GOLD experience
2ND EDITION

B1+ Pre-First

Name: _____

Class: _____

# VOCABULARY

## Task 1

Complete the sentences with a suitable word. The first letter of each word is given.

**1** I'm **h** _ _ _ _ _ _ _ at cooking. My dishes never taste very nice.

2We've got a new **l** _ _ _ _ _ _ _ _ _ at school where we can do science experiments.

**4** The problem is easy to solve. You just need to use your common **s** _ _ _ _ .

**5** Krish has been looking a bit down lately. Let's think of something to **c** _ _ _ _ him up.

**6** My tennis **c** _ _ _ _ has helped me improve a lot.

**7** The rescue team were very **h** _ _ _ _ _ . They were very brave to save those children.

**8** Some scientists **p** _ _ _ _ _ _ that there'll be flying taxis in twenty years' time.

8

## Task 2

Complete the sentences with a preposition.

**9** This maths problem is really hard. Can you help me work it ..... ?

**10** Martin and I had an argument, but we talked it ..... and we're friends again now.

**11** Your son should be very proud..... himself. He's worked hard this term.

**12** Sometimes it's hard to cope..... the noise in my house so I have to work in the library.

**13** Noah is very enthusiastic..... his new rock band. He's been practising the drums every day.

**14** Ricky has fallen out..... Josh again. I can't believe they have so many arguments.

**15** I have to learn this poem..... heart in time for the end of year show.

7

# GRAMMAR

## Task 1

Choose the correct words to complete the sentences.

**16** You **should have** / **had better** spoken to the manager if you were unhappy with the food.

**17** It was a lovely day so I suggested **going** / **to go** for a walk by the river.

**18** Mrs Hopkins is the new teacher **whose** / **who's** teaching first year French.

**19** My mum made me **tidy** / **to tidy** up my bedroom before I could go out.

**20** You **ought** / **must** not to spend so much time watching those awful TV series.

**21** We visited several historic sites, **that** / **which** were all fascinating.

**22** Why don't you ask Umberto to help you. He knows how **write** / **to write** computer programs.

**23** Will you **can** / **be able to** find my house if I send you a map?

8

## Task 2

Completethe sentences with these words. There are three extra words which you do not need.

can't couldn't had to mustn't what where who
so – such – enough – too – the best

**24** This T-shirt is _____ small for me. Do you have a larger one?

**25** The hotel receptionist was very helpful. He showed us _____ to leave our bags.

**26** The exam was _____ difficult that many students failed it.

**27** Our teacher said we _____ give him our essays by next Monday

**28** It wasn't warm _____ to go swimming.

**29** Can you sit down, please? I _____ see the screen.

**30** Josh will know _____ to do with your computer. He´s studyin electronics

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LIVEWORKSHEETS

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# USE OF ENGLISH

## Task 1

Read the text and complete the gaps with one word only.

### Sleeping for a healthy body and mind

Sleep isessential for a healthybody and mind. If you don't get **(31)**..... of it, it can have serious consequences. It can make you ill and unhappy and you might not be **(32)**..... to cope with your daily routine.

Many adults joke about teenagers sleeping **(33)**..... much. The truth is that many **(34)**..... them get less than eight hours' sleep a night. The result is that they are tired at school and they fall **(35)**..... in their work. Not only that, but it can also aff ect relationships at home. Teenagers **(36)**..... are suff ering from a lack of sleep are more likely to have arguments with their families. They will fi nd themselves falling **(37)**..... with their parents over the smallest things.

The main problem is that many adults don't know **(38)**..... to solve the problem. However, the solution may be simpler than we think. Teenagers' sleep patterns are diff erent from adult ones and they don't **(39)**..... to go to bed so early. On the other hand, we should **(40)**..... them sleep later in the morning if they want to.

10

## Task 2

Use the word given in capitals at the end of some lines to form a word that fi ts in the gap in the same line.

### The need to be creative

Nowadays, many teenagerscomplainabout the number of exams they have to take and there are very few students who would **(41)**..... with that point of view. Parents and teachers tend to believe that developing **(42)**..... is essential for future success in work. Students are expected to become experts at Maths, languages and Science, as well as having good general **(43)**..... . However, recent studies have shown that it may be time to **(44)**..... this belief. **AGREE** **INTELLIGENT** **KNOW, THINK**

It is now thought that developing **(45)**.....may be just as important as academic success. Being allowed to develop your **(46)**..... side can have many benefi ts, especially for teenagers. For example, activities like dance or drama can help young people develop their social skills because they learn to work in teams and become more **(47)**..... to the people around them. It can also help develop awareness of space as well as helping you keep fi t, in the case of dance. Other activities like painting or playing a **(48)**..... instrument can help people express themselves better so it can help develop communication skills. **CREATE** **ART** **SENSE** **MUSIC**

Apart from the obvious **(49)**..... that creative activities can bring, it also seems that they can even have benefi ts later in life. Many **(50)**..... now want more than just good qualifi cations. They want workers who are confi dent and with good social skills. **PLEASE** **EMPLOY**

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# READING

## Task 1

Read the article. Choose from the sentences (A–G) the one which fi ts each gap (11–16).
There is one extra sentence which you do not need to use.

**A** Of course, some accidents can't be avoided; the children are constantly falling over branches and out of trees.

**B** The children at The Oak Tree seem to be happy and there aren't many confl icts between them.

**C** In order to encourage development in these areas, the teachers create special outdoor challenges.

**D** However, there are no classrooms to speak of, just several large rooms, where the children gather at the beginning and at the end of the day.

