

GOLD

B2 First

NEW EDITION



CONTENTS

Exam information p.4

Unit	Grammar	Vocabulary	Reading
1 Bands and fans p.6 <i>music</i>	Present simple and continuous Present habit: <i>be used to/get used to</i> p.10 Habit in the past: <i>used to/would</i> p.13	Free-time activities p.6 Deducing words in context p.9 Phrasal verbs with <i>take</i> p.11	Gapped text (Part 6) <i>How a music festival turned into a money-making monster</i> p.8
Review 1 p.15			
2 Relative values p.16 <i>family</i>	Adverbs and adjectives; Extreme adjectives, modifiers and intensifiers p.20 Verbs patterns: <i>-ing</i> or infinitive p.22	Formation of adjectives p.17 Phrasal verbs p.19	Multiple matching (Part 7) <i>Should you follow in your family's footsteps?</i> p.18
Review 2 p.25			
3 Things that matter p.26 <i>happiness</i>	Using modifiers for comparison, Comparing quantities p.28 Present perfect and past simple, Present perfect simple or continuous? p.32 <i>As</i> and <i>like</i> p.33	Money p.26 <i>-ed</i> adjectives and prepositions p.31	Multiple choice (Part 5) <i>All you need is love (and a scarf)</i> p.30
Review 3 p.35 Progress test 1 p.36			
4 Forces of nature p.38 <i>survival</i>	Articles: definite, indefinite and zero p.40 Narrative forms p.44	Compound words p.39 Negative prefixes with adjectives p.41 Idioms: the body p.43	Multiple matching (Part 7) <i>X-Men: The real-life superhumans</i> (p.38)
Review 4 p.47			
5 Eat your heart out p.48 <i>food</i>	Expressions of quantity, Subject/Verb agreement p.49 Passive forms, Passive reporting verbs p.54	Food p.48	Multiple choice (Part 5) <i>The death of cooking?</i> p.52
Review 5 p.57			
6 In the spotlight p.58 <i>entertainment</i>	Future forms p.61 Future perfect and continuous p.64	The arts p.59 Word formation p.63 Expressions with <i>get</i> p.65	Gapped text (Part 6) <i>Sharing the (self) love: the rise of the selfie and digital narcissism</i> p.63
Review 6 p.67 Progress test 2 p.68			
7 A place to live p.70 <i>places</i>	Modal verbs p.72 Relative clauses; <i>So, such, too, enough, very; It is p.76, there is p.77</i>	Phrasal verbs p.71 Describing places p.74 Travel: collocations and phrasal verbs p.75	Multiple matching (Part 7) <i>The struggle to fly the nest</i> p.70
Review 7 p.79			
8 Moving on p.80 <i>work</i>	Reporting verbs; <i>say, speak, talk, tell</i> p.83 Reported statements, Reported questions and imperatives p.86	Collocations and phrasal verbs with <i>work</i> p.81 Linking words and expressions p.84 Concrete and abstract nouns p.87	Multiple matching (Part 7) <i>To the ends of the earth</i> p.84
Review 8 p.89			
9 Lucky break? p.90 <i>luck and chance</i>	Conditional forms p.92 Third conditional p.95	<i>chance, opportunity, possibility</i> p.91 Word building p.93 Success and failure p.97	Gapped text (Part 6) <i>Big decision ahead? Just take a chance</i> p.90
Review 9 p.99 Progress test 3 p.100			
10 Friends for life p.102 <i>friendship</i>	Conditional linking words p.104 Participles (<i>-ing</i> and <i>-ed</i>) p.108	Compound adjectives: personality p.103 Easily confused adjectives p.105 Phrasal verbs with <i>come</i> p.107	Multiple choice (Part 5) <i>A match made in heaven</i> p.106
Review 10 p.111			
11 Nothing to fear but fear p.112 <i>adventure</i>	Mixed conditionals p.114 Hypothetical meaning p.118	Prefixes that change meaning p.115 Adjectives and verbs with prepositions, Phrasal verbs with <i>off</i> p.117	Gapped text (Part 6) <i>Leaving your comfort zone</i> p.112
Review 11 p.121			
12 Crime scene p.122 <i>crime</i>	Obligation, prohibition and necessity p.123 Reflexive pronouns p.128 <i>Have/get something done</i> p.129	Cybercrime p.124 Shopping online p.125 Verbs p.127	Multiple choice (Part 5) Novel extract: <i>One good turn</i> p.126
Review 12 p.131 Progress test 4 p.132			

