Work in groups. Ask questions using the collocations in the language box. Can you find someone for every adjective?

Are you good at playing the guitar?

LISTENING

Power up

1 Think about a city you know. How does it make you feel? Why? Use these words to help you.

excited happy interested pleased relaxed stressed

2 Work in pairs and compare your answers.

Listen up

3 Work in pairs and read the questions (1–6). Decide if each question is asking you to listen for an agreement (A), a suggestion (S) or feelings (F). Then find the key words in the options.

1 You will hear two friends talking about the weather in their city. What do they agree about?

- A The **bad weather** makes them **feel sad**.
- B They like the changes in the seasons.
- C The weather makes it hard to live in their city.

2 You will hear two friends talking about moving. How does the girl feel about moving to a new city?

- A amazed at how friendly the people are
- B happy about the different people she can meet
- C surprised by the variety of things to do

3 You will hear two friends talking about cities they want to visit. Which opinion do they share?

- A Istanbul has a great history.
- B Paris is romantic.
- C Singapore is exciting.

4 You will hear a grandfather talking to his granddaughter about changes in their city. How does he feel about the change?

- A He is pleased the city is easier to live in.
- B He enjoys the greater variety of people.
- C He is happy about the new buildings.

5 You will hear two friends comparing the city and the country. They agree that the city makes them

- A more friendly.
- B more serious.
- C more relaxed.

6 You will hear two friends talking about travelling in their city. What advice does the girl give?

- A The train is the fastest way to travel.
- B Walking is a good way to see new things in the city.
- C Travelling on the bus allows you to spend your time better.

4 Read the exam tip and complete the task.

exam tip: multiple choice (short texts)

Decide if you're listening for agreement or disagreement. You may need to listen for agreement words/phrases (e.g. *yeah, me too, it's true ...*) or disagreement words/phrases (e.g. *not sure, hm ..., but*).

Look at the questions in Ex 3. In which conversations do you expect to hear the phrases above?

5 1.4 Listen to the conversations. For each question in Ex 3, choose the correct answer.

6 1.5 Listen again and check your answers.

7 Read the grammar box and choose the correct words to complete the rules.

explore grammar

↪ p126

adverbs of frequency, time phrases

Adverbs of frequency go ¹**before** / **after** the verb *be*.

*I hate autumn – it's **always** so windy.*

Adverbs of frequency go ²**before** / **after** other main verbs.

*My brother **usually** stays up late at weekends.*

Other time expressions usually go ³**at the end** / **in the middle** of a sentence.

*I meet up with my friends **at the weekend**.*

8 Put the words in the correct order to make sentences.

- 1 we can see / once a month / a full moon
- 2 it isn't / in June / usually / dark
- 3 in the river / I like swimming / now and then
- 4 Tom and I / once a week / go skating
- 5 often / it / rains / in the middle of the day
- 6 always / tired / am / on Friday evenings / I

9 Write true sentences about yourself using the prompts (1–6). Use one of these words or phrases in each sentence.

every week/weekend most days now and then often
once/twice/three times a year/week rarely usually

- | | |
|----------------------------|-----------------|
| 1 hang out with my friends | 4 watch a movie |
| 2 go on holiday | 5 study |
| 3 take part in a sport | 6 read a book |

Speak up

10 Work in pairs. Compare your sentences from Ex 9. How are you similar? How are you different?

SPEAKING

Power up

1 What answers would you give to these questions?

What's your:

- 1 name / family name / full name / surname?
- 2 first name / second name / middle name / nickname?

Speak up

2 Work in pairs. Take turns to ask for and give the information to complete the table. Spell any difficult words. Check that the information is correct.

How do you spell the town?

K-O-N-Y-A.

Personal information

Name:

Address:

Town:

Postcode:

Email:

useful language



giving reasons and examples

because

one reason is (that)



as

for example

3   1.6 Listen to Elsa and Chen answering these interview questions. Who gives the best answers? Why?


- 1 Where do you live?
- 2 Where do you come from?

4 Work in pairs. How could the students in Ex 3 improve their answers? Think about information, descriptions and reasons they could add.

5   1.7 Listen to Elsa and Chen answering another interview question. Who gives the best answer this time? Why?

What do you enjoy doing in your free time?

6 Work in pairs. Read the useful language. How could the other student in Ex 5 improve their answer? Think about examples, opinions and reasons they could add.

7  Work in pairs. Take turns to answer the questions in Ex 3 and 5.

8 Work in pairs. Student A, turn to page 156. Student B, turn to page 162. Follow the instructions.

Speaking extra

9 Work in pairs. Ask and answer the questions. Give reasons and/or examples.

- 1 How do you get to school every day?
- 2 What's your favourite subject?
- 3 What do you like doing at the weekend?
- 4 Who do you like to spend time with?

