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B2 First

NEW EDITION



 **Pearson**

Coursebook

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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 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.

1 Look at the photos and discuss the questions.

- 1 Name as many different kinds of music genres as you can. Which are the most popular in your country?
- 2 What is the attraction of going to music festivals like the one in the photograph? What negative aspects might there be?
- 3 Have you ever been to a music festival like the one in the photograph? If so, which bands or musicians did you see? If not, would you like to go?



How a music festival turned into a money-making monster

A When the American 90s rock band Pearl Jam put on a concert in the dried-up, baking-hot Coachella Valley in California, *it* was an attempt to prove that *they* could break away from the monopoly of the concert giant TicketMaster, *who*, they believed, was using *its* considerable power to exploit music fans by continually increasing prices. *Their* concert was well attended and inspired the idea for a future, more ambitious event. Naturally, nobody could have predicted quite how important Coachella would eventually become.

B Six years later, in 1999, the same venue hosted its first weekend-long music festival. Although initially making a loss, this was blamed on the unbearably high temperatures and the lack of available campsite facilities. **1** E What's more, it took only a few more years until its quality line-ups, from small bands to headliners, were attracting worldwide attention.

C If one band is responsible for confirming Coachella's arrival on the world stage, it is Daft Punk's iconic appearance there in 2006. **2** As a direct result of the festival's success, promoters expanded it to a three-day event, and in 2009, Coachella presented its most mainstream line-up, including Paul McCartney, the Killers and The Cure. The following year Jay-Z became the first rap headliner and by 2012 such was the popularity of Coachella that it had developed into two weekends of three-day shows.

2 You are going to read a newspaper article about an American music festival, Coachella. Read the article quickly for gist and choose the phrase 1–7 which best summarises each paragraph A–G. The first one is done for you.

- 1 appealing to the target market D
- 2 getting bigger and better
- 3 choosing between two attractions
- 4 the original inspiration for Coachella
- 5 a fashionable destination
- 6 a money-making success
- 7 overcoming problematic beginnings

D In an effort to attract America's impoverished younger generation to an expensive annual visit to the desert, the promoters made two clever decisions. One smart move was to get a much-missed band or singer such as Rage Against the Machine to reform every year. Most notable was a holographic representation of the late rapper 2Pac in 2012.

3 In a stroke of genius, they decided to cater for the section of the audience who adored the music that used to be labelled electronic and who flocked to dance in big tents to their favourite DJs.

E By keeping its cool musical reputation, the festival would go from strength to strength. In 2016, half a million fans bought their tickets in under 20 minutes and each year around 100,000 attendees a day now splash out around \$375 on admission. Of course, the costs don't stop there. **4** It is now the most profitable festival in the world.

F Just two hours from Los Angeles, Coachella swiftly became the place to see and be seen. **5** The presence of models and other celebrities soon began to attract style bloggers, drawn by the fashion rather than the music. Which, in turn, has made Coachella irresistible to fashion houses, beauty companies and other lifestyle labels.

G Although for several years luxury brands have been hosting free concerts and pool parties for invited guests and photographing Instagram stars modelling designer clothes, this has until recently been outside festival hours. **6** As a result, they are now effectively separate events, to the point that 'No-chella' as it has become known, is, in the opinion of some, in danger of overshadowing the 'real' festival. Coachella has certainly come a long way from the original anti-establishment Pearl Jam gig.

3 Read the first two paragraphs again and answer the questions.

- 1 In the first paragraph, what do the referencing words in italics link to?
- 2 Read option E in Activity 6. What does *these issues* refer back to in the second paragraph? What other links can you find in the sentence following gap 1?

4 Read the text before and after gaps 2–6 and guess what information might be missing.

5 Underline the referencing words around the gaps and in the options and work out what ideas or synonyms they refer to.

EXAM TIP

Look for words in the options which link to the ideas and language before and after each gap in the text.

Gapped text (Part 6)

► EXAM FOCUS p.187

6 Six sentences have been removed from the article. Choose from sentences A–G the one which fits each gap. There is one extra sentence which you do not need to use.