Visuals for Speaking p.134

Communication activities p.138

Grammar reference p.140

Writing reference p.165

Writing	Use of English	Listening	Speaking
Informal email (Part 2) Using informal language p.14	Multiple-choice cloze (Part 1) <i>Drumming up business</i> p.11	Multiple matching (Part 3) <i>My music</i> p.12	Interview (Part 1) Asking and answering questions p.7
Essay (Part 1) Using linkers for contrast p.24	Word formation (Part 3) <i>How well do you know yourself?</i> p.17	Multiple choice (Part 4) <i>Birth order</i> p.21	Collaborative task (Part 3) Agreeing and disagreeing (p.23)
Article (Part 2) Engaging the reader p.34	Open cloze (Part 2) <i>Hygge: The art of simple pleasures</i> p.33	Sentence completion (Part 2) <i>Giving it all away</i> p.27	Long turn (Part 2) Comparing, speculating, contrasting p.29
Essay (Part 1) Expressing and supporting ideas p.46	Word formation (Part 3) <i>Death Valley</i> p.41	Multiple choice (Part 4) <i>Journeys to the South Pole</i> p.42	Collaborative task (Part 3) Ranking p.45
Review (Part 2) Describing a personal experience p.56	Open cloze (Part 2) <i>Why do people love chilli?</i> p.50	Sentence completion (Part 2) <i>The importance of cooking</i> p.51	Long turn (Part 2) Comparing and giving a reaction p.55
Report (Part 2) Text organisation p.66	Multiple-choice cloze (Part 1) <i>From fiction to reality</i> p.65	Multiple choice: short extracts (Part 1) p.60	Discussion (Part 4) Giving opinions p.58
Essay (Part 1) Including a range of structures p.78	Key word transformation (Part 4) p.77	Multiple choice (Part 4) <i>Shangri-La</i> p.74	Long turn (Part 2) Stating preferences and speculating p.73
Letter of application (Part 2) Using formal language p.88	Word formation (Part 3) <i>The video game designer</i> p.87	Multiple matching (Part 3) <i>Future professions</i> p.80	Collaborative task and discussion (Parts 3 and 4) Agreeing and disagreeing p.82
Essay (Part 1) Structuring a paragraph p.98	Word formation (Part 3) <i>Sport: Superstitious athletes</i> p.93	Multiple choice (Part 4) <i>Luck in sport</i> p.94	Discussion (Part 4) Compensation strategies p.96
Article (Part 2) Using a range of vocabulary p.110	Multiple-choice cloze (Part 1) <i>Need a friend?</i> p.105	Multiple matching (Part 3) <i>My closest friend</i> p.103	Collaborative task (Part 3) Turn taking p.109
Review (Part 2) Expressing personal opinions p.120	Word formation (Part 3) <i>Befriending stage fright</i> p.115	Multiple choice: short extracts (Part 1) p.116	Long turn (Part 2) Responding to your partner's photographs p.119
Report (Part 2) Making recommendations p.130	Open cloze (Part 2) <i>In the footsteps of the fictional detective</i> p.128	Sentence completion (Part 2) <i>Prison hotels</i> p.122	Discussion (Part 4) Assessment p.124

Exam information

The *Cambridge English: First* examination is made up of four papers, each testing a different area of ability in English. The Reading and Use of English paper is worth 40 percent of the marks (80 marks), and each of the other papers is worth 20 percent (40 marks each). There are five grades. A, B and C are pass grades; D and E are fail grades.

