

LBRIS

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GOLD experience

2ND EDITION

STUDENT'S BOOK

B2+

Pre-Advanced

Unit	Reading	Grammar	Vocabulary
1 Passions page 7	topic: passions skill: identifying attitude task: multiple choice	present tenses and time expressions (p10) phrasal verbs (p13)	achievements (p11) idioms (p11) adverb collocations (p14)
2 Perceptions page 21	topic: language and thought skill: recognising opinion task: cross-text multiple matching	cleft sentences for emphasis (p24) relative clauses (p27)	the senses (p25) adjective + noun collocations (p25) noun suffixes (p28)
3 Influence page 35	topic: teen stereotypes skill: understanding cohesion task: gapped text	the passive (p38) reporting verbs and the passive (p41)	the media (p39) collocations (p39) words with similar meanings (p42)
4 Going places page 49	topic: online travel photos skill: recognising points of view task: multiple matching	participle clauses (p52) prepositions with -ed forms (p55)	tourism (p53) verb + noun collocations (p53) prefixes (p56)
5 Citizenship page 63	topic: reviews of a self-help book skills: locating opinions on the same topic in a text; recognising points of view task: cross-text multiple matching	modal verbs in the past (p66) emphasising comparatives and superlatives (p69)	working with phrases (p67) dependent prepositions (p70)

Listening	Use of English	Speaking	Writing	Switch on
topic: adversity in sports skill: understanding context task: multiple choice: short texts	key word transformation (p13) multiple-choice cloze (p14)	topic: friends and shared interests skill: using appropriate tone and register task: introductions; social interaction	topic: teens and screens skill: developing an argument task: essay	video: drone trouble project: odd hobbies
topic: the smells of childhood skill: inferring attitude and mood task: multiple matching	open cloze (p27) word formation (p28)	topic: communication skill: speculating task: long turn	topic: holding a music festival skill: building ideas towards a conclusion task: report	video: as I see it project: colour idioms
topic: false beliefs skill: understanding idiomatic language task: multiple-choice: longer text	key word transformation (p41) multiple-choice cloze (p42)	topic: influences on children skill: conversational strategies task: collaborative task	topic: young people and science skill: organising paragraphs task: essay	video: fashion followers project: blogging campaign
topic: virtual reality travel skill: listening for clarification task: sentence completion	key word transformation (p55) word formation (p56)	topic: journeys to school skills: putting forward a clear argument; using formal English task: discussion	topic: dream study trip skill: adding ideas task: formal letter	video: alone at sea project: young adventurers
topic: good and bad gifts skill: listening for ideas expressed in different ways task: multiple matching	key word transformation (p69) multiple-choice cloze (p70)	topic: community work skill: using a variety of phrases task: long turn	topic: family and friends skill: writing effective introductions and conclusions task: essay	video: sweet treats project: animal communities

Unit	Reading	Grammar	Vocabulary
6 Urban tales page 77	topic: modern ruins skill: understanding connected ideas task: gapped text	past and present narrative tenses (p80) phrasal verbs (p83)	describing city life (p81) compound words (p81) adjective suffixes (p84)
7 Mind and body page 91	topic: a girl's view on tidiness skill: understanding writer purpose task: multiple choice	subject-verb agreement (p94) quantifiers (p97)	health and diet (p95) phrasal verbs of food and drink (p95) similar words (p98)
8 Entertain me page 105	topic: storytelling in games skill: dealing with unknown vocabulary task: multiple matching	the future (p108) conditional sentences (p111)	entertainment (p109) prepositional phrases (p109) negative prefixes (p112)
9 It's a wild world page 119	topic: why humans are interested in wild animals skill: understanding inferred meaning task: cross-text multiple matching	verb + <i>-ing</i> form or infinitive (p122) reported speech (p125)	compound nouns on the environment (p123) adjective + noun collocations (p126)
10 Speak to me page 133	topic: communicating in different cultures task: multiple matching		

