

LBBRIS

We know
books

GOLD experience

2ND EDITION

A2+

Pre-Preliminary
for Schools

STUDENT'S BOOK

Unit	Reading	Grammar	Vocabulary
Starter All about me	topic: favourite objects task: matching	<i>this/that/these/those</i> ; <i>be</i> : present and past simple; subject and object pronouns; possessive adjectives; <i>can/can't</i> ; imperatives; question words	objects and possessions
1 There's no place like home page 9	topic: growing up happy skill: finding specific information task: identify correct sentences	articles (p12) <i>some, any, (how) much, (how) many, all, a little, a few, a lot of</i> (p14)	around town: places and buildings
2 Try something different page 11	topic: hobbies you can learn online skill: recognising the purpose of a message or notice task: multiple choice	present simple and present continuous (p24) subject and object questions (p26)	collocations: practising and improving
3 Read all about it page 33	topic: railway to the rescue skill: understanding text structure task: gapped text	past simple and past continuous (p36) <i>someone, anyone, nothing, everything, etc.</i> (p38)	adjectives, strong adjectives, adjective order
4 Live and learn page 45	topic: the School Enterprise Challenge skill: answering a question about the whole text task: multiple choice	the future: plans and intentions (<i>going to</i> , present continuous, present simple) (p48) the future: predictions (<i>will, may/might</i>) (p50)	ways of learning
5 Get the look! page 57	topic: improving your look skill: finding specific information; understanding detail task: multiple matching	comparatives and superlatives; (<i>not</i>) <i>as ... as</i> ; <i>too/enough</i> (p60) <i>much/a lot/a bit + comparative, not quite as ... as</i> (p62)	describing appearance

Listening	Speaking	Writing	Switch on
topic: back to school task: matching	topic: all about me task: asking and answering questions about personal information	topic: favourite objects task: online post	
topic: hanging out with friends skill: listening for specific information task: multiple choice (pictures)	topic: family time skill: planning what to say task: describing a photo	topic: what makes a place great skill: note-taking and planning task: article	video: home town performance project: planning an event
topic: is joining a club good for you? skill: listening for detail; predicting information you are listening for task: notes completion	topic: games and free time activities skill: discussing options; making suggestions; giving opinions task: collaborative task	topic: hobbies and personality skill: using adjectives task: online profile	video: musician family project: an expert profile
topic: story slams skill: listening for specific information and detailed meaning task: multiple choice	topic: something funny happened to me skill: tenses; understanding a good model; planning task: tell a story	topic: short stories skill: interesting the reader; planning task: story	video: Teen Press project: recording an interview
topic: schools: past, present and future skill: understanding general meaning task: multiple choice	topic: meeting school friends skill: making arrangements task: long turn	topic: school exchanges skill: reading the task carefully; beginning and ending emails task: email	video: school swap project: class debate
topic: shops that offer more than shopping skill: listening for specific information task: sentence completion	topic: ways of shopping skill: making guesses task: describing a photo	topic: app and website reviews skill: structuring and planning a review task: review	video: fashion factory project: create a clothing brand

Unit	Reading	Grammar	Vocabulary
6 The great outdoors page 69	topic: green spaces in the city skill: understanding the writer's feelings task: multiple choice	modal verbs for rules; reflexive pronouns (p72) <i>it's, there is / there are</i> (p74)	animals
7 Food for thought page 81	topic: restaurants that don't take money skill: understanding text structure task: gapped text	relative clauses with <i>who</i> and <i>which</i> (p84) adverbs of manner (p86)	talking about food
8 Getting away page 93	topic: holidays, summer camps skill: matching meanings task: multiple matching	present perfect (p96) present perfect with <i>for</i> and <i>since</i> (p98)	travel and transport
9 What's your idea of fun? page 105	topic: low-tech teens skill: understanding attitude, opinion and global meaning task: multiple choice	zero and first conditionals (p108) verb patterns: <i>-ing</i> and <i>to</i> -infinitive (p110)	entertainment and technology
10 Let's celebrate! page 117	topic: birthday parties task: multiple matching		

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

Activity file	page 153
Audioscripts	page 164
Irregular verb list	page 175

Listening	Speaking	Writing	Switch on
topic: the Great Green Wall skill: recognising distractors task: multiple choice (pictures)	topic: wild camping skill: comparing options; agreeing and disagreeing task: collaborative task; follow-up questions	topic: the natural world skill: using collocations task: article	video: lemur life project: animal fact file
topic: food and eating skill: listening for the main idea task: multiple choice	topic: preparing food skill: dealing with unknown words task: describing a photo	topic: a food festival skill: understanding the task; using the correct language task: email	video: extreme cake-makers project: party planning
topic: moving to a different country skill: matching meanings task: multiple choice	topic: things you travel with skill: reaching agreement task: collaborative task and discussion	topic: a holiday story skill: structuring a story; using adverbs task: story	video: Peru adventure project: travel roleplay
topic: a comic convention skill: listening for specific information task: sentence completion	topic: entertainment skill: talking for a full minute task: long turn	topic: an invitation skill: understanding the task; expanding notes; planning task: email	video: pastimes in the past project: game/toy creation
topic: festivals task: multiple choice; sentence completion	topic: celebrations task: all parts	topic: celebrations and festivals task: all parts	

