



RAHNAMA
P R E S S

@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

GOLD

B2 First

NEW EDITION



Exam Maximiser with Key

Sally Burgess · Jacky Newbrook

Introduction p. 4

Unit	Grammar	Vocabulary	Reading
1 Bands and fans p. 6 <i>music</i>	Simple and continuous forms in the present and present habit p. 8 <i>used to and would</i> for past habit p. 10	Free-time activities p. 6	Gapped text (Part 6) p. 7
2 Relative values p. 12 <i>family</i>	Adverbs and extreme adjectives p. 15 Verb patterns: <i>-ing</i> or infinitive p. 16	Formation of adjectives p. 12	Multiple matching (Part 7) p. 13
Use of English 1 p. 18			
3 Things that matter p. 20 <i>happiness</i>	Using modifiers for comparison p. 21 Present perfect and past simple p. 24	Money p. 20 <i>-ed</i> adjectives and prepositions p. 24	Multiple choice (Part 5) p. 22
4 Forces of nature p. 26 <i>survival</i>	Definite, indefinite and zero articles p. 28 Narrative forms p. 30	Compound words p. 27 Idioms: the body p. 29	Multiple matching (Part 7) p. 26
Use of English 2 p. 32			
5 Eat your heart out p. 34 <i>food</i>	Expressions of quantity p. 34 Subject/Verb agreement p. 35 Passive forms p. 38	Food p. 34	Multiple choice (Part 5) p. 36
6 In the spotlight p. 40 <i>entertainment</i>	Future forms p. 42 Future perfect and continuous p. 44	The arts p. 41	Gapped text (Part 6) p. 42
Use of English 3 p. 46			
7 A place to live p. 48 <i>places</i>	Modal verbs p. 50 Relative clauses p. 52	Expressions with <i>home</i> p. 48 Travel: collocations and phrasal verbs p. 51	Multiple matching (Part 7) p. 48
8 Moving on p. 54 <i>work</i>	Reporting verbs p. 56 Reported statements p. 58	Collocations and phrasal verbs with <i>work</i> p. 54	Multiple matching (Part 7) p. 56
Use of English 4 p. 60			
9 Lucky break? p. 62 <i>luck and chance</i>	Conditional forms p. 64 Third conditional p. 65	<i>chance, opportunity and possibility</i> p. 63 Collocations: success and failure p. 66	Gapped text (Part 6) p. 62
10 Friends for life p. 68 <i>friendship</i>	Conditional linking words p. 68 Participles (<i>-ing</i> and <i>-ed</i>) p. 72	Compound adjectives: personality p. 68 Phrasal verbs with <i>come</i> p. 70	Multiple choice (Part 5) p. 70
Use of English 5 p. 74			
11 Nothing to fear but fear p. 76 <i>adventure</i>	Mixed conditionals p. 78 Hypothetical meaning p. 80	Risk and adventure p. 76 Prefixes that change meaning p. 78 Adjectives and verbs with prepositions p. 80 Phrasal verbs with <i>off</i> p. 80	Gapped text (Part 6) p. 76
12 Crime scene p. 82 <i>crime</i>	Obligation, prohibition and necessity p. 82 <i>Have/Get</i> something done p. 86	Shopping online p. 84 Word formation p. 84	Multiple choice (Part 5) p. 84
Use of English 6 p. 88			

Common errors: B2 First p. 90 Practice test p. 97 Answer key p. 112 Audio scripts p. 129

Writing	Use of English	Listening	Speaking
Informal email (Part 2) p. 11	Multiple-choice cloze (Part 1) p. 9 Key word transformation (Part 4) p. 10	Multiple matching (Part 3) p. 9	Interview (Part 1) Listening to and answering questions p. 6
Essay (Part 1) p. 17	Word formation (Part 3) p. 13	Multiple choice (Part 4) p. 15	Collaborative task (Part 3) Agreeing and disagreeing p. 16
Article (Part 2) p. 25	Open cloze (Part 2) p. 24	Sentence completion (Part 2) p. 21	Long turn (Part 2) Comparing similarities and differences p. 22
Essay (Part 1) p. 31	Word formation (Part 3) p. 28	Multiple choice (Part 4) p. 29	Collaborative task (Part 3) Ranking p. 30
Review (Part 2) p. 39	Open cloze (Part 2) p. 35	Sentence completion (Part 2) p. 35	Long turn (Part 2) Comparing and giving a reaction to different photographs p. 38
Report (Part 2) p. 45	Multiple-choice cloze (Part 1) p. 44	Multiple choice (Part 1) p. 41	Discussion (Part 4) Giving opinions p. 40
Essay (Part 1) p. 52	Key word transformation (Part 4) p. 52	Multiple choice (Part 4) p. 51	Long turn (Part 2) Stating preferences and speculating p. 50
Letter of application (Part 2) p. 59	Word formation (Part 3) p. 58	Multiple matching (Part 3) p. 54	Collaborative task (Part 3) Agreeing and disagreeing p. 55
Essay (Part 1) p. 67	Word formation (Part 3) p. 64	Multiple choice (Part 4) p. 65	Discussion (Part 4) Compensation strategies p. 66
Article (Part 2) p. 73	Multiple-choice cloze (Part 1) p. 69	Multiple matching (Part 3) p. 68	Collaborative task (Part 3) Turn-taking and giving emphasis p. 72
Review (Part 2) p. 81	Word formation (Part 3) p. 79	Multiple choice (Part 1) p. 79	Long turn (Part 2) Responding to your partner's photographs p. 80
Report (Part 2) p. 87	Open cloze (Part 2) p. 86	Sentence completion (Part 2) p. 82	Discussion (Part 4) Assessment p. 83

Introduction to the Gold B2 First Exam Maximiser

The **Gold B2 First Exam Maximiser** is specially designed to maximise your chances of success in the Cambridge English Qualifications: B2 First examination.

