

LBRIS

We know
books

GOLD experience

2ND EDITION

B1

Preliminary
for Schools

STUDENT'S BOOK

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 11	topic: communication skill: understanding overall meaning task: multiple choice	past simple and past continuous (p24) -ing 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</i> , present continuous, present simple (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
topic: holiday photos task: matching	topic: summer holidays task: collaborative task	topic: my personal best task: paragraph about an experience	
topic: cities skill: understanding agreement and disagreement task: multiple choice	topic: giving personal information skill: giving reasons and examples task: introductions – social interaction	topic: a personal profile skill: getting started, reacting, finishing task: email	video: no more boys and girls project: prepare a presentation
topic: a summer camp skill: predicting information task: sentence completion	topic: communicating skill: organising your description task: describing a photo	topic: mistakes skill: creating an atmosphere; using strong adjectives and adverbs task: story	video: school interpreters project: make an information poster
topic: buying something new skill: identifying differences task: multiple choice (pictures)	topic: the future of technology skill: giving and asking for opinions, agreeing and disagreeing task: collaborative task and discussion	topic: living without technology skill: giving advice and making suggestions task: email	video: app entrepreneurs project: design an app
topic: enjoying sport skill: listening for the question task: multiple choice	topic: watching and doing sport skill: saying when you are not sure task: describing a photo	topic: a new sport skill: linking ideas task: article	video: top spin project: plan a campaign
topic: music skill: identifying agreement task: multiple choice	topic: live music skill: dealing with unknown words task: describing a photo	topic: an evening of entertainment skill: making positive comments, describing problems task: article	video: in search of fame project: write a fact file

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	Activity file	page 156
Extend vocabulary	page 144	Audioscripts	page 167
Exam file	page 146		

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

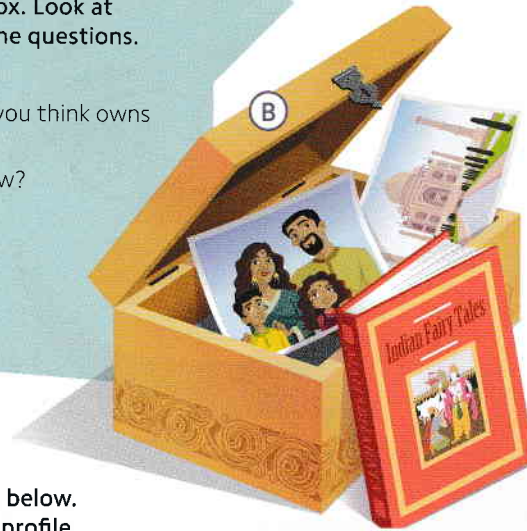
Power up

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

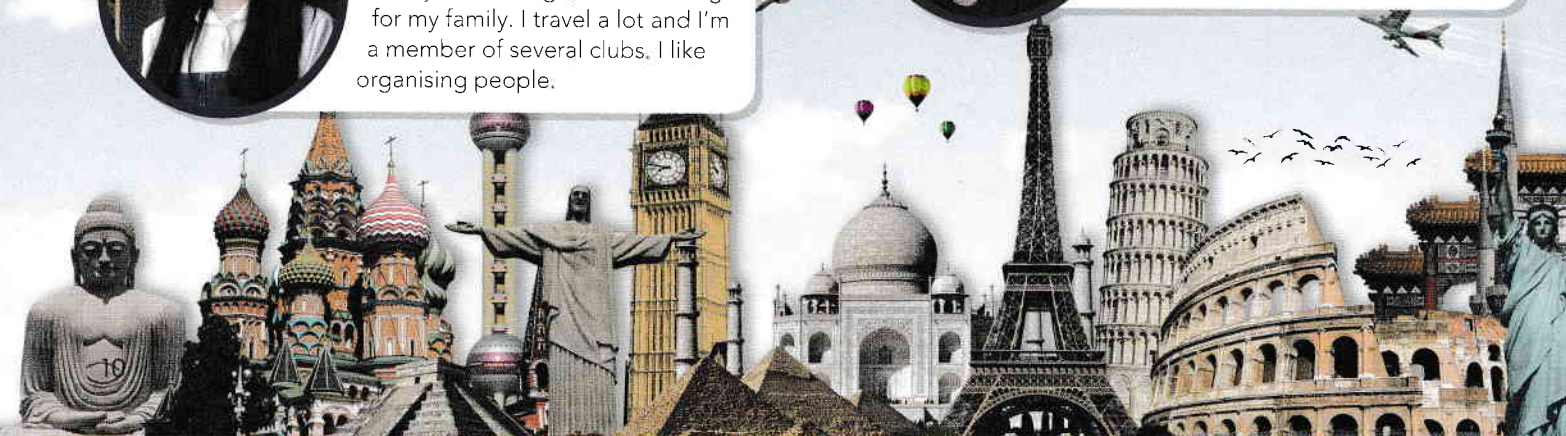
I'm living with my grandma by the sea this summer but I go back home every weekend. I love being outdoors and I do lots of sports.



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 someone 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.



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.

2 1.1 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 do in your spare time?

.....

3 1.2 Watch or listen again and complete the sentences.

1 On Tuesdays I a commercial dance class.

2 In the evenings I sport, such as tennis or football.

3 I usually my dinner.

4 I my friend's cat because her and her family are on holiday.

5 As it's the winter season, I hockey every Friday night for my local club.

6 I a film a day to learn more about acting styles.

7 At the moment I hard for my exams that I have in, like, the next couple of months.

8 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!

Speak up

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.



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:

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

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

- 1 Why do you think they are organised in different groups?
- 2 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?