

LBRIS

We know
books

GOLD **experience**

2ND EDITION

STUDENT'S BOOK

B2

First for
Schools

Unit	Reading	Grammar	Vocabulary
1 Wake up your senses! page 7	topic: trying new things skill: referencing clues task: gapped text	present tenses (p10) comparative forms: adjectives and adverbs (p13)	phrasal verbs (p11) suffixes (p14) introduction to collocations (p14)
2 On the bucket list page 21	topic: inspiration for travel skill: finding specific information task: multiple matching	past tenses (p24) articles (p27)	idiomatic phrases and expressions (p25) collocations (p25, 28) linkers (p31)
3 All in a day's work page 35	topic: virtual school skill: understanding detail and opinion task: multiple choice	future forms (p38) determiners with countable/ uncountable nouns (p41)	phrasal verbs (p39) verbs + prepositions (p43)
4 The heart of the city page 49	topic: real or fake cities skill: scanning a text to find information task: multiple matching	conditionals (p52) alternative conditional forms (p55)	compound nouns (p53) <i>as or like</i> (p57) prepositional phrases (p57)
5 A good sport page 63	topic: sports fans skill: understanding attitude and opinions task: multiple choice	infinitive and verb + <i>-ing</i> (p66) verb patterns (p69)	phrasal verbs (p67) noun suffixes (p70) prefixes (p70)

Listening	Use of English	Speaking	Writing	Switch on
topic: synaesthesia skill: listening for specific information task: sentence completion	word formation	topic: comparison of experiences skill: comparing photos task: long turn	topic: activities for teens skill: opinions and recommendation task: review	video: chef tests project: presentation on food in world festivals
topic: travel-writing skill: listening for specific information and opinion task: multiple choice	multiple-choice cloze open cloze	topic: summer holidays, photo-bombing skill: giving concise answers task: interview	topic: best and worst holiday experiences skill: describing, narrating and expressing contrast task: article	video: Sidi Driss project: film location map
topic: job shadowing skill: understanding different speakers task: multiple matching	multiple-choice cloze	topic: part-time jobs skill: justifying an opinion task: collaborative task	topic: intergenerational schools skill: including your own idea task: essay	video: 16-year-old boss project: research a business
topic: public spaces for teens skill: recognising distractors task: multiple choice	open cloze multiple-choice cloze	topic: visiting cities skill: giving an opinion task: discussion	topic: a day in the city skill: giving the right information task: informal letter or email	video: design gone wrong project: analyse a building
topic: drone racing skill: understanding interviews task: multiple choice: longer text	word formation	topic: ways to relax skill: speculating task: long turn	topic: health and fitness skill: using paragraphs task: article	video: cycling star project: research a sport or discipline

Unit	Reading	Grammar	Vocabulary
6 Viewpoints page 77	topic: filming small creatures skill: understanding text cohesion task: gapped text	the passive (p80) <i>have/get something done</i> (p83)	prepositions of place (p81) time phrases (p81) suffixes (p85)
7 The full story page 91	topic: storytelling skill: paraphrasing task: multiple matching	reported speech (p94) reporting verbs (p97)	phrasal verbs (p95) prepositional phrases (p98) adjectives + prepositions (p98)
8 In it together page 105	topic: life as a spy skill: understanding attitudes task: multiple choice	modal verbs (p108) linking phrases (p111) <i>such a/so</i> (p115)	phrases with <i>have</i> and <i>keep</i> (p109) phrasal verbs (p112) collocations (p112)
9 Getting it right page 119	topic: decision making skill: understanding text structure task: gapped text	relative clauses (p122) cleft sentences (p125)	collocations (p126) nouns to adjectives (p126)
10 A matter of taste page 133	topic: having an open mind task: multiple choice		