The **Exam Maximiser** will help you prepare for the Cambridge English Qualifications: B2 First exam by offering you:

- further **practice and revision** of all the important vocabulary, grammar and skills (reading, writing, listening and speaking) that you study in the Gold B2 First Coursebook.
- more **information about the kinds of questions** you will have to answer in the Cambridge English Qualifications: B2 First exam.
- guidance with the **strategies and techniques** you should use to tackle exam tasks.
- **exam-style exercises** so that you can practise using the techniques.
- regular **extra Use of English sections** to help you practise the language and strategies you have learnt.
- details of **Common errors** in the Cambridge English Qualifications: B2 First exam and how to avoid them.
- a complete **Practice exam** which you can use for preparation just before you sit the exam. This means that you will know exactly what to expect in each paper and that there are no unpleasant surprises.

How can I use the Gold B2 First Exam Maximiser?

The **Exam Maximiser** is very flexible and can be used by students in a variety of situations and in a variety of ways. Here are some typical situations:

1

You are doing a Cambridge English Qualifications: B2 First course with other students, probably over an academic year. You are all planning to take the exam at the same time.

You are using the **Gold B2 First Coursebook** in class. Sometimes you will also do the related exercises or even a whole unit from the **Exam Maximiser** in class, though your teacher will ask you to do exercises from it at home as well. You will use the entire **Exam Maximiser** or you will use it selectively, depending on your needs and the time available.

2

You have already done a Cambridge English Qualifications: B2 First course and you are now doing an intensive course to prepare for the exam.

Since you have already worked through the **Gold B2 First Coursebook** or perhaps another Cambridge English Qualifications: B2 First coursebook, you will use the **Exam Maximiser** in class. This, together with the **Practice Tests Plus Cambridge First 2 New Edition (2014)**, will give you a concentrated and highly focused short exam course.

3

You have a very short time in which to prepare for the Cambridge English Qualifications: B2 First exam.

Your level of English is already nearing Cambridge English Qualifications: B2 First exam standard, though you have not been following a coursebook. You now need exam skills. You will use the **Exam Maximiser** independently, without a coursebook, because you need practice in the exam tasks and how to approach them.

4

You are retaking the Cambridge English Qualifications: B2 First exam as unfortunately you were not successful in your first attempt.

You may be retaking the exam because you were not sufficiently familiar with the exam requirements. You will not need to follow a coursebook, but you will use the **Exam Maximiser** to develop your exam techniques and build up your confidence.

5

You are preparing for the exam on your own.

Maybe you are not attending a Cambridge English Qualifications: B2 First class, but wish to take the exam and prepare for it independently. You will get practice and preparation by using the **Exam Maximiser** by itself. You can give yourself additional practice by using the **Practice Tests Plus Cambridge First 2 New Edition (2014)** just before taking the exam.

What is in each unit?

The Exam Maximiser follows the structure of the Gold B2 First Coursebook and each unit provides further work on the language, skills and exam strategies you looked at in the Coursebook unit.

Each unit contains **Vocabulary** sections. These practise the words and expressions which you studied in the Gold B2 First Coursebook and introduce you to some new words and expressions as well. There are plenty of exercises to do, including exam-style tasks from the Reading and Use of English paper and crosswords and wordsearch grids for some fun.

You will find two **Grammar** sections in each unit. By doing the exercises in these sections, you can practise and revise the grammar points you have studied in the Gold B2 First Coursebook. Once again, there are exam-style tasks from the Reading and Use of English paper.

There is a **Speaking** section in every unit to work on language and strategies to help you do well in the Speaking exam. In these sections, you listen to or read examples of candidates performing the speaking tasks and complete the activities to develop your own speaking skills.

Every unit has a **Listening** section. These sections help you train for each of the four parts in the Listening paper. First, you read some information about the paper and are given some advice on the strategy you should use in that particular part. You do an exercise to help you practise the strategy and then an exam-style listening task. The tasks get more difficult as you move through the units in the Exam Maximiser, so that by the end of the book they are at the same level as the exam.

There is also a **Reading** section in each unit. Like the Listening sections, these provide you with information about the exam and strategies to use in each of the three parts of the Reading paper. You do some exercises to help you with the strategy and then you do an exam-style task. There is a vocabulary activity at the end of most Reading sections as well, so that you can practise dealing with unfamiliar words and phrases. Like the Listening sections, the Reading sections are easier at the beginning of the book, but are at the level of the exam at the end.