- A The appeal of its location – palm trees, guaranteed sunshine, warm temperatures – is not difficult to understand.
- B When refreshments, merchandise, transport and accommodation are taken into account, the expense of attending rises dramatically.
- C Fear of missing out on another such memorable performance caused huge demand for tickets the following year.
- D Lately, however, increasingly extravagant marketing by the fashion industry means that attendees are now preferring to stay away from the music concert itself.
- E Fortunately, *these issues* were soon resolved.
- F On this occasion, medical professionals treated numerous audience members for heatstroke.
- G Their other idea was even more brilliant.

7 Compare your answers and give reasons for your choices based on Activity 4. Then re-read the text with your answers in the gaps to check it makes sense.

8 Write down five reasons why you wouldn't like to go to Coachella. Think about the music, location, cost, facilities, etc. Then discuss your answers in groups.

Vocabulary

deducing words in context

9 Look at the underlined words and phrases in the article and options and try to work out the meaning from the context or from the word itself. Then match each one to a definition of the verbs 1–9 and the adjectives 10–14.

Example: *splash out is 1 (... \$375 ... costs don't stop there ...)*

- 1 spend a lot of money
- 2 show something is definitely true
- 3 find a solution (to a problem)
- 4 go in large numbers
- 5 try to get as much as possible (sometimes unfairly)
- 6 consider facts when making a decision
- 7 make something seem less important
- 8 provide people with what they want
- 9 give the idea for
- 10 good but difficult
- 11 someone or something famous and important
- 12 impossible to refuse
- 13 makes a lot of money
- 14 very poor

10 Work in pairs. Compare your answers, then work out the meaning of five more new words from the article.



Present time

► GRAMMAR REFERENCE p. 140

simple and continuous forms

- 1 Look at the pairs of sentences and say why the speaker has used the present simple or present continuous in each case.

Example: 1A means *possess (stative)*, whereas 1B means *taking, happening now (dynamic)*.

- 1 A I have a ticket to see Rihanna.
B I'm having a shower.
- 2 A That singer appears to be doing well.
B Do you know who's appearing at Coachella this year?
- 3 A He's being really kind.
B He's really kind.
- 4 A It depends on how much money I've got.
B I'm depending on her to organise everything.
- 5 A This soup tastes good.
B Joe's tasting the soup.
- 6 A My computer's always crashing these days, for some reason.
B He always helps me with my computer when it crashes.

- 2 Read the text quickly for gist. What kind of people are buying vinyl these days?

- 3 Complete the text with the present simple or present continuous form of the verbs in brackets.

VINYL REVIVAL

These days vinyl (1) (*enjoy*) a remarkable comeback in many countries all over the world. In fact, it is so popular in some places nowadays that even mainstream supermarkets (2) (*begin*) to stock it and it (3) (*appear*) that the reason for buying vinyl is not just older people being nostalgic. There is also a generation of younger music fans who (4) (*like*) the original look and sound of vinyl. Furthermore, vinyl often (5) (*come*) with artistic covers and sleeve notes that people (6) (*want*) to collect and show off to their friends. Apparently, men (7) (*be*) still the most serious collectors of vinyl but things (8) (*change*). Increasingly, people (9) (*bring*) their parents' old records down from dusty lofts and (10) (*make*) a design feature of their record players and vinyl collections in their living rooms.

present habit: *be used to/get used*

► GRAMMAR REFERENCE p. 141

- 4 What do you think you would have to get accustomed to if you went to a music festival for the first time?
- 5 Read the extracts from Sarah's messages about her experiences of camping at a music festival. Decide whether statements 1–3 are true (T) or false (F).

I don't sleep very well because I'm not used to lying on the hard ground with so little space to move around.

I'm getting used to paying a fortune every time I want something to eat.

Are you getting used to the peace and quiet now that Dan and I aren't around?

- 1 Sarah often goes camping and sleeps in uncomfortable places.
- 2 Sarah doesn't find it any easier to pay so much for her food.
- 3 Sarah wants to know whether her parents are accustomed to being on their own yet.

- 6 Which form of the verb follows *used to* in the present: *-ing* or *to* infinitive?

- 7 Imagine that you have just started work for the first time after leaving college. Write sentences about two things that

- 1 you do on a regular basis.
- 2 you are doing now (but not necessarily at this exact moment).
- 3 you are getting used to doing.
- 4 you are not yet used to doing.

- 8 Work in pairs and compare your sentences. Do you have anything in common?



