

LBRIS

We know
books

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

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		

Grammar file

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Activity file

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Extend vocabulary

page 160

Speaking tasks

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Exam file

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Audioscripts

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

“
I try to do
something
I love
every day.”



Look at the photo and discuss the questions.

- 1 Do you do something you love each day?
If so, what?
- 2 What passions did you have when you were younger?
- 3 Are there any disadvantages to being passionate about something?

Passions

READING

topic: passions
skill: identifying attitude
task: multiple choice

GRAMMAR

present tenses and time expressions
phrasal verbs

VOCABULARY

achievements; idioms;
adverb collocations

LISTENING

topic: adversity in sports
skill: understanding context
task: multiple choice;
short texts

USE OF ENGLISH

key word transformation
multiple-choice cloze

SPEAKING

topic: friends and shared interests
skill: using appropriate tone and register
task: introductions; social interaction

WRITING

topic: teens and screens
skill: developing an argument
task: essay

SWITCH ON

video: drone trouble
project: odd hobbies

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.
- 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
- 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.
- 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.
- 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.

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.

“Passion is what
can make a good
day really great.”