At the end of each unit you will find a **Writing** section. Again, you are given information about the exam kinds of writing tasks you have to do in Parts 1 and 2 of the Writing paper. You are also given a strategy to follow and then have an opportunity to put it into practice by doing some exercises, often using sample answers. You write your answers to these exercises in the Exam Maximiser. Finally, you look at an exam task and write your own answer to this task.

As well as the **Use of English** section in each unit, there are also **Use of English** sections in exam format after every two units. These provide practice in the tasks and are based on the topic areas of the two units, giving you the opportunity to review the vocabulary you have learnt.

At the back of the book, there is a section giving examples of **Common errors: B2 First** for each paper. There is also a short section on common language errors.

Once you have worked through all the units, you will be ready to try the **Practice exam** at the back of the book. Then you'll be really well prepared for the Cambridge English Qualifications: B2 First exam.

Good luck!

Bands and fans

Vocabulary

free-time activities

- 1** Find ten words in the wordsearch connected with music, bands, fans and leisure.

o	t	k	j	i	n	s	t	r	u	m	e	n	t
p	e	r	f	o	r	m	a	n	c	e	o	k	d
q	u	e	h	i	n	s	t	r	r	m	g	n	r
a	u	d	i	e	n	c	e	u	m	f	a	l	u
g	j	c	l	u	b	b	i	n	g	u	m	y	m
i	u	g	b	v	m	u	s	i	c	a	e	o	m
g	k	n	k	y	u	w	i	p	u	m	s	g	e
s	x	p	k	c	o	n	c	e	r	t	r	a	r


- 2** Find and correct the mistakes with collocations in sentences 1–8.

- I really think listening music is relaxing.
- Can you play at a musical instrument?
- I try to go as many live concerts as possible – they're great!
- I watch at television in the evenings after work.
- It's much easier if I can make the shopping at the weekends.
- I tend stay at home on Sundays.
- Making yoga helps me switch off from problems at work.
- I'm really in rock music – I love the strong beat.

Speaking

listening to and answering questions (Part 1)

► CB page 7

- 1**  **01** Listen to the questions an examiner asks. Match questions 1–7 to answers A–I. There are two answers you do not need to use.

- A** My older brother actually. I can talk to him about almost anything.
B It's hard to say but I hope I'll be working as a doctor. I've just started at uni.
C All kinds really. Hip hop, rock, jazz. I really like classical music too.
D I play the violin.
E Yes, a brother and a sister. My brother is three years older than me and my sister is a year younger.
F We usually go to the seaside, but this year we're going to visit my brother in Madrid. He's studying there.
G The people. The town itself is very beautiful with a cathedral and a wonderful square, but it's the people that make it special.
H I was studying at school.
I English! I liked the science subjects too but English is my favourite.

About the exam:

In the Speaking test, Part 1, you and your partner are each asked one or two questions, and you give personal information and opinions.

Strategy:

- Give interesting answers but don't say so much that you dominate the conversation.
- Make sure your answers are quite short.

Reading

Gapped text (Part 6)

► CB page 8

About the exam:

In the Reading and Use of English paper, Part 6, you read a text with missing sentences. The sentences are after the text in jumbled order. You decide where they go in the text. There is always one extra sentence.

Strategy:

- Read the whole text first and make sure you understand it.
- Look at the words like pronouns (e.g. *it, she*), demonstratives (e.g. *this, that*) and possessive adjectives (*her, their*) in the sentences that have been removed from the text and decide what they refer to.
- When you have chosen the missing sentences, read the whole text through again with the sentences in place to make sure that it all makes sense.

1 You are going to read a newspaper article about writing pop songs. Read the article and decide which of the titles 1 or 2 summarises the article best.

- 1 The science of the pop song
- 2 How writing songs has changed

2 Six sentences have been removed from the article. Choose from sentences A–G the one which fits each gap (1–6). There is one extra sentence you do not need to use.

- A Even he can't account for the song's success but it certainly shows that pop doesn't always have to be manufactured and designed by a committee.
- B One way record companies manage to do this is by including producers as part of song-writing teams.
- C But somewhere along the line that all changed.
- D You will see that huge teams of people are involved in its creation.
- E Instead of gathering in a recording studio, they collaborate through file sharing.
- F It rarely involved more than two people, one to write lyrics, the other to set them to music.
- G It then took them only 12 minutes to actually write the song.



Writing a successful pop song might not seem too complicated at first glance. After all, it just takes two or three short verses, repeated choruses, a couple of hooks and a good melody, all wrapped up in about three minutes. But just take a look at the credits for any typical contemporary hit. **1** One recent number-one single was the result of the work of five writers, two producers and a remixer. The current top ten **features** forty different writers and nineteen producers. Nowadays, it certainly seems to be a case of the more the merrier.

For most of the 20th Century, song writing was a very different process. **2** Singer-songwriters like Bob Dylan became famous for writing and performing entirely on their own. So how did we end up with songs that have as many as five composers, two of whom might not even have been in the room while the song was being written? One contributing factor has been sampling and the way it makes constructing new tracks out of old ones seem legitimate.