Multiple-choice cloze (Part 1)

▶ EXAM FOCUS p.186

- 1 Quickly read the text about a musician and say what is unusual about Josh Freese's relationship with his fans. Don't worry about the gaps yet.
- 2 Look at the example (0). Why are options A, B and D wrong? Think about which two verbs are used with places rather than people, and which one does not fit grammatically.
- 3 Read the text around gap 1 and answer the questions.
 - 1 Which word do you think might fit here?
 - 2 Look at the options. Which of the verbs A–D can be followed by *of*?
 - 3 Choose the phrase which means *be familiar with*.

EXAM TIP

Decide what kind of word might fit each gap before looking at the options. Then check around each gap to make sure that the option you choose fits with the other words.

- 4 For questions 2–8, decide which answer (A, B, C or D) best fits each gap.

DRUMMING UP BUSINESS

Josh Freese is a very successful drummer (0) *C. based* in Los Angeles. You probably won't have (1) of him but he's played with some very successful bands. When Freese (2) his first solo album, called *Since 1972*, he decided to set up a system where fans could buy something unique. By (3) with fans directly, he hoped to sell more of his music.

The idea was that if you paid \$50 for his music, you would also get a personal five-minute 'thank you' phone call. Sales of the album quickly took (4) But there were other possible choices which gave fans the opportunity to meet Freese in (5) The option to have lunch with Freese for \$250 (6) out in about a week. Fans could also (7) a private drum lesson from Freese for \$2,500. There were other offers ranging from \$10,000 to \$75,000.

Not all of these were taken (8) by fans, but a teenager from Florida actually purchased the \$20,000 option and spent a week on tour with Freese.

- | | | | |
|----------------|--------------|--------------|-----------------|
| 0 A situated | B located | C based | D lived |
| 1 A recognised | B noticed | C heard | D known |
| 2 A released | B sent | C presented | D brought |
| 3 A joining | B discussing | C contacting | D communicating |
| 4 A after | B out | C off | D in |
| 5 A person | B reality | C life | D face |
| 6 A stayed | B gave | C sold | D let |
| 7 A achieve | B receive | C collect | D gain |
| 8 A over | B back | C away | D up |

- 5 Work in pairs. Compare your answers and say you chose them.

- 6 Discuss the questions.

- 1 Do you think this is a good way for artists to promote their music?
- 2 Would any of these offers attract you?

Vocabulary

phrasal verbs with *take*

- 7 Complete the sentences with the correct form of the phrasal verbs in the box. One phrasal verb is used twice with different meanings.

take after take back
take off take over take up

- 1 His career as soon as he won the prize and now he's really successful.
- 2 He his father, who's also really musical.
- 3 I gave up the piano and the saxophone instead.
- 4 He finally my invitation to join the band.
- 5 Tom as the band's manager when Sam left.
- 6 I made him what he said about my taste in music.

LANGUAGE TIP

If the phrasal verb has an object, the particle can sometimes come either before or after the object. This is shown by the symbol <-> in the dictionary.

I have taken up the saxophone.

I have taken the saxophone up.

However, if there is a pronoun, the particle must come after the object.

I have taken it up.

NOT *I have taken up it.*




Multiple matching (Part 3)

▶ EXAM FOCUS p.189

1 Tick the statements which are true for you. Then work in pairs and compare.


- A I like following my favourite musicians on social media.
- B I often buy albums online.
- C I spend a lot of time watching music videos.
- D I like music that most other people haven't heard of.
- E I have quite a varied taste in music.
- F I enjoy sharing music with my friends.
- G I always listen to music when I'm in a bad mood.
- H I often disagree with my friends about music.

2  **04** You will hear five people talking about listening to music. Listen to Speaker 1. Which things does he mention?

his favourite bands his taste in music social media

3 Look at the extracts from Speaker 1 (1–4). Which one matches one of the statements A–H in Activity 1? Underline the words which say the same thing in a different way.

- 1 Now I'm just into the same stuff as everyone else – hip hop mainly.
- 2 Some people I know always want to be different so they'll only listen to new bands that haven't become popular yet.
- 3 My friends and I will spend hours playing different tracks to each other and making up new playlists. It's fun.
- 4 I don't really bother with following my favourite bands on Instagram or anything like that.

4  **05** Now listen to Speakers 2–5. Match statements from the list A–H in Activity 1 with what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

5 Work in pairs and compare your answers. Which paraphrases did you hear? Listen again to check.

6 Work in pairs and discuss the questions.

- 1 Compare the kinds of music you like listening to, and how and when you listen to it.
- 2 What kind of music do you dislike, and in what situations do you prefer not to have to listen to it?

