

LBRIS

We know
books

GOLD experience

2ND EDITION

WORKBOOK

B1+

Pre-First
for Schools

Unit	Reading	Grammar	Vocabulary
Starter Fun times page 4	short texts with personal information (food preferences, activities)	prepositions; instructions	food, music, sport, travel and technology
1 The true you page 6	topic: morning activities task: multiple matching	present tenses (p 8, p 11) adverbs and adverbial phrases of frequency (p 11)	follow your dreams (p 9) suffixes (p 9) fashion and style (p 12)
2 You'll never believe this ... page 16	topic: sources for interesting stories task: multiple choice	past tenses (p 18) comparatives and superlatives (p 21)	describing things (p 19) strong adjectives (p 19) adverbs (p 22)
3 The world around us page 26	topic: organic cooking task: gapped text	future forms (p 28) <i>so, such, too, enough</i> (p 31)	food and transport (p 29) phrases/phrasal verbs (p 29, p 32)
4 Make it happen page 38	topic: university scholarships task: multiple choice	modal verbs (p 40, p 43)	relationships (p 41) adjectives + prepositions (p 41) adjective word formation (p 44)
5 Lessons for life page 48	topic: different schools task: gapped text	relative clauses (p 50) reduced relative clauses (p 53)	learning skills (p 51) phrasal verbs (p 51) money (p 54)
6 Superpowers page 58	topic: artificial limbs task: multiple matching	infinitives and <i>-ing</i> forms (p 60) quantifiers (p 63)	science (p 61) adjectives (p 61) noun formation (p 64) verb prefixes (p 64)
7 Home and away page 70	topic: natural homes task: gapped text	conditionals (0-3) (p 72) wishes, preferences and regrets (p 75)	living accommodation and furnishings (p 73) phrasal verbs (p 73) travel (p 76)
8 What's in a number? page 80	topic: using maths to help decision making task: multiple choice	the passive (p 82) <i>have/get something done</i> (p 85)	maths (p 83) noun word formation (p 83) countable and uncountable nouns (p 86)
9 Express yourself page 90	topic: dressing up task: multiple-matching	reported speech (p 92) reporting questions, orders and requests (p 95)	visual arts (p 93) collocations (p 93) performing arts (p 96)
10 Practice Test page 102	Reading and Use of English (p 102)		Writing (p 110)

Listening	Use of English	Speaking	Writing	Review
school situations; activities		topic: personal information task: short conversation	topic: leisure activities task: email	
topic: study and free-time activities task: multiple choice: short extracts	key word transformations (p 11) multiple-choice cloze (p 12)	topic: personal information task: interview	topic: living in a community task: essay	unit check 1
topic: lying on social media task: multiple matching	key word transformations (p 21) word formation (p 22)	topic: facing challenges task: long turn	topic: emotions task: story	unit check 2
topic: using a lemonade business to help protect bees task: sentence completion	open cloze (p 31) multiple-choice cloze (p 32)	topic: helping the environment task: collaborative task	topic: environmental awareness task: article	unit check 3 Use of English, units 1–3 (p 36)
topic: work experience task: multiple matching	key word transformations (p 43) word formation (p 44)	topic: group work task: discussion	topic: giving gifts task: essay	unit check 4
topic: school subjects task: multiple choice	open cloze (p 53) multiple-choice cloze (p 54)	topic: ways of studying task: collaborative task	topic: school lunch club task: semi-formal email	unit check 5
topic: Komodo dragons task: sentence completion	key word transformations (p 63) word formation (p 64)	topic: technology task: discussion	topic: films and TV shows task: review	unit check 6 Use of English, units 1–6 (p 68)
topic: languages task: multiple matching	key word transformations (p 75) multiple-choice cloze (p 76)	topic: personal information task: interview	topic: visiting places task: informal email	unit check 7
topic: difficult situations task: multiple choice: short extracts	open cloze (p 85) multiple-choice cloze (p 86)	topic: competitions task: long turn	topic: young drivers task: essay	unit check 8
topic: managing a blog task: multiple choice	key word transformations (p 95) multiple-choice cloze (p 96)	topic: films task: collaborative task	topic: public festivals task: review	unit check 9 Use of English, units 1–9 (p 100)
Listening (p 112)		Speaking (p 116)		

READING

- 1 Complete the text using these words or phrases. There are two extra words or phrases you do not need.

ahead of came across disturb pretty
saddle shot sleep in worm

Be an early bird!

