

LIBRIS

We know
books

GOLD experience

2ND EDITION

STUDENT'S BOOK

A2+

Pre-Preliminary
for Schools

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 21	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
<p>topic: back to school</p> <p>task: matching</p>	<p>topic: all about me</p> <p>task: asking and answering questions about personal information</p>	<p>topic: favourite objects</p> <p>task: online post</p>	
<p>topic: hanging out with friends</p> <p>skill: listening for specific information</p> <p>task: multiple choice (pictures)</p>	<p>topic: family time</p> <p>skill: planning what to say</p> <p>task: describing a photo</p>	<p>topic: what makes a place great</p> <p>skill: note-taking and planning</p> <p>task: article</p>	<p>video: home town performance</p> <p>project: planning an event</p>
<p>topic: is joining a club good for you?</p> <p>skill: listening for detail; predicting information you are listening for</p> <p>task: notes completion</p>	<p>topic: games and free time activities</p> <p>skill: discussing options; making suggestions; giving opinions</p> <p>task: collaborative task</p>	<p>topic: hobbies and personality</p> <p>skill: using adjectives</p> <p>task: online profile</p>	<p>video: musician family</p> <p>project: an expert profile</p>
<p>topic: story slams</p> <p>skill: listening for specific information and detailed meaning</p> <p>task: multiple choice</p>	<p>topic: something funny happened to me</p> <p>skill: tenses; understanding a good model; planning</p> <p>task: tell a story</p>	<p>topic: short stories</p> <p>skill: interesting the reader; planning</p> <p>task: story</p>	<p>video: Teen Press</p> <p>project: recording an interview</p>
<p>topic: schools: past, present and future</p> <p>skill: understanding general meaning</p> <p>task: multiple choice</p>	<p>topic: meeting school friends</p> <p>skill: making arrangements</p> <p>task: long turn</p>	<p>topic: school exchanges</p> <p>skill: reading the task carefully; beginning and ending emails</p> <p>task: email</p>	<p>video: school swap</p> <p>project: class debate</p>
<p>topic: shops that offer more than shopping</p> <p>skill: listening for specific information</p> <p>task: sentence completion</p>	<p>topic: ways of shopping</p> <p>skill: making guesses</p> <p>task: describing a photo</p>	<p>topic: app and website reviews</p> <p>skill: structuring and planning a review</p> <p>task: review</p>	<p>video: fashion factory</p> <p>project: create a clothing brand</p>

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

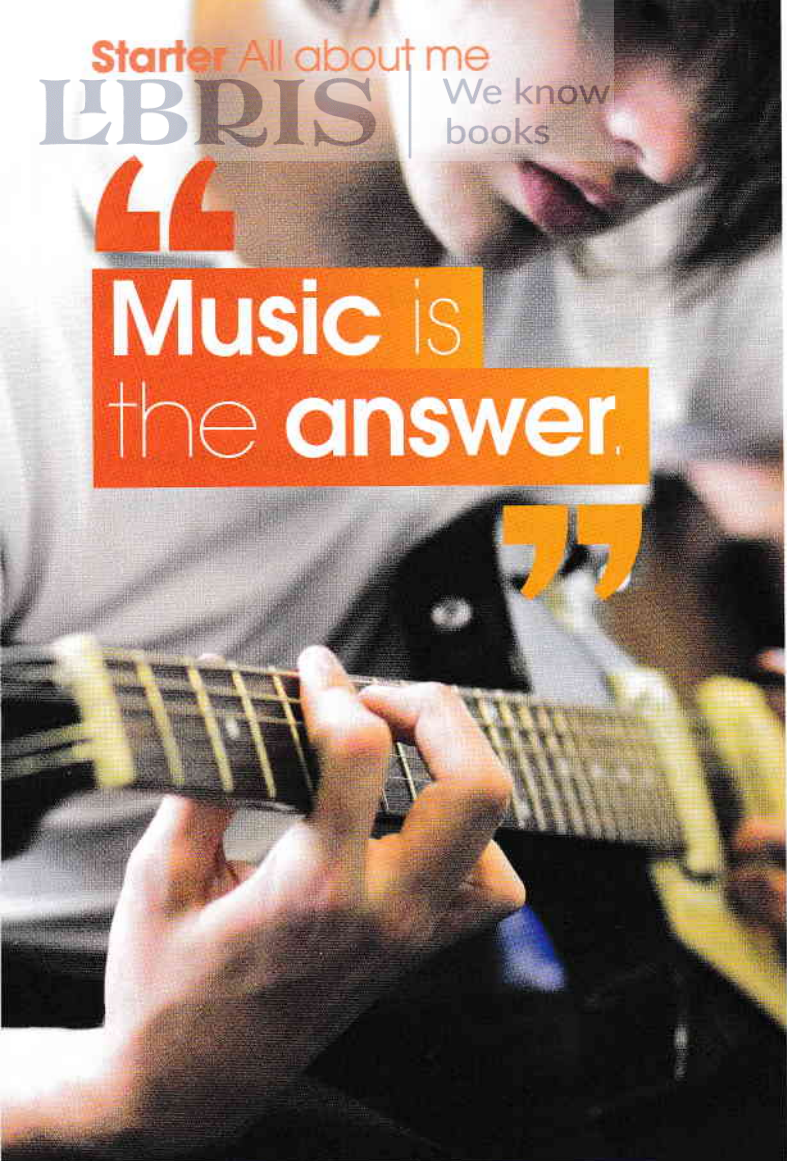
Activity file page 153

Audioscripts page 164

Irregular verb list page 175

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

“ Music is the answer. ”



Look at the photo and discuss the questions.

- 1 What is the boy doing?
- 2 What other musical instruments can you name?
- 3 Can you play an instrument?

