

GOLD

B1 Preliminary

NEW EDITION



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Introduction to the Gold B1 Preliminary Exam Maximiser

The **Gold B1 Preliminary Exam Maximiser** is specially designed to maximise your chances of success in the Cambridge English Qualifications: B1 Preliminary exam, which is at **B1** level on the Common European Framework of Reference.

The **Exam Maximiser** will help you prepare for the Cambridge English Qualifications: B1 Preliminary exam. It provides:

- **practice and revision** of the important vocabulary, grammar and skills (reading, writing, listening and speaking) that you study in the Gold B1 Preliminary Coursebook
- more **information about the kinds of questions** you will have to answer in the exam
- help with techniques you need for **exam tasks** and **exam-style activities** for you to practise these
- a section on **common language errors at B1 level** and practice activities to help you avoid these errors
- a complete **Practice test** to use before you take the Cambridge English Qualifications: B1 Preliminary exam.

How can I use the Gold B1 Preliminary Exam Maximiser?

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

You are doing a Cambridge English Qualifications: B1 Preliminary course with other students. You are all planning to take the exam at the same time.

You use the **Gold B1 Preliminary Coursebook** in class. Sometimes you do related activities from the **Exam Maximiser** in class, but your teacher may ask you to do some activities at home. You may use everything in the **Exam Maximiser** or just parts of it, depending on your needs and the time you have available.

You have already done a Cambridge English Qualifications: B1 Preliminary course and are now studying intensively for the exam.

As you have already worked through the **Gold B1 Preliminary Coursebook** or other B1 Preliminary coursebook, you use the **Exam Maximiser** in class.

You have a very short time before you take the Cambridge English Qualifications: B1 Preliminary exam.

Your level of English is already nearing Cambridge English Qualifications: B1 Preliminary exam level, though you have not followed an exam coursebook. You use the **Exam Maximiser** without a coursebook because you need practice in the exam tasks and how to approach them.

You are preparing for the exam on your own.

You can use the **Exam Maximiser** by yourself to practise exam tasks. The **Gold B1 Preliminary Exam Maximiser** gives clear guidance on exam techniques and has audio scripts at the back of the book.

What is in each unit?

The **Gold B1 Preliminary Exam Maximiser** follows the structure of the **Gold B1 Preliminary Coursebook**. Each unit provides more work on the language, skills and exam techniques you studied in the Coursebook unit.

There are **Vocabulary** sections which practise the words and expressions you studied in the Coursebook and also introduce some new words and expressions. There are activities including exam-style tasks and also crosswords and wordsearch grids for fun.

The **Grammar** sections have activities that practise and revise the grammar points you studied in the Coursebook.

Speaking sections provide activities in language and strategies to help you with the Speaking test. You listen to or read examples of students doing tasks and complete activities to help your own speaking skills.

Every unit has a **Listening** section and a **Reading** section, which give you information about the exam and techniques to use. Many sections have activities for you to practise unfamiliar words and phrases.

There are **Writing** sections, which develop the skills required to complete the exam tasks, and tasks for you to write your own answers. You can check your written work against sample answers.

At the back of the book, there is a **Vocabulary bank** and examples of **common language errors at B1 level** with short activities to help you avoid them.

After you have worked through all the units, you can try the **Practice test** at the back of the book. If you do this under timed exam conditions it will give you a good idea of what to expect in the exam itself.

About the exam

The Cambridge English Qualifications: B1 Preliminary exam is made up of four papers, each testing a different area of ability in English – Reading, Writing, Listening and Speaking. Each paper is worth 25 percent of the total mark.

Reading (45 minutes)

The Reading paper has six parts with a total of 32 questions.

Reading	
Part 1 Multiple choice, short texts	You choose the correct answer from three possible options for each of five very short texts (e.g. signs, messages, postcards, notes, emails, labels).
Part 2 Multiple matching	You read descriptions of five people, then match each person's requirements to one of eight short texts.
Part 3 Multiple choice, long text	You read one long text and answer five multiple-choice questions about it. Each question has four options.
Part 4 Gapped text	You read one text which has five gaps in it. You choose the sentence which fits each gap from a choice of eight.
Part 5 Multiple choice cloze	You complete a short text with six gaps by choosing the correct word from four possible answers for each gap.
Part 6 Open cloze	You read a text with six gaps. You write the word which fits each gap.

Writing (45 minutes)

The Writing paper has two tasks.