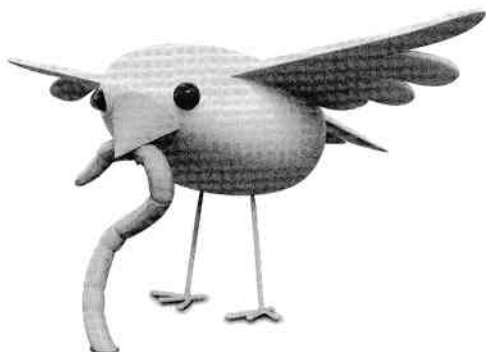


I ¹..... an interesting saying the other day: 'The early bird catches the ².....!'. Birds feed first thing in the morning, so I guess all the food runs out if they're lazy and stay in the nest! What does the saying really mean, though, and is it true?

The idea is that if you do something ³..... other people, you'll be successful. This doesn't mean you have to ⁴..... your sleep by getting up at five a.m. every day or never ⁵..... at the weekend. Imagine there's only one place left in the sports team you want to join but all your friends do, too. You'll need to be ⁶..... quick to ask the teacher if you can try out for it before everyone beats you in the rush!

- 2 Read the article about young people who do things early in the morning. Why does each person feel it is necessary to get up so early? Choose A, B or C for each person.

- A to help someone
B to look after someone/something
C to boost positive feelings



- 3 e Read the article again. Match the questions (1–10), with the young people (A–D). The people may be chosen more than once.

Which person:

- gives some advice about the activity they do?
- is pleased to have the chance to learn from others?
- has realised that they gain several advantages from their hobby?
- is keen to be successful at a future event?
- believes they have a skill that people they are close to don't have?
- is not always able to do their morning activity?
- tries to make people feel better through doing their activity?
- explains why some people do not enjoy a particular activity?
- has already decided what career they'd like to follow?
- says they would like more people to see what they do?

Extend

- 4 Find these phrasal verbs in the article, then choose the correct words to complete the sentences.

set off (Ben) going on (Olly) going through (Olly)
coming up (Sophie) deal with (Olly) built up (Talía)

- I just can't **deal with** / **go through** getting up early at the weekend. I prefer to sleep in!
- Sally's **coming up** / **going through** a bad time at the moment. I wish I could make her feel better.
- Megan's **dealt with** / **built up** a lot of experience in fashion design and her clothes are amazing!
- Adam's got an important exam **coming up** / **going on**, so he's studying a lot for it at the moment.
- Dad's car's broken down so we'll have to walk to school in the morning. What time do we need to **set off** / **build up**?
- What's **going on** / **setting off** outside? There's a lot of noise!

- 5 Complete the sentences with the correct form of the phrasal verbs from Ex 4.

- I am a bad time right now but I'll be OK again soon.
- What time are you for the airport?
- It's important to contacts for the future – they might help you find a job.
- Do you find it easy or difficult to problems?
- What's ? You're late for school every day.
- I've got my driving test soon and I really want to pass it!

Get moving in the morning and prepare for success!

We asked four teenagers to tell us about the stuff they do in the morning

A Ben

What makes me get out of bed is my horse, Goldie. I feed her, groom her, clean out her stable, and if there's time before school, I'll put the saddle on and set off for a quick ride. I've lived on a farm all my life and I love animals. My ambition's to become a vet, so whenever one comes to the farm I start following them around asking questions. Sometimes they don't mind me helping out, which is amazing because I never thought they'd let me do anything. I think my parents thought it would put me off, but no way! I often notice something's wrong with one of our cows when my parents haven't – I've got a special talent for it! Most weekends I help out at a local wildlife park, too. They can't give me much responsibility, but it's a great opportunity to find out about different species.