But are the new tracks really new? Pop songs almost always have the same verse-chorus structure, and a rhythmic pattern of four beats to the bar that almost never **varies**. Somehow pop still manages to convince us of its own novelty. **3** They contribute hooks, sound effects and technological innovations of various kinds to conceal the fact that we are actually hearing the same five or six chord progressions known to appeal to listeners.

Of course, digital technology has made it easier for the work of different producers and writers to be combined. **4** The original version of one successful hit was released in Hawaii in 2012, but then **radically** remixed by a German DJ in 2014 before it went on to become a chart success. This can still be an expensive business though.

In 2011, National Public Radio in the USA tried to work out just how much it costs to produce a typical pop song by analysing a recent chart contender. They **established** that \$53,000 was spent in advance just bringing the four writers and producers together. **5** Nevertheless, the final budget for recording and marketing came to over a million dollars. The single actually **flopped**, only reaching 59 in the U.S. charts.

Perhaps a failure like that serves to remind us that songwriting is not a science and nobody is really certain what makes a hit. In the end, what connects a song with the public consciousness and gives it a life of its own just cannot be calculated or predicted. One recent example is the 2014 global hit written and performed by the then unknown Irish singer-songwriter Hozier, and recorded in the attic of his parent's house.

6 Sometimes, it just takes a bit of magic.

3 Look at verbs 1–3 from the article in Activity 2 and cross out the words in italics that cannot be used with them.

- 1 make *something easier/your homework/a hit/a friend*
- 2 record *a song/your answers/a dish/a message*
- 3 become *famous/a teacher/a baby/an adult*

4 Choose the definition, A or B, that matches the meaning of words 1–5. Check the words in bold in context in the article.

- 1 features
A includes B highlights
- 2 varies
A changes B disagrees
- 3 radically
A badly B completely
- 4 established
A started B found out
- 5 flopped
A fell down B failed to succeed

5 Find words in the article to match definitions 1–4.

- 1 the words of a song
- 2 songs or pieces of music on a record or CD
- 3 the main rhythm that a piece of music has
- 4 passages or phrases used in popular music to make songs attractive or interesting to listeners

6 Look at sentences 1–3 from the article. Choose the sentence, A or B, that is closest in meaning to the original. Look at the article again and use the whole context to help you.

- 1 So how did we end up with songs that have as many as five composers, two of whom might not even have been in the room while the song was being written?
A How has it become possible for songs to have so many composers, some of whom were not physically present when the song was being written?
B Why are songs sometimes finished off by more composers than those who started to write them?
- 2 The original version of one successful hit was released in Hawaii in 2012, but then radically remixed by a German DJ in 2014 before it went on to become a chart success.
A In 2014 a German DJ made a lot of money by copying a song that had been a hit in Hawaii in 2012.
B The song became a hit in 2014 after a German DJ changed the original recording that had been made in Hawaii in 2012.

- 3 Sometimes, it just takes a bit of magic.
A Sometimes, it's better to only use a small amount of magic.
B Sometimes, a small amount of magic is all that is necessary.

7 Read the complete article again. Which of the opinions do you agree with? Think of three reasons you would give for your opinions.

Technology has really helped to make pop music more exciting.

The singer-songwriters of the past were far more talented than modern pop stars.

There's no such thing as originality in pop music.

Grammar

simple and continuous forms in the present and present habit

► CB page 10

1 Choose the correct option in italics to complete the sentences.

- 1 I *have/am having* a ticket for the concert on Friday and I *get/am getting* really excited!
- 2 The group *come/are coming* from the same school as I went to, which makes it even more exciting.
- 3 They *perform/are performing* all over Europe now, or at least that's what my friend *tells/is telling* me.
- 4 I *understand/am understanding* that the concert is sold out. I can't wait to *hear/be hearing* them play!
- 5 I *know/am knowing* one of the roadies and at the moment he *works/is working* backstage on some of their gigs here in the UK.
- 6 He *says/is saying* that the band *are really looking forward/really look forward* to coming back to their home town to play on Friday.
- 7 Their fans *love/are loving* them wherever they *play/are playing*, but we're special for them.
- 8 On their latest album they *sound/are sounding* more like Coldplay but I *like/am liking* it a lot.
- 9 Some people *criticise/are criticising* them for that, but I *disagree/am disagreeing*. I'm still their biggest fan.
- 10 The sound at live gigs is so loud – it's very hard to *get used to/getting used to*.

Use of English

Multiple-choice cloze (Part 1)

► CB page 11

About the exam:

In the Reading and Use of English paper, Part 1, you read a text with eight gaps and choose the best word from four options to fit each gap. The correct word may be: part of a fixed phrase or collocation, part of a phrasal verb, the only word that makes sense in the sentence (e.g. a connector), the word that fits with the word(s) before or after the gap.

Strategy:

- Read the title and the whole text without worrying about the gaps so that you understand what it is about.
- Go through the text, stopping at each gap. Read the four options.
- Check the words before and after the gap. Then choose the best option.