1 Read the grammar box. Match the example sentences (1–6) with the rules (A–F).

- 1 I'm **a** student in Amsterdam.
- 2 I'm **an** only child.
- 3 Dutch teens are happier than young people in other parts of **the** world.
- 4 Our teacher told us about **a** report. In **the** report, it says Dutch teens are happy.
- 5 **Dutch people** love their bikes.
- 6 They have **homework** every night.

explore grammar ↪ p126

articles

- A** no article with uncountable nouns when talking in general
- B** *a/an* for the first time you talk about something; *the* after that
- C** *a* with singular nouns that start with a consonant (*b, c, d*, etc.)
- D** *the* when there is only one of something
- E** *an* with singular nouns that start with a vowel (*a, e, i, o, u*)
- F** no article with countable nouns when talking in general

2 1.1 Listen and match the speakers (1–3) with the questions they are answering (A–C).

- A** What's good and bad about big families?
- B** Is being together as a family important?
- C** What do you know about young people in other countries?

3 1.2 Complete the sentences with 'a', 'an', 'the' or no article (-). Listen again and check your answers.

- 1 I think it's good for families to spend time with each other every day.
- 2 My sister is university student.
- 3 I haven't been to many parts of world, but I hope to travel more in future.
- 4 I saw TV programme about schools in Singapore. In programme, it said students were under a lot of pressure from exams.
- 5 I think larger families are good because you learn to share and you get advice from people of different ages.
- 6 If you're only child, there's just you and you get everything you want.

4 Choose the correct words to complete the comments on Lucas' blog.



So what's life like where **you** live?



Sanne

Hoi, Lucas! I'm Dutch, too – from Eindhoven. For people outside Holland, that's **1a** / **an** small city in the south. It's OK but there isn't much for young people to do. And **2a** / **the** city isn't very pretty. You're lucky living in **3capital** / **the capital**.



Joe

Thanks for **4a** / **an** interesting blog. I live in England and I'm from **5a** / **the** big family. I can't imagine being **6a** / **an** only child. My parents are open too and we talk all the time. But I agree with you about exams. **7English kids** / **The English kids** are under pressure at school.



Ana

Hi from me in Spain! Yes, nice blog. I laughed at the bit about your mobile! My parents message me all the time, so I put my phone on silent. **8Communication** / **The communication** is important but I don't need twelve messages in one hour! 😡

Speak up

5 Add 'a', 'an' or 'the' where necessary in the sentences.

Life is better for teenagers in ^{the} capital than in ^a small town.

disagree

agree

1 Being only child is boring – big families have more fun.

disagree

agree

2 I prefer to ask people my own age for advice.

disagree

agree

3 When teenager gets message from adult, they should reply immediately.

disagree

agree

4 I'd prefer to live in modern city than old-fashioned village.

disagree

agree

6 Look at the sentences in Ex 5 again. Decide how much you agree or disagree. Share your ideas with the class.

I don't agree that life is better in the capital. You can have fun in a smaller town too. What do you think?

LBRIS VOCABULARY

We know books

around town

1 Turn to page 153 and look at the photos. What do you think they show?

2 Match the photos (A-F) with these words.

bike rack bus stop crossing pavement rubbish bin seat



3 Read the vocabulary box. Find six places in the word snake to complete nouns 1-6. There are three words you don't need in the word snake.

explore vocabulary

noun + noun

Sometimes we use two nouns together to make a word.

bus stop

To make the plural, add -s/-es/-ies to the second word.

bus stops

park path block gallery store box centre station pool

- | | |
|------------------|--------------------|
| 1 art | 4 skate |
| 2 sports | 5 department |
| 3 swimming | 6 apartment |

4 Complete the article with words from Ex 2 and 3.



Cities with art at their heart

In the past, the only place to find colour and design was in an But now design is coming to the streets ...

When you wait at the on your daily journey to school, you can admire the artwork painted on the side. The end of a cycle ride can make you smile with a that looks like a comb. Even the grey concrete we walk on is changing. As you go along, you can see 3D art, adverts and even poetry. And in the street don't have to be made of wood, all brown and boring. Now places to sit appear in a variety of shapes, colours and sizes.