B Sophie

I'm big into motocross and I've got a competition coming up which I'm desperate to do well in, so I've been getting up most mornings at about six and heading down to the practice track for an hour before classes.

I've been doing motocross since I was seven but I've never competed until now. A lot of people get put off motocross pretty quickly because you fall off the bike a lot and it can hurt like crazy! Now and then riders crash into each other, too, so it's really important to wear the right gear – helmet, goggles, gloves, boots ... even a chest protector. Going out riding without being properly protected just isn't worth it. People ask me why I love motocross, especially as it's still not that popular with girls. It's because it gives me an incredible sense of freedom I don't get doing anything else!



C Olly

No matter how exhausted I am, I always get up the minute the alarm goes off. Why? Because it gives me time to do a bit of vlogging before I run for the bus. I've been making vlogs for as long as I can remember and I've got hundreds of followers now – mainly friends but other people have started checking out my site too, which is cool because I'm trying to reach a wider audience. I vlog about whatever's going on in my life because I think it helps other people my age deal with stuff. It isn't always easy being a teenager and if you know other people are going through the same things, it gives you a bit of support, doesn't it? I try to cover serious topics in my vlogs but in a funny way. Right now I'm making one about 'sleep health' – which I think will help people who feel they don't get enough.



D Talia

I get up at sunrise if I can – though it's not something I can do all year round. In summer it gets light almost as soon as it's gone dark and in winter I'm already at school by the time it gets light! But in spring and autumn, it's the perfect time to go hill-running – basically running over the hills! The views are spectacular – you see fantastic sunrises where the sky turns red and I take a few shots on my phone. I've built up a collection of pictures now which I upload to a weather website. What I love about being up so early is that I never come across anyone else – it's like the countryside's all mine. Some of my mates say I'm mad when I chat to them about it, but running gives me loads of energy, keeps me fit, and I'm sure it helps me with my schoolwork, too. Maybe it's something to do with the oxygen my brain gets while I'm exercising. Who knows? It's a brilliant way to start the day, though!



present tenses

1 Match the sentences (1–7) with the grammar rules (A–G).

- 1 The main character, Ethan, goes to the theatre and finds a stranger waiting for him.
- 2 You're getting better at running all the time – well done!
- 3 There are often people on the beach in the mornings.
- 4 Madison's always playing computer games when he should be doing his homework.
- 5 I sleep in at the weekends because I don't go to school.
- 6 Jody doesn't have enough time to go riding every evening.
- 7 It's such a lovely day, I feel like going for a run.

- A present simple for habits, facts and repeated actions
- B present simple to describe what happens in a film or book
- C present simple with stative verbs
- D present continuous for changing situations
- E present continuous with *always* for something that happens often and is annoying
- F adverb after the verb *to be*
- G adverbial phrase of frequency used at the end of a sentence

2 Write sentences in the present simple or present continuous.

- 1 rugby / on / play / usually / my / friends / Saturdays / with / I
.....
- 2 today / exhausted / I / pretty / feel
.....
- 3 ten / out / Belle / tennis / of / times / practice / misses / nine
.....
- 4 am / skills / improving / baseball / my / I
.....
- 5 doing / Kylie / ballet / is / at / training / moment / the / her
.....
- 6 loves / Brooke / guitar / in / playing / the / band
.....
- 7 online / Jamie / to / who / chatting / is / ?
.....
- 8 is / asking / Billie / my / always / taking / football / without
.....

3 Write the adverbs or adverbial phrases (in brackets) in the correct place in the sentences.

- 1 You're watching TV. You should go and get some fresh air! (always)
- 2 I'm learning to drive. (at the moment)
- 3 I am late for my guitar lessons because I love them. (never)
- 4 I don't play baseball in winter. (often)
- 5 Our team wins a match – they're useless! (rarely)
- 6 Jayden visits his grandmother after school. (most days)
- 7 Jude goes to bed early so she can get up early! (every night)
- 8 Alex is speaking to someone on the phone. (right now)

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

Do you want to find your **DREAM?**

It's OK if you've got a dream, but what if you
1..... (want) to find something cool to do
and aren't sure what it is yet?