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Speaking tasks	page 176
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Listening	Use of English	Speaking	Writing	Switch on
topic: street fashion skill: understanding agreement and disagreement task: multiple choice: longer text	open cloze (p83) word formation (p84)	topic: important features of a city skill: coming to a conclusion in a minute task: collaborative task and discussion	topic: a film with an important location skill: using higher level vocabulary task: review	video: Banksy's school visit project: art planning
topic: becoming more competitive skill: predicting words you might hear task: sentence completion	open cloze (p97) multiple-choice cloze (p98)	topic: exercise and relaxation skill: linking ideas task: long turn	topic: changes to a canteen skill: expressing ideas in a neutral way task: proposal	video: Pepper the robot project: robot analysis
topic: attracting attention skill: following an argument task: multiple choice: short texts	key word transformations (p111) word formation (p112)	topic: a world without music skill: talking about potential consequences task: collaborative task and discussion	topic: documentaries for teens skill: paraphrasing and cohesion task: essay	video: do you think it's funny? project: the greatest prank
topic: funny things pets do skill: following contrasting ideas and corrections to opinions task: multiple matching	key word transformation (p125) multiple-choice cloze (p126)	topic: working at night skill: using a variety of phrases task: long turn	topic: outdoor activities skill: effective introductions and conclusions task: informal email	video: turtle survival project: environmental protection
topic: attracting attention task: multiple choice: short extracts	multiple-choice cloze open cloze word formation key word transformation	topic: how we communicate tasks: interview; long turn; collaborative task; discussion	topics: work experience; a talent show; a summer festival task: Part 2 choices	

Power up

- 1** Which three of these activities are definitely hobbies? Which three are definitely not? Work in pairs and discuss your ideas.

blogging cooking eating gaming hanging out with friends
listening to music shopping supporting a sports team
surfing watching box sets

Read on

- 2** Read the title and introduction to the article (paragraph A). Which of the below do you expect to find in the article? Why?

- reasons why we choose a passion
- the effects of our hobbies on our brains
- how science helps us feel motivated
- ways in which our interests help us learn

- 3** Read the exam tip about paragraphs B and C. Answer the questions.

exam tip: multiple choice

Writers don't always express their attitudes or feelings openly but you can identify them by looking at the language they use. Ask these questions to help you:

- 1 Does the writer use any adjectives which express emotions (e.g. *terrible*, *incredible*, etc.)?
- 2 Does the writer use any comment adverbs (e.g. *luckily*, *disappointingly*, etc.)?
- 3 What do these adjectives/adverbs tell us about the writer's attitude? Do they express anger, pessimism, surprise, etc.?

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

- 1 In paragraph B, the writer suggests that the *nucleus accumbens* directly contributes to people
 - A feeling emotional.
 - B developing strengths.
 - C overcoming difficulties.
 - D attempting a range of tasks.
- 2 According to Dr Holmes in paragraph C, chemicals in our body stop us
 - A participating in sport.
 - B feeling discomfort.
 - C experiencing pleasure.
 - D getting injured.

- 3 The writer mentions Leonardo da Vinci to make the point that
 - A good things come to brilliant people.
 - B creative people do many activities.
 - C clever people are passionate people.
 - D successful people pursue their interests.

- A good things come to brilliant people.
- B creative people do many activities.
- C clever people are passionate people.
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- 4 What does Dr Holmes suggest people do to make life positive?
 - A set a goal and work towards it
 - B copy other people's hobbies
 - C discover what interests them
 - D identify what prevents achievement

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- 5 Evidence connecting interests and happiness has been weak in research studies because
 - A too few people were asked to complete the questionnaire.
 - B participants assessed their own feelings of satisfaction.
 - C the questionnaires were too complicated to complete.
 - D they represented people who were already motivated.

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- B participants assessed their own feelings of satisfaction.
- C the questionnaires were too complicated to complete.
- D they represented people who were already motivated.

- 6 The author is optimistic that future research will prove a link between passions and
 - A a reduction in poor health.
 - B an improvement in productivity.
 - C a greater desire to be successful.
 - D a better performance in a variety of tasks.

- A a reduction in poor health.
- B an improvement in productivity.
- C a greater desire to be successful.
- D a better performance in a variety of tasks.

- 5** Find words or phrases in the article that mean the following.

- 1 determination and energy to succeed (para A)
- 2 great and unusual intelligence, ability or skill (para D)
- 3 find by searching for a long time (para E)
- 4 full of enthusiasm (para G)

Sum up

- 6** Work in pairs and discuss the questions.

- 1 According to the article, what benefits can people gain from having a passion? Do you agree?
- 2 How would you describe the writer's overall attitude towards having a passion? Why?

Speak up

- 7** Work in groups and discuss the questions.