Grammar file	page 142
Extend vocabulary	page 160
Exam file	page 162

Speaking tasks	page 171
Audioscripts	page 175

Listening	Use of English	Speaking	Writing	Switch on
topic: map exhibition skill: listening for detail task: sentence completion	key word transformations word formation	topic: useful items skill: making a decision task: collaborative task	topic: differing opinions skill: linking ideas task: essay	video: eyeborg project: pitch a film or documentary
topic: film and cinema skill: recognising speaker's point of view task: multiple choice: short texts	open cloze multiple-choice cloze	topic: social media skill: agreeing and disagreeing task: discussion	topic: creative writing skill: sequencing events task: story	video: museum mystery project: create a fictional news report
topic: playing music skill: identifying opinions task: multiple matching	key word transformations	topic: inspirational speakers skill: taking turns task: collaborative task	topic: extra-curricular activities skill: making suggestions task: email	video: recycle rush project: design a robot
topic: when others decide for you skill: recognising distractors task: multiple choice	open cloze word formation	topic: shopping skill: talking about preferences task: long turn	topic: influences skill: avoiding repetition task: essay	video: Does smell sell? project: create a social media campaign
topic: giving advice task: multiple choice: short texts	open cloze key word transformations multiple choice cloze word formation	topic: free time task: interview; long turn; collaborative task; discussion	topic: eating together; a weekend trip; a music magazine task: email, article or review	

1 Wake up your senses!

LBPS READING

We know
books

Power up

1 Look at the photo and discuss the questions.

- 1 How do you think the person feels?
- 2 Would you enjoy the experience?
- 3 What would the challenges be?

Read on

2 Read the title of the blog post. What do you think 'The 7 Day Challenge' is? Read the blog post and check your answer.

3 Read the exam tip and complete the task.

exam tip: gapped text

Look at the words before and after the gap. The sentence you choose will need to make sense with the information that follows it, as well as what comes before. Look for referencing clues in the text which will help you match the sentence with the correct paragraph, for example, time words, pronouns, names, etc.

Read the second paragraph of the blog again and find the sentence from A–G in Ex 4 which fits in gap 1. What referencing clues are there to show the sentence fits in this gap?

4 e Read the blog post again and choose which sentence (A–G) fits each gap (2–6). You do not need one of the sentences.

- A Once there, I kind of relax into it and my initial reservations start to disappear.
- B Rob doesn't actually get a part, but at least he's brave enough to go through with it!
- C OK, I know it's early days, but so far I've found our challenge fun and actually a bit of an eye-opener.
- D It definitely hasn't turned out how I expected and I feel a bit annoyed with Rob and Sophia.
- E She had a point as we never sign up for anything new.
- F For someone who loves his creature comforts, it's not an idea with huge appeal!
- G It hasn't actually been that difficult as, despite being close friends, we have very different interests!

The 7 Day Challenge

Summer's over and you've slipped back into your cosy, comfortable routine. Well, not for me and my friends, Rob and Sophia. This year we've decided to take on 'The 7 Day Challenge' and step out of our comfort zones. Not sure what I mean? Read on ...

5 Find the words or phrases in the blog post that mean the following.

- 1 warm and comfortable (*adj*) (para 1)
- 2 boring (*adj*) (para 2)
- 3 stressful or terrifying (*adj*) (para 4)
- 4 affecting you very strongly, and you don't know how to deal with it (*adj*) (para 4)
- 5 ready (*adj*) (para 5)
- 6 not really wanting to do something (*adv*) (para 6)
- 7 quite or very (*adv*) (para 7)
- 8 useful or important enough to spend time on (*adj*) (para 7)
- 9 to have an idea of what type someone or something is (*v*) (para 7)
- 10 reject (*v*) (para 7)

Sum up

6 Why do you think Tom describes his experience as an 'eye opener'?

Speak up

7 Work in groups and discuss the questions.

- 1 Do you like to set yourself challenges? Why / Why not?
- 2 What kind of activities would require you to step out of your comfort zone?
- 3 Have you ever tried something new and been surprised by how you felt about the experience?