LANGUAGE TIP

Notice that sometimes *will* is used to talk about present habits.

My friends and I will spend hours playing different tracks ...

EXAM TIP

Listen for words and phrases that are synonyms or paraphrases of the key words in the statements.

Habit in the past

used to/would

▶ GRAMMAR REFERENCE p.141

- 1** Look at the extracts from the recording and answer the questions.

I used to watch a lot of videos on YouTube.

I used to be obsessed with music videos.

When I was growing up, my mum would often play 70s disco music and dance around the kitchen.

- Does she still watch videos on YouTube?
- Is she still obsessed with music videos?
- Did her mother listen to 70s music?
- Which underlined verb describes a past state?
- Which underlined verbs describe a past habit?
- Which of the underlined verbs can you use to describe both past states and habits?

LANGUAGE TIP

Be careful not to confuse *used to do* (describing past habit and states) with *be/get used to doing* (be accustomed to doing something in the present or the past).

Used to + bare infinitive describes past habits and states.

*I **used to hate** classical music.* (= but now I like it)

*Did you **use to like** disco music?* (= at a time in the past)

*I **was/got used to** being alone as a child.* (= It's something that happened a lot and I don't mind it.)

- 2** Choose the correct option in italics to complete the sentences. Sometimes both options are possible. Explain your choices.

- My parents *would always/always used to* listen to classical music in the car.
- Every year they *would/used to* go to a jazz festival which took place near our home.
- I remember my dad *would/used to* have a huge collection of vinyl when we were young.
- My mum *would/used to* know all the words to every song by Madonna.

- 3** Work in pairs.

- Talk about the kind of music your family would listen to when you were younger.
- What kind of music did you use to like and didn't you use to like?
- What did you get used to? Is there something you never got used to?

- 4** Complete the text with the present simple, present continuous, *used to* or *would* for... the verbs in brackets. Sometimes more than one answer is possible.



THEN AND NOW

Tom Carter is now a farmer, but his life was once very different.

Until a few years ago, I **(1)** (*be*) the lead vocalist in a band. In the old days, record companies **(2)** (*give*) musicians a cash advance to make albums and videos and then after the album was released, we **(3)** (*go*) on tour. When we got back, we **(4)** (*start*) work on a new album. We **(5)** (*have*) a lot of fun, even though we **(6)** (*also/have to*) be away from our families for months at a time.

It's all completely different these days. It's often necessary for musicians **(7)** (*raise*) money themselves to release their own records, which can be very difficult. Because of the crowded media market they **(8)** (*compete*) even harder with other bands. In the age of social media, fans also play a bigger role. They **(9)** (*want*) new albums all the time and also **(10)** (*expect*) to hear from the musicians directly on Twitter.

I know musicians of my age **(11)** (*find*) it all very difficult to get used to.

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

- How has accessing music changed over the years?
- Do you follow any musicians on social media? Which ones?
- In what ways has your taste in music changed over the last ten years?

Informal email (Part 2)

using informal language

▶ **WRITING REFERENCE** p.168

1 Work in pairs and discuss the questions.

- How easy is it to see live music where you live?
- Would you travel abroad to go to a music festival or concert?
- What advice would you give to someone who is visiting your country about where to see live music?

2 Read the exam task and answer the questions.

- Who do you have to write to?
- Why are you writing?
- What kind of style do you have to write in?

You've received an email from your English friend Josh. Read this part of the email and write your email to Josh.

I'm really looking forward to visiting you this summer. If possible, I'd really like to see some live music. Can you tell me what kind of music is popular with you and your friends? How easy is it to get tickets for concerts?
Thanks
Josh

Write your email in **140–190** words in an appropriate style.

3 Look at the model answer and choose the most suitable word or phrase in italics for an informal email.

Hi Josh

Yes, can't wait to see you, too! It's good you want to see some live music while you're here because in my town **(1)** *there's a music festival every summer/an annual music festival takes place* so **(2)** *you will have the opportunity/you'll be able to* see lots of local bands play. Unfortunately, none of them is very famous but there's a fantastic atmosphere there and I always **(3)** *find it very enjoyable/enjoy going a lot*. Also, the tickets are very reasonable and you can spend the whole day there. Of course, like all my friends, I **(4)** *am mainly interested in/have a preference for* rock bands but you can find reggae and traditional music there too – **(5)** *you won't be disappointed because there's something for everyone/it offers something for everyone, which means no one will be disappointed*.