- 1** For questions 1–8, read the text below and decide which word (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Music on your mind

You know the feeling – you're listening to music and suddenly your whole (0) A mood changes from sad to happy. This mind-altering power of music is amazing, and internet music sites are using sophisticated ways of (1) us in touch with new artists. They monitor our online searches or online listening habits (2) patterns, and the results are often surprising – would you believe that AC/DC fans may well enjoy Beethoven?

Musicians have been (3) unforgettable music for centuries, using accepted ideas about the emotional appeal of certain combinations of musical sounds. It's (4) knowledge that major chords sound upbeat (5) minor chords sound mournful – in tests, even children as young as three connect music in major keys to happy faces. Scientists investigating the subject have been (6) various experiments such as scanning the brains of people while they listen to music. One thing they (7) across is that music triggers activity in the motor regions of the brain, which could explain why we often need to (8) our feet to music. The possibilities for medicine and business are exciting!

- | | | | | |
|---|----------------|---------------|--------------|-----------------|
| 0 | A mood | B atmosphere | C temper | D idea |
| 1 | A placing | B putting | C making | D doing |
| 2 | A looking out | B looking for | C looking up | D looking after |
| 3 | A constructing | B forming | C inventing | D composing |
| 4 | A great | B usual | C common | D wide |
| 5 | A while | B during | C since | D so |
| 6 | A taking | B making | C doing | D having |
| 7 | A came | B went | C brought | D took |
| 8 | A tap | B bang | C hit | D strike |

- 2** Look at the answers to Activit again. Underline:

- 1 two phrasal verbs.
- 2 three collocations.
- 3 one fixed phrase.

Listening

Multiple matching (Part 3)

► CB page 12

About the exam:

In the Listening paper, Part 3, you read eight statements or questions and hear five different people speaking about the same topic. You match each speaker to the appropriate statement or question. There are three extra statements or questions you do not need to use. You hear all the speakers twice.

Strategy:

- Read the instructions and the questions or statements carefully.
- Underline the key words in the statements. Then listen for these key ideas when you hear the speakers the first time.
- When you hear the speakers the second time, decide on the correct answer.
- At the end, check that you have only used each statement or question once.

- 1** **02** You will hear five different people talking about a live pop concert they have been to. Choose from the list (A–H) what each speaker disliked most about the concert. Use each letter only once. There are three extra letters which you do not need to use.

- | | | |
|---|-----------------------------|------------------------------------|
| A | The type of music played | |
| B | The arena and the stage | Speaker 1 <input type="checkbox"/> |
| C | The location of the concert | Speaker 2 <input type="checkbox"/> |
| D | The audience participation | Speaker 3 <input type="checkbox"/> |
| E | The quality of the sound | Speaker 4 <input type="checkbox"/> |
| F | The price of the tickets | Speaker 4 <input type="checkbox"/> |
| G | The facilities at the venue | Speaker 5 <input type="checkbox"/> |
| H | The long wait to get in | |

Grammar

used to and would for past habit

► CB page 13

1 Read the extracts about music and cross out the incorrect verb form in italics.

1 Throughout history, people *would/did/used to* make sure their children had classical music lessons from a young age. Some parents *did/had used to/dolused to do* this because they thought it was good for mental discipline. Others *believed/used to believe/would believe* that knowledge of important works of classical music was part of a good general education.

2 As soon as films were invented, accompanying music became important. In the early days of silent films, cinemas *did/would/used to* hire a professional musician to play the piano or organ. This pianist *would/got used to/used to* sit at the front of the cinema and play whatever music he/she thought was suitable – customers *would/were used to/got used to* hearing different kinds of music in every cinema. Once sound was introduced, things became more consistent, and classical music has long been a favourite choice. Classical music has regularly featured in pop culture, and has often been used as background music for movies, television programmes and advertisements. As a result, avid fans of popular music *are used to/would/have got used to* regularly hearing classical music although they may not have recognised it as such.

2 Sentences 1–6 below each have a word missing. Complete the sentences with the words in the box.

get got to (x2) used would

- 1** When I was a child I used hate classical music, but I loved rock.
- 2** Every time I went to a concert I buy a T-shirt to remind me of it.
- 3** My brothers to go to football matches instead of coming to rock concerts with me.
- 4** After a while I used to going to music events on my own.
- 5** My mother could not used to me doing different things from my brothers.
- 6** Now I think she's got used it.

Use of English

Key word transformation (Part 7)

About the exam:

In the Reading and Use of English paper, Part 4, there are six unconnected sentences. For each one you complete a new sentence so that it has a similar meaning, using a word given in bold. You must not change this word. This part tests a range of grammatical structures and vocabulary.

Strategy:

- Don't change the key word.
- Only write between two and five words, including the given word. Contractions (e.g. *won't*) count as two words.

1 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

0 I decided not to learn to play the piano as it seemed very difficult.

UP

I decided not to take up learning to play the piano because it seemed very difficult.

1 I lived in London as a child, but now I live in Paris.

USED

I live in Paris now, but London as a child.

2 When I lived in London, I went to the music shop on the corner every Saturday.

WOULD

Every Saturday the music shop on the corner when I lived in London.

3 It's become easy for me to sing live as I do it so much.

GOT

I've as I do it so much.