It all started with me, Rob and Sophia chatting one evening in my room. We're always complaining about being bored but that evening Sophia interrupted our whingeing and said, 'Instead of just moaning about our life being dull, let's do something about it!' ¹ After a few searches on the internet, we came across this '7 Day Challenge'.

The idea of 'The 7 Day Challenge' is to encourage your friends, over the course of a week, to do activities they normally shy away from. We each come up with an activity we enjoy, but that the other two friends haven't tried before. ² We've been doing the challenge for a few days and let's say it's had its ups and downs!

OK rewind to day one – audition for something! Clearly not one of my suggestions as the mere idea of performing in front of people sends me into a cold sweat! It's Sophia's turn and she's challenged Rob and me to audition for a play at her local theatre group. So we're standing in the dark, looking at a lit stage and it's nerve-racking. The director calls my name first and suddenly it's too overwhelming. I leg it. My first challenge and I've fallen at the first hurdle. ³

'... the mere idea of performing in front of people sends me into a cold sweat!'

Not wanting to lose face I agree to carry on with the challenge. It's Rob's turn and he's invited us to go 'wild camping'. My first question is 'What is wild camping?' To be honest I'm a bit put off by the word 'wild'. Basically, it means not pitching your tent anywhere near a toilet or hot shower. ⁴ But it's only for one night so I'm willing to give it a go.

So how does challenge two compare with my first disaster? Well, I reluctantly turn up at our local woods with a huge rucksack on my back. My gut feeling is that this is not my thing at all. After a few wrong turns (it seems Rob doesn't have a great sense of direction!) we arrive at this stunning lake and pitch our tents. ⁵ We cook our food on an open fire and chat into the night and I must admit, I love the sense of freedom of being away from everything.

It's my turn now and I've chosen baking. I love it and I'm pretty good at it. Sophia and Rob, however, are not exactly looking forward to it, but you know what? They might just surprise themselves! So is 'The 7 Day Challenge' a worthwhile experience? Definitely. ⁶ My advice is next time you say to yourself, 'no thanks, it's not really me,' stop and give it a chance. It's often too easy to pigeonhole yourself and dismiss things without even trying them.



1 Read the sentences below. Read the grammar box and match the sentences to the rules. What is the difference in meaning?

- 1 This year we've **decided** to take on 'The 7 Day Challenge'.
- 2 We've **been doing** the challenge for a few days.

2 Complete the rules E and F with the correct form of the verbs in brackets.

explore grammar

→ p142

present tenses

present simple and present continuous

- A** for present habits, facts and repeated actions
Laura **takes** lots of photographs.
- B** for actions happening now and changing situations
They're **watching** TV at the moment.
- C** with *always* for something that happens often and is usually annoying
Dan's **always forgetting** his homework.
- D** to add dramatic interest when telling a story
Imagine this, they **give** me the award and I'm **feeling** so shocked, I **don't** even **say** thank you!

present perfect simple

- E** for states that started in the past and continue now, recently finished actions or past actions with a present result. The focus is on the result.
I ¹ (see) this film before, it's really good.

present perfect continuous

- F** for an action that started in the past and is still continuing
Mr Lee ² (teach) us tennis this term.

4 **1.2** Watch or listen again and complete the sentences. Then ask and answer in pairs.

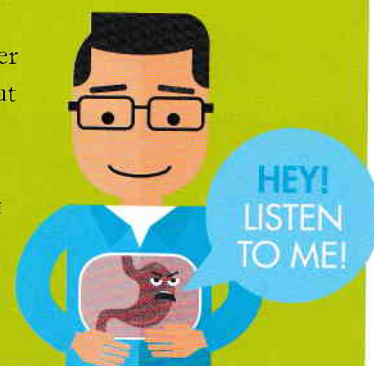
- 1 We everything and we around the world.
- 2 So we on a photography adventure and journey.
- 3 You what? Life is too short!
- 4 I think it on the person, you?
- 5 I anything crazy.

5 Read the text. Use the correct present form of these verbs to complete the gaps.

be call find have (x2) not feel not spend say send try

WHAT IS A 'GUT FEELING'?