Buildings are becoming more interesting, too. Imagine shopping in a futuristic like Selfridges in Birmingham!

And which of the below do you prefer? I know which I would like to live in ...



5 1.3 Listen to four people talking about places in town. Match the speakers (1-4) with four of the photos in Ex 2 (A-F).

1 2 3 4

game on

Work in pairs. Close your eyes. Imagine a route around your town and the places and buildings that are there. Mime the activities that people can do in these places. Your partner guesses the places and buildings.

Speak up

6 What do you think of the places/objects on this page? Would you like your town or city to have them? Why/Why not?

Power up

1 Where do you usually go after school? Why? What do you do there?

- home
- to the park
- a friend's/relative's house
- to an after-school club
- into town
- somewhere else

Listen up

2 1.4 Read the exam tip and complete the task.

exam tip: multiple choice (pictures)

Read the questions and look at the pictures before you listen. For each recording, think about (a) the speakers and (b) the situation. Then listen to understand the general idea.

Look at Ex 3. What words might you hear in each recording? Make a list. Listen and check your ideas.

3 1.5 Listen again. For each question, choose the correct answer.

1 How do the girl and her friend spend their free time after school?



2 What did the boy do on his birthday?



3 Which after-school club are the students not able to go to today?



4 What is the girl hoping to do with her friends this weekend?



5 What happened when the girl's friend visited before?



4 Choose the correct words to complete the examples in the grammar box.

explore grammar

→ p126

some, any, (how) much, (how) many, all

- 1 We went shopping for **some** / **any** new trainers.
- 2 There won't be **some** / **any** problems.
- 3 How **much** / **many** people do you want to invite?
- 4 How **much** / **many** money do you need?
- 5 **Every** / **All** the classes start in ten minutes.

a little, a few, a lot of

- 6 I need to give you **a little** / **a few** information.
- 7 I spent the afternoon with **a little** / **a few** friends from school.
- 8 We have **a lot of** / **many** different hobbies.

5 Complete the quiz with words from the grammar box. Write one word in each gap.

The perfect hangout house



You've got a lot of time but only a little money. A few the fun places to go are expensive, so you need the perfect hangout house. What would it be like?

- 1 You want to invite a few friends. Do you need to ask first?
- 2 How many friends can hang out with you in your room?
- 3 How much time can you spend in your room before your mum/dad comes in?
- 4 Is it OK to take drinks and a lot of snacks from the kitchen?

Speak up

6 Do the quiz in Ex 5. Work in pairs and compare your answers. Whose house would be better to hang out at? Why?

7 Use words from the grammar box to write six rules for the perfect hangout house. Then work in groups and share your ideas.

Power up

1 Answer the questions.

How often do you:

1 play computer/video games? Who with?

2 go for a walk? Who with?

2 Look at the photo. What can you see? Read the exam tip. Choose the correct words to complete the description of the photo.



exam tip: tenses in photo descriptions

Use present tenses to describe a photo. Remember to use the present continuous for the actions in the photos.

This photo ¹**shows / showed** a family at home. I can ²**seeing / see** the parents and their two daughters. They ³**are / were** in the living room. The adults ⁴**sit / are sitting** on the sofa and the girls ⁵**are standing / stand** behind it. The man and the woman ⁶**were / are** playing a video game and the girls ⁷**watch / are watching**. I think they ⁸**enjoy / are enjoying** the game.

3 Read the useful language and look at the photo in Ex 2. Where are these people/things? What are the people doing?

- the man
- the small table
- the window
- the girl with the grey top
- the big table

The man is sitting on the sofa next to his wife. He's in front of his two daughters.

useful language: saying where things are

On the left ... / On the right ...

At the front ... / At the back ...

It's/They're in / on / under / next to / near / in front of / behind / between ...

4 Work in pairs. Look at the photo in Ex 2 for thirty seconds. Close your books and test your partner.

Is the woman on the right or left?

She's on the right.

Wrong! The man is on the right.

5 1.6 Read the exam tip and complete the task.

exam tip: describing a photo

When you are describing a photo, imagine you are describing it to someone who can't see it. Include as much information as possible (e.g. people, buildings, objects, colours, clothes, time of day, weather).

Listen to a student describing the photo below. Which of these things does he talk about?

- | | | |
|---------------|-----------|-----------|
| 1 people | 4 place | 6 colours |
| 2 actions | 5 weather | 7 clothes |
| 3 time of day | | |



6 1.7 Listen again. Put the information in the order the student talks about it (1-6).

- | | | | |
|---------|-------|----------|-------|
| weather | | people | 1 |
| clothes | | feelings | |
| actions | | place | |

Speak up

7 e Work in pairs. Student A, turn to page 153. Student B, turn to page 155. Follow the instructions.