**E** Although the children never have to work at a desk, they have a notebook and pencil with them at all times.

**F** However, a few of the children have complained that the activities are boring and that they would prefer to be in a classroom.

**G** Some take the opportunity to explore the woods around them, collecting rocks and leaves.

## Task 2

Read the article again and answer the questions in your own words.

**17** What do the children talk about when they arrive at school in the morning? .....

.....

**18** What do the teachers hope to achieve by letting the children make their own decisions? .....

.....

**19** What organised activities do the children enjoy doing? .....

.....

**20** Why does Freddie Stewart think it is important for students to develop confidence at school? .....

.....

| | |
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| | 8 |
| | 50 |

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# The Oak Tree

It's ten o'clock in the morning and a group of six- and seven-year olds are searching for fi rewood. They skilfully choose the driest pieces and take them back to the site where they're building a small fi re. This is the fi rst 'lesson' of the day at The Oak Tree school.

Unlike the majority of schools, The Oak Tree is a forest school, which means that much of the school day is spent outdoors. The school itself is a beautiful wooden building, constructed on the edge of a wood in the Welsh countryside. **(11)** ..... In the morning they discuss their learning objectives for the day and at lunch they share the experiences they've had that morning. Unless the weather is too bad to go out, they will be outside for the rest of the time.

The teaching style at The Oak Tree is also di erent from some of the more traditional schools. Teachers here believe that children should be allowed to develop their natural curiosity about the world. This means that only around half of the activities are led by a teacher. The rest of the time, the children themselves decide what to do. **(12)**..... Others invent their own games or just sit quietly and enjoy their surroundings.

Although the children are in charge at these times, safety is a priority. As a result, the teachers are never far away and they check the area beforehand to make sure there are no hidden dangers. **(13)**..... However, their teachers will be waiting somewhere nearby with plasters and sympathy. Any accidents are rarely serious and the children are soon keen to get back to their friends.

When the children aren't involved in free play, the teachers organise di erent activities designed to help the children develop in di erent ways. For example, there is a strong focus on personal skills like teamwork and communication. **(14)** ..... Building fi res is a big hit, but another popular activity is one where the children have to build a shelter. They design it themselves and decide what job each of them has to do. It's amazing how well they organise themselves while the teacher just sits back and watches.

At the same time, academic skills, like Maths, reading and writing, aren't forgotten. **(15)** ..... Sometimes they use them for working out Maths problems, like how many trees there are in a certain part of the wood. They are also used for writing poems and stories about the woods or making drawings of the insects and leaves they come across. By the end of the morning, the children have usually fi lled several pages with their notes and calculations.

**(16)** ..... When there are disagreements, the children are expected to talk to each other and fi nd a solution to the problem. 'While a lot of teachers worry about their students learning facts and fi gures, we're more worried about our pupils' emotional development,' says Freddie Stewart, the head teacher. 'We strongly believe that children should leave school with the confi dence to deal with all the problems life can throw at them. This means resolving confl icts and actively working with others to achieve our goals. Children who leave The Oak Tree are much more capable of doing those things.'

Currently, there are a number of schools that offer a similar type of education to The Oak Tree. Interest is also growing as parents begin to ask whether a traditional education is relevant in the modern world. However, there are hardly any schools offering this type of outdoor education to teenagers. This is a pity because the skills learnt in schools like The Oak Tree are probably just as important for teenagers as they are for younger children.

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REVIEW (UNITS 4–6): WRITING

Write **140–190** words in an appropriate style. Write your answer on **a separate answer sheet**.

"The Stranger"

Look at the picture.
Write a description of the person and imagine a story about her.
Include:

- physical appearance
- personality
- what happened
- why people remember this person.

"Remember to include:

- ✔ at least 2 defining relative clauses
- ✔ at least 2 non-defining relative clauses
- ✔ a variety of descriptive adjectives
- ✔ linking words (however, because, although, while, after, suddenly...)
- ✔ correct paragraph organization

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# LISTENING

You are going to listen to five people talking about making friends.

## Task 1

For questions 1–5, choose from the list (A–H) how each speaker feels about making friends.

**A** I'm generally keen to start new friendships.
**B** I try to find new friends on social networking sites.
**C** It's better to have friends with shared interests.
**D** I prefer my own company to being with other people.
**E** Making new friends can bring different benefits.
**F** I often say silly things when I meet new people.
**G** I often get nervous when I have to talk to new people.
**H** Making friends in new places is not always easy.

Speaker 1 **1** .....
Speaker 2 **2** .....
Speaker 3 **3** .....
Speaker 4 **4** .....
Speaker 5 **5** .....

## Task 2

For questions 6–10, choose from the list (A–H) what advice each speaker gives for making friends.

**A** Making someone laugh is a great way to make them like you.
**B** It's a good idea to talk to people wherever you are.
**C** Looking at people shows you might be interested in talking to them
**D** Find places where there are people of a similar age to you.
**E** School is probably the best place to make new friends.
**F** Showing interest in the other person can help you feel more relaxed.
**G** I wouldn't recommend the internet for making new friends.
**H** It can be helpful to share your problems with people you've just met.

Speaker 1 **6** .....
Speaker 2 **7** .....
Speaker 3 **8** .....
Speaker 4 **9** .....
Speaker 5 10 .....

10

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