Reading and Use of English (1 hour 15 minutes)

Paper 1 has seven parts. Parts 1–4 contain grammar and vocabulary tasks within texts or as discrete items. Parts 5–7 contain texts and accompanying reading comprehension tasks. You write your answers on an answer sheet during the test.		
Part 1 Multiple-choice cloze	<i>Focus</i>	Vocabulary/Lexico-grammatical
	<i>Task</i>	You read a text with eight gaps. You choose the best word or phrase to fit in each gap from a set of four options (A, B, C or D).
Part 2 Open cloze	<i>Focus</i>	Grammar/Lexico-grammatical
	<i>Task</i>	You read a text with eight gaps. You have to think of the most appropriate word to fill each gap. You must use one word only. No options are provided.
Part 3 Word formation	<i>Focus</i>	Vocabulary/Lexico-grammatical
	<i>Task</i>	You read a text with eight gaps. You are given the stems of the missing words in capitals at the ends of the lines with gaps. You have to change the form of each word to fit the context.
Part 4 Key word transformation	<i>Focus</i>	Grammar and vocabulary
	<i>Task</i>	There are six items. You are given a sentence and a 'key word'. You have to complete a second, gapped sentence using the key word. The second sentence has a different grammatical structure but must have a similar meaning to the original.
Part 5 Multiple-choice questions	<i>Focus</i>	Detail, opinion, attitude, text organisation features (e.g. exemplification, reference), tone, purpose, main idea, implication
	<i>Task</i>	There are six four-option multiple-choice questions. You have to choose the correct option (A, B, C or D) based on the information in the text.
Part 6 Gapped text	<i>Focus</i>	Understanding text structure, cohesion, coherence, global meaning
	<i>Task</i>	You read a text from which six sentences have been removed and placed in jumbled order after the text. There is one extra sentence that you do not need to use. You must decide from where in the text the sentences have been removed.
Part 7 Multiple matching	<i>Focus</i>	Specific information, detail, opinion and attitude
	<i>Task</i>	You read ten questions or statements about a text which has been divided into sections, or several short texts. You have to decide which section or text contains the information relating to each question or statement.

Writing (1 hour 20 minutes)

The Writing paper is divided into two parts, and you have to complete one task from each part. Each answer carries equal marks, so you should not spend longer on one than another.

Part 1	<i>Focus</i>	Outlining and discussing issues on a particular topic
	<i>Task</i>	Part 1 is compulsory, and there is no choice of questions. You have to write an essay based on a title and notes. You have to write 140–190 words.
Part 2	<i>Focus</i>	Writing a task for a particular purpose based on a specific topic, context and target reader.
	<i>Task</i>	Part 2 has three tasks to choose from which may include: <ul style="list-style-type: none"> • a letter or email • an article • a report • a review. You have to write 140–190 words for Part 2.

Listening (approximately 40 minutes)

There are four parts in the Listening paper, with a total of thirty questions. You write your answers on the question paper and then you have five minutes at the end of the exam to transfer them to an answer sheet. In each part you will hear the text(s) twice. The texts may be monologues or conversations between interacting speakers. There will be a variety of accents.

Part 1 Extracts with multiple-choice questions	<i>Focus</i>	Each extract will have a different focus, which could be: main point, detail, speaker purpose, feeling, attitude and opinion, function and agreement between speakers.
	<i>Task</i>	You hear eight short, unrelated extracts of about thirty seconds each. They may be monologues or conversations. You have to answer one three-option multiple-choice question (A, B or C) for each extract.
Part 2 Sentence completion	<i>Focus</i>	Specific information, detail, stated opinion
	<i>Task</i>	You hear a monologue lasting about three minutes. You complete ten sentences with information heard on the recording.
Part 3 Multiple matching	<i>Focus</i>	Gist, detail, function, attitude, purpose, opinion
	<i>Task</i>	You hear a series of five monologues, lasting about thirty seconds each. The speakers in each extract are different, but the situations or topics are all related to each other. You have to match each speaker to one of eight statements or questions (A–H). There are three extra options that you do not need to use.
Part 4 Multiple-choice questions	<i>Focus</i>	Opinion, attitude, gist, main idea
	<i>Task</i>	You hear an interview or conversation which lasts about three minutes. There are seven questions. You have to choose the correct option (A, B or C).