There aren't any large music venues near where I live, so it's not that easy for me to go to big concerts very often. **(6)** *But/However*, one of my favourite bands, Soundtracks, is playing in the nearest city on 22 August, so **(7)** *if you like, I could/if you're interested, I'd be willing to* get tickets for us to go to that.

(8) *Let me know what you think./Please reply as soon as possible*.
Alice

4 Which of the expressions 1–4 could end the email to Josh?

- Hope to hear from you soon.
- I look forward to hearing from you.
- Can't wait to see you in the summer.
- Don't hesitate to get in touch if you have any more questions.

5 Read the exam task and tick the information (1–6) you could include in your email to Max.

You have received an email from a student called Max. Read this part of the email and write your email to Max.

I'm moving to your town soon to go to college. Can you tell me what kinds of things there are to do in the evening for students and what you like doing best?
Thanks
Max

Write your email in **140–190** words in an appropriate style.

- recommend some places to go
- offer to take Max out one evening
- tell him about the most expensive restaurants in your town
- complain about the lack of entertainment venues
- describe a typical evening out in detail
- describe your favourite kind of evening out and why you like it

6 Write I (informal) or F (formal) next to the phrases 1–6 and add any other ways of recommending or suggesting.

- I would advise you to ...
- The best place to eat is ...
- You really must go to ...
- If you feel like dancing, there's a good club in ...
- You should definitely try ...
- I'd highly recommend visiting ...

7 Write your email, using some of the language from Activities 3 and 6. Then check your work, using the writing checklist on page 165.

EXAM TIP

Don't mix informal and formal styles in your email. Learn some different ways of starting and ending your informal emails.

1 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words, including the word given.

Example:

I was given responsibility for booking gigs for our band.

OVER

Last month I took over booking gigs for our band.

1 I enjoyed learning to play the guitar and I'd like to take it up again one day.

USED

I learning to play the guitar and I'd like to take it up again one day.

2 We always went to the jazz festival every July.

WOULD

We to the jazz festival every July.

3 I perform in front of people all the time, so I don't mind doing it.

USED

I in front of people, so I don't mind doing it.

4 Her career was an instant success as soon as she appeared in a TV advert.

TOOK

Her career as soon as she appeared in a TV advert.

5 Unfortunately, I'm not like my grandfather, who could play the piano really well.

AFTER

Unfortunately, I my grandfather, who could play the piano really well.

6 When we started going out, I disliked my boyfriend's taste in music but it's becoming less of a problem.

USE

I my boyfriend's taste in music but it's becoming less of a problem.

2 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

- I (not like) classical music.
- I don't understand what you (say). Can you say it again, please?
- My teacher (not think) it's a good idea to learn an instrument when you're too young.
- She's never at home. She (always do) something in the evening.
- Traditional music (get) more and more popular.
- You (play) really well today.

3 Choose the correct option (A, B, C or D) to complete the sentences.

- My brother's always computer games instead of doing his homework.
A playing B doing C play D do
- Do you enjoy time with your friends?
A doing B spending C do D spend
- I'm determined to learn the this year.
A water skiing B yoga C guitar D Spanish
- When I lived on my own, I much more exercise.
A went B practised C did D made

4 Complete the text with the words in the box.

ambitious confirm exploit person profitable
put raise release

BANDS AND FANS

In the old days, young people used to join a fan club, and receiving signed photographs from their heroes was probably enough to keep them happy. These days, however, the balance of power has shifted. In order to (1) money for new projects, musicians are now turning to their fans to crowd-fund them so that they can afford to (2) new music. For artists who want to stay in the public eye, it is no longer enough to simply (3) on a concert or appear at a festival: if they want their work to be (4) , they must also encourage their fans to (5) their popularity by 'liking' videos repeatedly on social media.

However, if they are not to (6) them, musicians are required to give their fans something in return and autographs, or even selfies, are no longer enough. Fans are now more (7) , and 'meet and greet' sessions, where they can meet their heroes in (8) , are becoming increasingly more common.



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ISBN 978-1-292-20227-3