- 1 How do your hobbies make you feel? Why?
- 2 Do you think your hobbies help you to achieve more in other areas? Why/Why not?
- 3 If you could only follow one passion in your life, what would it be?

The science of having **PASSION**

A We all know someone who has a passion in life – something they seem to live and breathe every day. Having a passion like this can give a person energy and drive, but why is this? What is the science behind people's passions, and how can having a passion benefit us in our daily lives?

B Doing something we are passionate about has a surprising effect both on our brains and our body chemistry. The nucleus accumbens, an area of the brain which plays a central role in the human body's reward system, lights up and then releases feel-good hormones into the bloodstream when we do something we love. This, in turn, gives us drive; it helps us to push through when things get hard because we're so committed to the activity. It helps us to get extraordinary things done.

C One such astonishing thing is the ability to cope with physical problems that would normally prevent us from carrying on. According to clinical psychologist Dr David Holmes, passion, and the chemical response of our bodies when we feel it, can help us deal with enormous pain. This is undoubtedly the reason why, every now and then, sportspeople finish a match on top of the world only to later discover they've actually broken a bone halfway through. It's only when their chemical responses to the joy of playing disappears that they realise what's happened.

D One man who recognised the importance of passion was Leonardo da Vinci. Renowned for his many achievements, he wrote 500 years ago that: 'It had long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and "happened to things".' Da Vinci 'happened' to plenty of things. He painted the *Mona Lisa*; in his journals were the ideas for inventions such as steam cannons and even helicopters. He was an anatomist, a sculptor and a musician. Although we think of someone like da Vinci as being driven by a force of genius, what he said was that truly successful and ambitious people like him make it their life's work to follow their passions.

E According to Dr Holmes, we should all be attempting to make our passions an important part of our lives. He adds: 'Passion is what can make a good day really great. To be happy, we need plenty of those.' But it isn't always easy. Passion is incredibly personal. You have to do something that has meaning to you as an individual – you can't get it from following someone else's passions or dreams, or by merely going through the motions. 'For one person, that sense of satisfaction might come from completing a marathon; for another, it could be finally tracking down a first-edition book they have spent years searching for.'

F In recent years, researchers have been trying to prove whether a passion can lead to greater happiness but they have so far been unable to do so. This is down to the fact that participants in studies are usually asked to self-report their own emotions in questionnaires. Such self-assessment is a cheap and simple way to collect data, especially if you want to get information from a very large number of people. However, it relies on participants being honest, as well as interpreting levels of happiness and passion in the same way. So, although we might feel that having things we enjoy is beneficial, unfortunately, science hasn't confirmed this yet.

Passion is what
can make a good
day really great.

G However, scientific techniques are improving as we speak, so hopefully one day researchers will be able to show that our passions affect not just our happiness but also our ability to do well in all aspects of our lives. We will hopefully discover that our passions allow us to feel more energised and able to cope with the stresses of everyday life. We may find out that our passions help us to cope with activities we typically don't enjoy, allowing us to achieve more in a wider range of areas. Wouldn't it be great if we could prove that spending your weekends on the football pitch could actually improve your maths grades? In the meantime, we'll have to make do with knowing that our passions can provide the drive we need to get up and enjoy life.

1 Read the grammar box. Complete it with time expressions from these sentences.

In recent years, researchers have been trying to prove whether a passion can lead to greater happiness, but they have so far been unable to do so.

Scientific techniques are improving as we speak.

Every now and then, sportspeople finish a match and discover they've broken a bone.

explore grammar

→ p142

present tenses and time expressions

Learning which time expressions are typically used with which tenses can help you to understand and use tenses appropriately.

present simple

regularly, typically, several times a year, once in a while, from time to time, every so often, ¹

present continuous

at the moment, right now, for the time being, currently, this (year), these days, ²

present perfect simple/continuous

for, since, this (week), in/over the last/past (two days), so far, all year, recently, my whole life, ³ ⁴

2 1.1 Watch or listen to eight people in London talking about their interests. What is each person's hobby? What has their hobby helped them achieve?

3 1.2 Choose the correct verb form in each sentence. Watch or listen again to check your answers.