STARTER

All about me

READING

read online posts about people's favourite objects

LISTENING

listen to people talking about going back to school after the summer

SPEAKING

ask and answer questions about you

WRITING

write about your favourite objects

Power up

- 1 Work in groups. Look at the photos. How many of the objects can you name? Do you have any objects like these ones?



- 2 Work in pairs. Read the introduction to the website below and look at the people. Which five objects in Ex 1 do you think belong to each person? Why do you think the objects are important to the people?

My life in five objects

Which objects tell the story of your life? Choose your top five objects and tell us why they are important to you.

Dale

My first object is my bike helmet. I go everywhere on my bike, and I never forget to put my helmet on! Next, this games controller is really important to me. I love games and I play a lot with my friends. This old coin isn't real. I bought it in a museum shop after a trip to a museum. I like learning about the past. Last year I was at a music festival with my uncle. It was amazing! That's when I got this T-shirt. Finally, this old electric guitar was my dad's. I play it now and when I use it, I think about my dad when he was young.



Greta

I can't live without my mobile phone, so that's my first object. I need it to message my friends. Next, this is a pencil case from my visit to the NASA space museum when I was six. I'm really interested in science and space. My third object is this body board because I use it every summer when I go to the sea with my family - great fun! I love swimming, and this cup is from a competition last year. I was so happy! Finally, these are my friendship bracelets - my friends are the most important thing in my life!



- 3 Read the posts in Ex 2 quickly and check your ideas. How many did you guess correctly?

- 4 Read the posts again. Answer the questions.

Which person:

uses something that belonged to a family member?

Dale. He has his dad's electric guitar.

- has something that makes them think about holidays?
 - says they wear one of their objects a lot?
 - talks about doing an activity with friends?
 - has an object from when they were young?
 - has an object that they won?
- 5 Read another post from the website. Choose the correct words to complete it.

Jamie

'**This / These** are the first football boots I had, when I **am / was** eight years old. Football's still my favourite sport! Next is a photo with some friends. We **was / were** all so happy to be at the theme park together! My skateboard is really important to me. **My / Me** dad bought it for **me / my** and I **am / was** quite good on it now! **This / Those** long object is a slide rule. You can use it like a calculator. It was my granddad's when **he / him** was at school. I've got some of **his / him** old maths books too - **they / their** look really difficult! My last object is a piece of moon rock. Can you believe it's really from the moon?

- 6 Think of five objects that are important to you. Make notes in the table. Then work in groups and compare your ideas. Who has similar objects to you?

object

why it is important



Listen up

7 Which photo describes how you feel about going back to school after the summer?



8 **S.1** Listen to three people talking about going back to school after the summer. Match the people (1–3) with the photos in Ex 7 (A–C).

9 **S.2** Complete the sentences with 'can' or 'can't'. Listen again and check your answers.

- 1 It's strange because in the holidays I get up early every day.
 - 2 I wake up in the morning and I just want to sleep when I get home.
 - 3 In the holidays I play computer games all day.
 - 4 When school starts, I play during the day.
 - 5 I see my friends every day.
 - 6 I learn interesting things.
- 10 Write three sentences about things you can and can't do at school and in the holidays.
- 11 Work in groups and compare your sentences from Ex 10. Which of your partners' sentences are also true for you?
- 12 Work in pairs. Choose the correct words to complete the tips. Add one more tip.

Speak up

13 Match 1–8 with A–H to make questions.

- | | |
|------------------------|-------------------------------|
| 1 What's your | A forward to this year? |
| 2 Where do you | B travel to school? |
| 3 How old | C name? |
| 4 Who do you | D important to you? Why? |
| 5 How do you usually | E live? |
| 6 How do you feel | F are you? |
| 7 What objects are | G about being back at school? |
| 8 What are you looking | H live with? |

14 Work in pairs. Ask and answer the questions in Ex 13.

Write on

15 You are going to write a post for the website in Ex 2. Look at your ideas in Ex 6 again. Can you improve them?

16 Complete the language box with these headings.

- A saying why it's important to you
- B introducing each object
- C saying where it came from

Got the back-to-school blues?

These tips will help you feel better about going back to school.

- ▶ **1Forget / Forgetting** the bus and **2find / finds** a new, fun way to travel to school.
- ▶ **3Not try / Don't try** to escape. It might sound like a good idea, but isn't possible.
- ▶ **4Get / You get** lots of sleep. But at home, not at school!
- ▶ **5Have / Has** a party to get to know your new friends. But **6don't forget / don't to forget** to tell your parents first!

explore language

1
 My first/second/third object is ...
 Next, this is my ...
 Finally, this is a ...

2
 I got it when I was eight/nine years old.
 I got it from ...
 My dad/mum/grandad bought it for me.
 It was my dad's/grandma's when he/she was young.

3
 I can't live without my ...
 My ... is really important to me because ...
 I love this ... because ...

17 Write your post. Use your ideas from Ex 6 and phrases from the language box.

“
Home is
where the
heart is.”

Look at the photo and discuss the questions.

- 1 Who lives in your home with you?
- 2 Who are you most like in your family? In what ways?
- 3 What do you like most about the place where you live?

There's no place like home

READING

topic: growing up happy

skill: finding specific information

task: identify correct sentences

GRAMMAR

articles

some, any, (how) much, (how) many, all, a little, a few, a lot (of)

task: open cloze

VOCABULARY

around town: places and buildings

LISTENING

topic: hanging out with friends

skill: listening for specific information

task: multiple choice (pictures)

SPEAKING

topic: family time

skill: planning what to say

task: describing a photo

WRITING

topic: what makes a place great

skill: note-taking and planning task: article

SWITCH ON ►

video: home town performance

project: planning an event