4 I find watching TV quite relaxing in the evenings.

FEEL

Watching TV in the evenings.

5 I don't go to live concerts very often.

HARDLY

I live concerts.

6 I only found your message by chance when I was looking for something else.

ACROSS

I only accident when I was looking for something else.

Writing

Informal email (Part 2)

► CB page 14

About the exam:

In Part 2 of the Writing paper you may have the opportunity to write a letter or email. You will be given part of a letter or email to reply to, and you should write 140–190 words. The letter or email may be semi-formal or informal.

Strategy:

Read the instructions and the whole task very carefully. Identify:

- who you are writing to.
- why you are writing.
- what you have to write about.
- whether you need to use a semi-formal or informal style.

You will probably need to use functions such as explaining, giving information, suggesting. Make sure you cover all the points mentioned in the email or letter in the task.

1 Look at the task and decide if statements 1–5 below are true (T) or false (F).

You have received an email from your English-speaking friend, Julia.

From: Julia
Subject: Music Club

I'm going to start a music club here! I want to play music from all over the world, and I'd like to visit your country to get ideas. When's the best time to come? What's the best way to find out what kind of music young people like?

Can you recommend some local music clubs I could visit?

Reply soon,
Julia

- 1 You should write in a formal style.
- 2 Your reply should provide various kinds of information.
- 3 You have to ask some questions.
- 4 You can use abbreviations and smileys in your answer.
- 5 You should write 140–190 words.

2 Write your email for the task. You must use grammatically correct sentences with accurate spelling and punctuation in an appropriate style.

3 Match the sentences below to the function in the box. You can use two of the functions more than once.

explaining inviting making offers
making suggestions refusing an invitation
stating preferences

- 1 What I'd rather do is go to the evening performance.
- 2 I'm afraid I won't be able to make it in November.
- 3 Maybe we could meet outside the box office at seven.
- 4 The thing is, the venue's a difficult place to find so it's better to go together.
- 5 I'm going to a gig tonight – do you fancy coming along?
- 6 July is the best month for festivals so that would be a really good time to come.
- 7 Would you like me to buy the tickets?
- 8 Unfortunately, that's when I have some of my exams.

4 Look at the task below. Then read the email the student has written and do the following.

- Identify any missing information.
- Underline any sentences that are too formal.
- Correct any language mistakes.

You have received this email from your English-speaking friend, Jo.

From: Jo
Subject: Next week

Hi Inga – I'm really looking forward to coming to stay with you next week. If you can't meet me at the station at 3, I'll get a taxi.

Tell me about the music festival we're going to! Do I need to bring anything special?

See you soon!

Jo

Hi Jo,

I'm looking forward to see you, too! I am sorry to inform you that I am unable to meet you at the station. I'll be in college then and I can't missing it because I've got exams soon. The other bad news is that there isn't any taxis at our station, but there is a very good bus service – every 10 minutes, and it's better because it's a lot cheaper! Get the number 18 and get off at the post office – you know how to walking to my house from there. Good news about the festival – I've got front-row tickets! There are loads of great bands and we'll have a lot of fun. It's in the local football stadium, so there'll be lots of people there.

That's all for now – see you next week.

Yours sincerely,
Inga

2 Relative values

Vocabulary

formation of adjectives

► CB page 17

1 Look at the adjectives of feeling in the box. Which five are negative?

confusing depressing encouraging frustrating harmful
imaginative independent irritated practical relaxed

2 Complete sentences 1–6 with a suitable adjective from Activity 1.

- 1 She found the lecture very and couldn't understand her own notes afterwards.
- 2 She's a very person who likes to do things on her own.
- 3 I feel most when I'm sitting outside in the sun.
- 4 When newspapers write stories about celebrities that are not true, it can be to their careers.
- 5 Too much rain can be rather when you want to have a picnic!
- 6 I get very by people who talk loudly on mobile phones in public.

3 Complete the paragraph about Jamie with the adjective form of the words in the box.

create emotion pessimist real reliability social
sympathy thought



Jamie is a very **(1)** person. He always seems to see the negative side of everything. He can be quite **(2)** and gets upset if he is criticised, but this does not affect his work. In his work he is **(3)** and puts forward lots of unusual and interesting ideas. He gets on well with colleagues and is very **(4)**, often inviting them to evenings out. Colleagues describe him as **(5)** towards people in difficulty, always prepared to spend time with them and offer advice. He is able to set **(6)** targets which are possible to achieve. He is always **(7)** when meeting deadlines and he never lets others down. He brings a **(8)** approach to his work, never jumping in too quickly and making mistakes.

Use of English

Word formation (Part 3)

► CB page 17

About the exam:

In the Reading and Use of English paper, Part 3, you read a text with a gap in some of the lines. You change the word in capitals at the end of these lines to fit the gap.

Strategy:

- Read the title and the whole text to make sure you understand it.
- Look at each sentence in detail. Check:
 - what kind of word you need (noun, verb, adjective, adverb).
 - whether you need to add a negative prefix or suffix.
 - whether the word needs to be plural.

- 1** For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Gossip is good for you!