Speaking (approximately 14 minutes)

You take the Speaking test with a partner. There are two examiners. One is the 'interlocutor', who speaks to you, and the other is the 'assessor', who just listens. There are four different parts in the test.

Part 1 Interview (2 minutes)	<i>Focus</i>	General interactional and social language
	<i>Task</i>	The interlocutor asks each of you questions about yourself, such as where you come from or what you do in your free time.
Part 2 Individual long turn (4 minutes)	<i>Focus</i>	Organising your ideas, comparing, describing, expressing opinions
	<i>Task</i>	The interlocutor gives you a pair of photographs to compare, answer a question about and give a personal reaction to. You speak by yourself for about a minute while your partner listens. Then the interlocutor asks your partner a question related to the topic. A shorter answer is expected. You then change roles.
Part 3 Collaborative task (4 minutes)	<i>Focus</i>	Interacting with your partner, exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation
	<i>Task</i>	You are given a task to discuss together for 1–2 minutes, based on a written instruction and prompts. You then have a minute to try and reach a decision together. There is no right or wrong answer to the task and you don't have to agree with each other. It is the interaction between you that is important.
Part 4 Discussion (4 minutes)	<i>Focus</i>	Expressing and justifying opinions, agreeing and disagreeing
	<i>Task</i>	The interlocutor asks you both general questions related to the topic of Part 3, and gives you the chance to give your opinions on other aspects of the same topic.

For more information see the [Writing reference](#) (page 165), the [General marking guidelines](#) (page 180) and the [Exam focus](#) (page 186).

Bands and fans



Vocabulary

free-time activities

- 1 Work in pairs and discuss what activities you enjoy, either alone or with friends and family, e.g. sport, cultural events, classes, visiting new places.
- 2 Look at the activities in the box and give examples of verbs often used with them, e.g. *do, go, have, listen, make, play, watch*. Add a preposition if necessary.

Example: *have friends round; spend time with my friends*

clubbing computer games exercise friends gigs guitar museums music
pizza social media sport TV shopping yoga

- 3 Complete the sentences with details about what you do in your spare time.

Example: *I quite enjoy learning Spanish. Playing sports doesn't appeal to me at all.*


- 1 I quite enjoy
- 2 doesn't appeal to me at all.
- 3 I absolutely love
- 4 I can't stand
- 5 I'm very keen on

- 4 Work in pairs. Compare your sentences and report back to the class.

Example: *We both enjoy shopping; Neither of us likes going to the gym; Franco likes ... but I prefer ...*

Listening and speaking

asking and answering questions

- 5  01 Read and listen to the questions about free time. Underline the words which are stressed. Are these mainly grammar words or content words such as nouns and adjectives?

- 1 How do you usually relax when you have some free time?
- 2 What do you do when you stay in? Where do you go when you go out?
- 3 Do you like being in a large group or would you rather be with a few close friends?

LANGUAGE TIP

Adverbs of frequency (*usually, never, hardly ever, etc.*) come before a main verb and after auxiliary verbs such as *be*.

*I **hardly ever** go shopping.
I'm **always** busy.*

Longer adverbials (*from time to time, every day, now and again, etc.*) can come at the beginning or end of a sentence.

*I go running **every evening**.
Now and again I play squash.*



EXAM TIP

Answer in full, giving reasons. Avoid one-word answers and don't move away from the question to talk about something else.