A lot of people who 2..... (not know) what
they want end up doing what other people think they
should do. Ask people what their dreams are and you
often find they're different from what they 3.....
(actual / do) right now. Be the one who's brave enough to
do something different!

Think: what 4..... (you / always / think) about?
5..... (you / feel) excited about sport, art, music ... ?
What can't you live without? If you 6.....
(always / complain) because you have to practise the
piano and can't help being envious of the drummer in
that band – quit the piano and learn the drums instead.

The important thing is to set goals to keep yourself
motivated. If you stick to them, you'll soon realise that
you 7..... (improve) all the time and are
well on the way to achieving your dream!

5 1.1 Listen. What are the people doing now?

- | | |
|--------------|--------------|
| 1 They | 4 We |
| 2 He | 5 They |
| 3 She | 6 He |



follow your dreams

1 Complete the words and phrases with the missing vowels.

- 1 g _ t _ n t _ (become interested and start doing)
- 2 g _ v _ _ p _ n (stop hoping)
- 3 b _ w _ r t h _ t (enjoyable or useful enough to do despite the effort)
- 4 t _ k _ p r _ d _ _ n (feel pleased about something you do well)
- 5 p _ t _ _ f f (make someone dislike or not want to do something)
- 6 _ n c _ _ r _ g _ (make someone feel confident)

2 Complete the texts with these words or phrases.

campaign care for charity contribute help out
poverty raise surveys volunteers

I helped to ¹..... money by organising a 'wear odd socks day' at school. Everyone wore two socks of different colours for the whole day and we got people to sponsor us! We gave the money to a ²..... which helps stop bullying. It's important to ³..... to education which can change people's lives.

Two friends of mine ⁴..... at a local food bank in my town. It's where people who are living in ⁵..... can go and collect free food and have a hot meal. We should ⁶..... the people who live in our communities.

I'm running a ⁷..... at the moment to get my town to hold a Paralympics for young people with disabilities. ⁸..... show that there aren't enough facilities for these people where I live. We're also looking for ⁹..... to help run the event. It could be you!



3 Add -ible or -able to make adjectives. Make any other necessary changes.

- | | |
|-----------------|--------------------|
| 1 memory | 5 enjoy |
| 2 comfort | 6 fashion |
| 3 sense | 7 understand |
| 4 respond | 8 suit |

4 Choose the correct words to complete the sentences.

- 1 I find this music so **relaxing** / **stressful** – sometimes I even fall asleep listening to it!
- 2 I love doing karate but the exams are pretty **stressful** / **relaxing**.
- 3 This film's really **tiring** / **scary**! I can hardly watch it!
- 4 Wow! What an **enjoyable** / **incredible** dress – did you make it yourself?
- 5 Playing football's so **tiring** / **scary** – I think I'll go and lie down for a bit.
- 6 I find dancing really **stressful** / **enjoyable**. It's what I love doing best.

Extend

5 Look at the adjectives with -ible / -able below (1–6) and match them with their meanings (A–F).

- 1 I don't think these apples are **edible** any more – they've gone brown.
- 2 Kane's not a very **sociable** person. He spends a lot of time alone.
- 3 I found the people very **hospitable** on holiday – everyone was happy to help.
- 4 You should always be **visible** when you're riding a bike. Use lights and wear light colours.
- 5 You look **miserable**. Has something bad happened?
- 6 This puzzle is **impossible**! I can't do it at all!

- A cannot happen or be achieved
- B able to be seen
- C friendly and welcoming to visitors
- D very unhappy
- E likes meeting and spending time with people
- F suitable or safe for eating

6 1.2 Listen to six people describing something. Complete the sentences with the adjectives from Ex 5.

- 1 She's very
- 2 The homework is
- 3 The cake isn't
- 4 He's feeling
- 5 She is
- 6 The castle isn't