Gossip has a bad name. Many people say it is (0) unpleasant and others claim that it is often (1) and therefore a waste of time. Talking about someone behind their back can cause (2) to break down and create great (3) But can it have a positive function as well? The most popular television programmes are soap operas which often have rather (4) storylines in which strange characters indulge in creating and circulating (5) and vicious rumours that in the real world would be (6) – and yet we all take great delight in discussing the ups and downs of their lives. Why is this? Could it be that they give us an alternative family which we can gossip about without (7) creating trouble? Taking an interest in other people is considered to be a (8) activity in some circles – it gives the feeling of being informed about what's happening in the wider world. So gossiping may be good for us after all!

KIND
ACCURATE

RELATE
HAPPY

DEPRESS
PLEASE

ACCEPT

ACTUAL

HEALTH

Reading

Multiple matching (Part 7)

► CB page 18

About the exam:

In the Reading and Use of English paper, Part 7, you match questions or statements to several short texts.

Strategy:

- Read the text through quickly to get a general idea of what it is about.
- Underline key words and phrases in the questions.
- Find expressions in the text that have a similar meaning to the key words.

- 1** You are going to read a magazine article about people who discovered they had a relative they didn't know about. Read the texts on page 14 quickly and decide if the statements are true (T) or false (F).

- 1 All the people are unhappy about what happened to them.
- 2 All the people only met recently.

- 2** For questions 1–10, choose from the sections (A–D). The key words and expressions have been underlined for you. The sections may be chosen more than once.

Which two people

live near one another?

1	
---	--

do the same work?

2	
---	--

met thanks to someone else?

3	
---	--

blame someone else for what happened to them?

4	
---	--

plan to meet for the first time soon?

5	
---	--

had a good relationship before they found out the truth?

6	
---	--

were not equally knowledgeable about their family history?

7	
---	--

plan to publish something about their experience?

8	
---	--

were at the same event when they were very young?

9	
---	--

were the victims of a cruel experiment?

10	
----	--

Finding family

Ever wondered if you had a relative you knew nothing about? It's not as rare as you might think.

A Harry and Samuel Quintana

Harry Quintana and his cousin Samuel have a lot in common, even if they didn't know that until they met again recently after fifty years. Samuel grew up in South Africa and only visited the USA, where his cousin Harry lived, once as a very small child. Both children attended a family wedding. After that neither boy's parents talked about their relatives overseas. As a result, the cousins grew up on different sides of the Atlantic Ocean, unaware of each other and the parallel lives they were leading. Harry Quintana graduated in dentistry and decided to specialise in the treatment of children. Until he saw Samuel's name in a conference programme, he had no idea that over in South Africa his cousin had already become well established in exactly the same profession. When the cousins met recently they found out they like the same foods and have both recently taken up golf.

B Carlos Rodriquez and Juan Garcia

When Juan Garcia moved to a new neighbourhood at the age of thirteen, a classmate introduced him to Carlos Rodriquez, who lived in the next street. They were so similar in looks and interests that they were jokingly known as the twins. However, ten years into their friendship, Juan and Carlos were stunned to learn that they are siblings. Juan had always known that he was adopted as a baby but he didn't search for his birth parents until he was twenty-one. It was then that he discovered his biological father shared Carlos's father's surname. A DNA test confirmed that they are indeed related. When the test results came through, Juan and Carlos were both shocked but delighted. Juan remarked, 'I was raised as an only child and always longed for brothers and sisters. Now I'm lucky enough for my best friend to be my brother!'

C Petra Holmes and Elisa Manning

Petra Holmes and Elisa Manning have lived very similar lives. Both born in New York, they edited their high school newspapers and studied the same thing at university. It was only at the age of thirty-five that they discovered each other and just how similar they were: identical twins who had been separated as babies and gone to live with new families as part of a scientific study of child development.



The truth came out when Elisa decided to try to trace her birth mother. She was able to look at the records and saw that she had an identical twin, Petra. When she finally found her sister, they put the pieces of the story together. 'Nature intended for us to grow up together, so we think it is a crime we were separated,' said Elisa. They have taken this up with the psychologist responsible, but according to the twins he didn't even apologise. The sisters are working on a book about their experience.

D Brenda McLaughlin and Allison Burroughs

Brenda McLaughlin had spent years compiling an extensive family tree in which she had recorded all her father's relatives' names along with the dates they were born, when they married and when they died. Brenda, who lives in Sydney, Australia, knew about their various offspring, including the children of her father's youngest cousin, Irene. Meanwhile, Allison Burroughs, Irene's daughter, was living on the other side of the country in Perth. Although Brenda knew about her and her younger brother, there had been no contact. Then, out of the blue, she received an email from Allison, who had also been looking into the McLaughlin family and had found Brenda's name on a website devoted to genealogy. Allison knew virtually nothing about the family and was amazed and delighted with Brenda's research.

'We've set up a family reunion next Christmas,' says Brenda. 'Better late than never is what I say.'

3 Find phrasal verbs in the texts A–D in Activity 2 with the same meanings as the underlined words and phrases in sentences 1–8 below.