6 ▶ 02 Listen to the students' answers and complete the sentences.

- 1 I usually find quite relaxing but it depends on
- 2 I tend to on weekdays though I sometimes
- 3 is good fun.
- 4 helps me to switch off.
- 5 I'm really into
- 6 I go out now and again.

7 Work in pairs. Ask and answer the questions in Activity 5.

▶ GRAMMAR REFERENCE p.140

Interview (Part 1)

listening to and answering questions

▶ EXAM FOCUS p.189

8 In Part 1 of the Speaking test, you have two minutes to answer some questions in which you give personal information and opinions. Match questions 1–6 to typical topics A–F.

- 1 How important is music to you?
 - 2 Tell us about your closest friend.
 - 3 What do you like about the place where you were brought up?
 - 4 What subject did you enjoy most at school?
 - 5 What do you think you'll be doing in five years' time?
 - 6 Where do you think you'll go on holiday this year?
- A your personal relationships
B your home town
C your job or studies
D your free-time activities
E your travel plans
F your future plans

9 Write two more questions for each topic A–F. Use question words such as *what (kind), when, how (many), who, why, where*.

10 ▶ 03 Listen to Julia and Stefan and answer the questions.

- 1 Which of the questions in Activity 8 were they each asked?
- 2 What did Stefan say when he didn't understand the question?
- 3 What could Julia have said when she didn't know the word for *marks*?

11 How well did they both answer the questions? Use a number between 1 (lowest) and 5 (highest) to give your opinion on the areas assessed in the Speaking test.

- range of grammar and vocabulary
- developing an answer without too much hesitation
- pronunciation

12 Choose one question from each topic in Activities 8 and 9 and ask your partner.

Open cloze (Part 2)

► **EXAM FOCUS** p.186

- 1** Work in pairs and discuss how far these statements are true for you.
 - 1 I can't stand the taste of chilli. It's too hot.
 - 2 I love food which has lots of spices and different flavours.
 - 3 I am addicted to caffeine – I drink at least four cups of coffee a day.
- 2** Read the text opposite quickly and choose the correct words in italics.
 - 1 The writer *likes/doesn't like* chilli.
 - 2 Chilli *can be/isn't* very addictive.
- 3** Look at the gaps in the text. In which four gaps should you put an expression of quantity? Give reasons for your answers.

EXAM TIP

In Part 2 you need to use a variety of grammatical forms, such as pronouns (*he, them*), prepositions (*at, about*), articles (*a, the*), auxiliaries (*do, are*), linking words (*although, next*), comparisons (*than, as*) and quantifiers (*any, many*).

- 4** Now think of the word which best fits each gap. Use one word in each gap. There is an example at the beginning.
- 5** Look at the expressions of quantity from the text. What other ways are there to say the same thing?
 - 1 very few people
 - 2 does not seem to have any addictive qualities
 - 3 a large quantity of
 - 4 lots of our favourite dishes
- 6** Work in pairs and discuss the questions.
 - 1 What do children generally dislike eating?
 - 2 What foods did you hate at first, but enjoy now?
 - 3 Is there any food that you refuse to eat? Why?



FOOD

Why do people love chilli?

People don't wash their eyes in lemon juice or pour boiling hot tea over themselves, so why are we prepared to go through so **(0)** *much* pain for the sake of chilli?

Chilli is not the only strange thing that people seem to enjoy. For example, very **(1)** people like the bitter taste of coffee to begin with but soon most of us **(2)** used to it. But coffee contains caffeine, which has some addictive qualities, and this explains **(3)** it is so popular. But capsaicin, the ingredient which makes chillies hot, does not seem to have **(4)** addictive qualities whatsoever. **(5)** we consumed a large quantity of it, it would kill us. And yet chillies have **(6)** used in cooking in almost **(7)** culture for thousands of years. Today, a third of the world's population eat chilli at least once a day. Lots of our favourite dishes just wouldn't taste right **(8)** it.