¹ you ever that sense that something is wrong without knowing why? Sometimes it ² a funny feeling in your stomach or a little voice in your head that ³ you a warning or telling you that something ⁴ right. Gut feelings can also direct us to the help of others. For example, ⁵ a friend ever they're 'fine' but your gut feeling tells you they're not? In most cases our gut feelings are right. Some ⁶ it the body's second brain and throughout history people have been fascinated by this special sense that humans ⁷ For many years scientists ⁸ to discover why we get this feeling or sixth sense but so far there has been no single answer. Interestingly, research ⁹ that people who usually follow their gut feelings, and ¹⁰ a long time making decisions, are generally more content.



Speak up

6 Work in pairs and discuss in what situations you think it is important to follow your gut feeling and why. Compare your opinions with other pairs.

game on

Write two true and one false statement about yourself. The statements should be about something:

- 1 you have tried for the first time this year.
 - 2 you have been wanting to do for ages, but are not brave enough to do.
- In groups, guess which statements are true and which are false.

LBRIS

We know books

VOCABULARY

describing experiences and feelings

- 1**  **1.3** Listen to six people talking about feelings and experiences. Choose the word which best describes how each person (1–6) is feeling. There are two words you do not need.

determined moved offended petrified relieved
sympathetic tense thrilled

- 2** Complete each gap below with a word from Ex 1.

- I'm to finish this work today. I'm not going out until I do.
- I always feel when I'm watching my football team take a penalty.
- My cousin was during the storm. She's really scared of lightning.
- David's He's just won a national prize for his photography.
- I'm sorry for crying, but I just feel so by everyone's kind words.
- My brother's never very when I get upset and he definitely never gives me a hug!
- I'm so that I don't have to make a speech, I hate public speaking.
- She's by his nasty comments about her new haircut.

- 3** Match six of the words used in Ex 2 with these synonyms.

anxious delighted insulted strong-willed
terrified understanding

- 4** Ask and answer questions using words from Ex 3.
Would you describe yourself as strong-willed?

- 5** Read the vocabulary box. Can you think of any more examples?

explore vocabulary

phrasal verbs (1)

A phrasal verb is a verb followed by prepositions or adverbs. Different prepositions or adverbs change the meaning. For example, 'give up' = quit/stop. However, 'give away' = tell people a secret by accident. I've **given up** the violin because I don't have enough time to practise. The holiday was meant to be a surprise for the children, but Daniel **gave it away**.

- 6** Read the article. What are multisensory exhibitions and where did the idea come from?

- 7** Replace the highlighted words in the article with the correct form of these phrasal verbs.

add to get across miss out put off take off try out

Please do ~~not~~ touch the art!



Many young people ¹are discouraged from going to art galleries because of the formal atmosphere. Art galleries have traditionally been very visual, which means our other four senses ²have been deprived of the same experience. But how about a more playful approach where you can touch, smell, taste and hear the art? In recent years, art museums and galleries ³have been testing the effectiveness of some creative ideas to stimulate all five senses of their art-lovers.

In most cases, this has meant using technology to trigger the senses in order to ⁴increase the quality of our experience of pieces of art. For example, to ⁵make people understand the message or emotion of a piece of art, a gallery may play music, release smells, offer food to taste and even stimulate their sense of touch through ultrasound vibrations. The public reaction to these 'multi-sensory' exhibitions has been extremely positive and clearly the idea ⁶is becoming popular.

- 8** Complete each question with the correct form of a phrasal verb from Ex 7. Then work in pairs and discuss. Extend your answers.

- What kinds of things can the experience of a meal?
- Is there anything you on this year because you were ill? For example, a party, a trip, etc.
- Do online reviews ever you going somewhere?
- Can you think of any fashion trends that really at the moment?
- Apart from your choice of words, how can you your message clearly when talking to other people?

Speak up

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

- What do you usually do when you're feeling tense?
- Do you consider yourself a sympathetic person? In which situations do you not feel very sympathetic towards other people?