- 1 William discovered that the person he had thought was his uncle was actually not related to him at all. (Text A)
- 2 I've just started doing yoga. I love it. (Text A)
- 3 When her exam results arrived she was overjoyed to see that she had passed everything. (Text B)
- 4 Tamara had always wanted a cat and now she had one – a gorgeous black kitten. (Text B)
- 5 Finally, the real reason Tom had run away from home emerged. He had always hated his stepfather. (Text C)
- 6 The student representative has raised the issue of access to the computer room with the school director. (Text C)
- 7 I've been investigating ways of getting from Barcelona to Montpellier and the train seems the best option. (Text D)
- 8 It's good to organise frequent meetings between family members. (Text D)

Grammar

adverbs and extreme adjectives
▶ CB page 20

1 Find and correct the mistakes with adverbs in sentences 1–8 below. There are four mistakes.

- 1 We followed her directions as close as we could, but we still got lost on the way to the farm.
- 2 In the afternoons we were free to do whatever we liked.
- 3 She handed in her essay too lately and the teacher refused to mark it.
- 4 As hardly as I try, I can never manage to remember all my relatives' birthdays.
- 5 I'm not as close to my sister as I am to my brother.
- 6 She spent her money so free that at the end of the month she had nothing left.
- 7 I've been seeing a lot of Alicia lately. We've become really good friends.
- 8 It's strange that we get on so well because we have hardly anything in common.

2 Complete sentences 1–8 below with an appropriate adjective from the box. You do not need to use all the adjectives.

angry big brilliant difficult
exhausted enormous frightened
furious impossible intelligent
terrified tired

- 1 The test was really and most of the students got low marks.
- 2 Max is certainly very clever but his brother Albert is absolutely
- 3 I'm a bit with Tim. He completely forgot my birthday.
- 4 We really wanted to meet up but it was completely in the end.
- 5 I'm going to have an early night. I'm absolutely
- 6 She was very of dogs when she was a child, but now she loves them.
- 7 Fauzia's new house is absolutely! It's got so much more space than her last place.
- 8 If you're really, a coffee might help.

Listening

Multiple choice (Part 4)
▶ CB page 21

About the exam:

In the Listening paper, Part 4, you hear an interview/discussion between two people. You answer questions with three options to choose from. You have one minute to read the questions.

Strategy:

- Read the questions and the three options.
- The first time you listen, underline any key words you hear and mark the possible answers.
- The second time you listen, check your answers.

1 03 You will hear an interview with a young singer and dancer called Susie Tomkins, talking about her relationships and her career. For questions 1–7, choose the best answer (A, B or C).

- 1 How does Susie feel about her family?
A grateful for their constant support
B convinced that her talent came from them
C pleased that they understood her ambitions
- 2 What does Susie say about her relationship with students at her first school?
A She was upset by their attitude towards her.
B She found it hard to share their interests.
C She understood the depth of their feelings.
- 3 How does Susie feel about being in a musical show now?
A She appreciates the effect she has on people.
B She looks forward to meeting fans afterwards.
C She finds the experience unexpectedly challenging.
- 4 What does Susie say about the adult performers in the musical?
A She found them easy to get on with.
B She admired their professional approach.
C She was glad of their assistance with practical things.
- 5 Susie values her relationship with her best friend because
A it boosts her own confidence on stage.
B it enables her to talk about problems openly.
C it gives her insights into the entertainment world.
- 6 How does Susie feel about her career choices so far?
A sorry that she can't always live a normal life
B regretful of missing time with friends
C annoyed by the criticism of others
- 7 What is Susie's attitude towards theatrical awards?
A She is proud of the achievement they represent.
B She feels pressure after winning one of them.
C She thinks they are generally over-valued.

GOLD **B2 First**

The Gold series is a well-established exam preparation course for the Cambridge English Qualifications. It combines carefully graded exam preparation with thorough language and skills development. Providing enjoyable, communicative classes with a strong emphasis on personalisation, Gold is the trusted choice for teachers and learners worldwide.

GOLD B2 FIRST PROVIDES:

- A fast-paced syllabus with comprehensive exam coverage for the B2 First exam
- Stimulating topics and texts with extensive opportunities for discussion
- Thorough exam preparation with a strong emphasis on vocabulary learning
- Extensive writing support, including full reference with sample answers
- A unit-by-unit grammar reference section
- A full practice test

NEW IN THIS EDITION

- Updated content including new reading and listening texts
- A full practice test and more progress tests in the Coursebook
- Audio scripts in the back of the book
- MyEnglishLab written specifically for Gold B2 First
- Speaking test videos with worksheets

OTHER COMPONENTS

- Student's eText: the digital version of the Coursebook with integrated audio
- Maximiser: more practice, with extra Use of English work and a complete practice test
- MyEnglishLab: additional interactive practice that consolidates language and exam skills
- Teacher's Book: a complete guide with teaching tips, answer keys and photocopiable worksheets
- Teacher's online resources including a full test package, class audio and wordlist
- ActiveTeach: interactive whiteboard software with everything a teacher needs in one place
- Class audio CDs

MP3 audio at

www.pearsonELT.com/gold

ISBN 978-1-292-20224-2