- As we speak, I **wear** / **am wearing** a scarf that I knitted myself.
- For several years now, I'm **doing** / **'ve been doing** pottery.
- Since I was twelve, I'm / **'ve been** doing acting.
- I've **been** / **am being** into football for quite a long time.
- I'm **actually** / **'ve actually been** a cheerleading coach at the moment.
- Over the past few years I've **put** / **been putting** it a bit on the back burner.
- I've **written** / **been writing** my whole life so it's my main hobby.
- Recently, I've started **doing** / **to do** a lot more baking.

game on

Work in groups. Complete the sentences with true information.

- Three of us have over the past week.
- Two of us from time to time.
- One of us is these days.

Choose one of your answers to tell the class. Can your classmates guess who it's about?

Monster of disguise



Right now, most sixteen-year-old girls ¹ schoolwork, friends and going to concerts but Lara Wirth from Melbourne has quite a different hobby. Several times a week, the self-taught special effects make-up and body artist ² herself into monsters, reptiles and creative characters. She ³ hundreds of face and body paintings over the last two years and believes that her blue, giant-teethed 'Monster' creation is the best thing that she ⁴ so far. Her designs ⁵ bigger and better all year, something you can see from her Instagram page, where she regularly ⁶ her creations. Lara ⁷ up many fans since the Instagram homepage featured one of her photos. In fact, this year alone she ⁸ an extra 50,000 followers.

Typically, Lara ⁹ much of her week on her hobby but as her exams are coming up, she's got less time. So, for the time being, she ¹⁰ just one design a week but hopes to pursue her passion as a career one day soon.

4 Read about Lara Wirth's interest. Complete the text with the correct present form of these verbs. Look at the time expressions to help you. More than one verb might be possible.

create do gain get juggle make pick share
spend transform

Speak up

5 Work in pairs and discuss the questions.

- What skills has Lara learnt from working with special effects make-up?
- What skills have you learnt from your hobby?

achievements

1 1.3 Listen to Max and Katy presenting a podcast. What does each one argue? Who do you mostly agree with?

2 1.4 Match the first half of each sentence (1–8) with the second half (A–H). Listen and check your answers.

- 1 School isn't always the best thing for helping you to **accomplish**
- 2 You can learn more from **pursuing**
- 3 It's not only knowledge that helps you **flourish**;
- 4 Hobbies present new **challenges**
- 5 There are always other people to help you overcome
- 6 Schools can't cater for everyone's interests
- 7 Lots of students have to do out of school activities to **fulfil**
- 8 The key thing is not to let homework **occupy**

- A which push us to achieve.
- B or **talents**.
- C your interests outside of school.
- D those **setbacks**.
- E all your time.
- F their potential.
- G your goals.
- H you need skills too.

3 Match the words in bold in Ex 2 with these synonyms. Some words may match more than one synonym.

abilities achieve difficult tasks following problems
reach succeed take up

4 Complete the comments about the podcast with six of the words in bold in Ex 2.

Candy4

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I agree it's important to ¹ interests outside of school as we all have a different set of ² , but school is important. Work hard at both and you can **have the best of both worlds**.

ZakBe

[Add message](#) | [Report](#)

School has helped me to ³ a lot of things. I recently passed the highest violin exam **with flying colours** thanks to my music teacher there.

Bluecaramel

[Add message](#) | [Report](#)

I've taught myself quite a few skills **from scratch** using online videos so that was my support. My latest ⁴ is to learn how to do card tricks, but that's not going to get me into college. I think school and free time pursuits **go hand in hand**.

Jonny2000

[Add message](#) | [Report](#)

School gets you **on track** in life, but exams ⁵ too much of our time. Focussing purely on academic stuff doesn't teach you the skills to deal with ⁶ later in life.

5 Work in pairs. Talk about your achievements so far. Try to use as many words from Ex 2 as you can.

idioms

6 Read the language box. Choose the correct word in the example.

explore language

↪ p160

idioms

An idiom is a group of words with a special meaning different to the meaning of each separate word. As an idiom is a fixed or semi-fixed expression, it's important to remember the exact words to avoid it sounding strange.

Mountain biking taught me to **have / keep** my cool.

7 Work out the meaning of the idioms in bold in Ex 4. Check your ideas in a dictionary.

8 Write three questions, each one with a different idiom from Ex 4. Ask and answer your questions in pairs.

Speak up

9 Work in pairs. Whose responsibility is it to teach you life skills such as managing money, cooking or changing a tyre? One of you argue for 'school', the other argue for 'parents'.