3 Passive forms

3.1 Form

To form the passive, use the appropriate tense of *be* + past participle.

present simple	<i>Most phone calls are made on mobile phones.</i>
present continuous	<i>Calls are being made every day.</i>
past simple	<i>The first email was sent in 1971.</i>
past continuous	<i>I thought I was being asked to help.</i>
present perfect	<i>Millions of text messages have been sent.</i>
past perfect	<i>Once personal computers had been invented, they spread quickly.</i>
future <i>will</i>	<i>She 'll be given her own room.</i>
future perfect	<i>The arrangements will have been made by the end of the week.</i>
<i>going to</i>	<i>The event is going to be organised by the manager.</i>
modals	<i>The machine must have been left switched on. Messages may not be delivered immediately.</i>
<i>-ing</i>	<i>Our dog doesn't like being left on his own.</i>
present infinitive	<i>They hope to be chosen to take part.</i>
perfect infinitive	<i>I was happy to have been selected for the team.</i>

Watch out!

- If two verbs in a sentence both have the same subject and passive auxiliary, the second auxiliary can be omitted.
*The fruit **is washed** and **peeled**.*
- Verbs that do not take an object (e.g. *ache, arrive, sit down*) do not have passive forms. It is not possible to say *I ~~was~~ ached*.
- For verbs with two objects, one of them a person, the passive sentence usually begins with the person.
*Someone gave Mary a present. → **Mary was given** a present. (NOT ~~A present was given to~~ Mary.)*
- The verbs *make, hear, see, help* are followed by the infinitive without *to* in active sentences, but the infinitive with *to* in passive sentences.
*They **made** him **go** home. → He **was made to go** home.*
- Let* does not have a passive form. We use *be allowed to* in the passive.
*They don't let us talk in class. → We **are not allowed** to talk in class.*

3.2 Use

The passive is used

- to talk about actions, events and processes when the action, event or process is seen as more important than the agent. This is often the case in formal or scientific writing.
*The equipment **was checked carefully**.
Rats **have been trained** to open boxes.*
- to link with a preceding sentence, and/or put new information, or a long phrase, later in the sentence. If the agent is mentioned, we use the preposition *by*.
*In May the markets of Morocco are full of roses. **Many of these are grown by** the inhabitants of a remote valley high in the mountains.*

3.3 Passive reporting verbs

We often use reporting verbs such as *believe, claim, report, say, think* in impersonal passive structures when we don't know or don't wish to specify the subject.

- it + be + verb + that*
***It is thought that** the criminal is a local man. (= present)
It was claimed that the minister had been involved. (= past)*
- subject + *be* + reporting verb + infinitive
***The criminal is thought to be** a local man. (= present)
The minister was claimed to have been involved. (= past)*

Exercise 3

Complete the passage with the correct auxiliary verbs.

The first pineapple (1) brought to Europe by Christopher Columbus in 1500 and presented to the King of Spain. Later, special heated glasshouses (2) built by wealthy landowners so that tropical pineapple plants could (3) made to produce fruit.

Now fresh pineapples which (4) been flown in from other countries can (5) bought relatively cheaply.

Exercise 4

Rewrite the sentences using passive reporting verbs.

- People reported that there were gunshots.
It
- People claim that the money was stolen.
It
- People think that the suspect has left the country.
The suspect
- People say that the police made a lot of mistakes.
The police
- People believe that the criminal had a false passport.
It

Writing

Part 1

You must answer this question. Write your answer in **140–190** words in an appropriate style.

In your English class you have been talking about the internet. Now, your English teacher has asked you to write an essay.

Write an essay using all the notes and give reasons for your point of view.



The internet has more advantages than disadvantages. Do you agree?

Notes

Write about:

- 1 immediate access to information
- 2 people spend too much time online
- 3 (your own idea)