Writing	
Part 1 Email	You write an email in reply to an email which has notes on it. You write around 100 words.
Part 2 Article or story	You choose one of two tasks and write around 100 words. You can either write an article or write a story using the first line you are given.

Listening (approximately 30 minutes)

The Listening paper has four parts with a total of 25 questions. You have time to read the questions at the start of each part. You hear each recording twice.

Listening	
Part 1 Multiple choice, pictures	You listen to seven short recordings and, for each one, choose the correct picture out of three options.
Part 2 Multiple choice, short texts	You listen to six short conversations on different topics and choose the correct answer from three options.
Part 3 Gap-fill	You listen to someone giving information and complete six gaps in a page of notes or sentences.
Part 4 Multiple choice, long text	You listen to an interview and then choose the correct answers to six questions from three options.

Speaking (10–12 minutes)

There are four parts to the Speaking test. You take the Speaking test with another candidate, and there will be two examiners. One examiner asks the questions and the other examiner just listens.

Speaking	
Part 1 General questions (2–3 minutes)	You answer the examiner's questions about your present situation, past experiences and future plans.
Part 2 Individual long turn (2–3 minutes)	You talk about a photograph for about one minute. Your partner describes a different photograph. The photographs do not have a matching theme.
Part 3 Collaborative task (2–3 minutes)	You look at a set of pictures and discuss a situation that the examiner gives you with your partner.
Part 4 Discussion (3 minutes)	You answer the examiner's questions, which are related to the situation you discussed in Part 3. You may also be asked to comment on your partner's answers, so you need to listen to what they say.

Identity

Grammar

question forms ► CB page 7

1 Put the words in the correct order to form questions.

- 1 your / is / name / what / ?
- 2 like / you / name / do / your / ?
- 3 get / how / you / name / your / did / ?
- 4 what / your / interests / are / ?
- 5 kind / personality / you / what / have / do / of / ?
- 6 your / is / job / what / ideal / ?

2 Answer the questions in Activity 1.

3 You are going to read an article called *What problems can your name cause?* What do you think the answer to the question is?

4 Read the article. Was your answer to Activity 3 correct?

WHAT PROBLEMS CAN YOUR NAME CAUSE?

Many parents find it difficult to choose a name for their new baby but their decision can be very important.

Research shows that the name you give a child can have a long-lasting effect on them because their name can influence the way they think about themselves or even affect their personality. For example, if parents give their baby an unusual name or one with a difficult spelling, it means the

child always has to explain their name to others. It can also change the expectations people have of them.

It is said that 20 percent of parents regret the name they chose for their child. Others later discovered names they liked better than the one they'd chosen for their baby. Maybe the solution is for us to choose our own names!

5 Complete the questions. Use one word in each gap. Then match the questions to the answers A–E.

- 1 Why is important to choose the right name for a child?
- 2 you think a name can influence a child's behaviour?
- 3 is the problem for a child who has an unusual name?
- 4 many parents wish they had chosen a different name?
- 5 is the answer to the problem of having a name you don't like?

- A Yes, because it can change the way a child thinks about themselves.
- B An unusual name can sometimes cause a child problems.
- C We should choose our own names.
- D The child has to explain it to other people.
- E 20 percent of parents regret their choice of name for their child.

6 Find and correct seven mistakes in the conversation.

- Steve:** Hi, I'm Steve.
Bailey: I'm Bailey. Nice to meet you.
Steve: Sorry, I didn't catch that – what your name?
Bailey: Bailey. Are you think it's an unusual name?
Steve: Yes! Where it does come from?
Bailey: I think it's popular in Australia.
Steve: Did you been there?
Bailey: No, I haven't – it's a long way away!
Steve: So who did gave you that name?
Bailey: Actually, it was my dad – he just liked it. So am I!
Steve: Are you ever have any problems with the name?
Bailey: Well, it can be a name for both boys and girls.
Steve: Have people find that confusing?
Bailey: Definitely! Before they meet me, they often think I'm a boy!

7 01 Listen and check your answers to Activity 6.

8 There is one word missing in each question. Add the missing word in the correct place in each question.

- 1 Where you go on holiday last year?
- 2 What your favourite animal?
- 3 What you enjoy doing at the weekends?
- 4 What your best friend like?
- 5 Did you anything special last week?
- 6 What you think you are going to do this evening?
- 7 How do you get school every morning?
- 8 When your last birthday?

Reading

Gapped text (Part 4) ► CB page 8

About the exam:

In this part of the exam you read a text from which five sentences have been removed. These are given after the text. They are in a different order and are mixed up with three other sentences that don't belong in the text. You decide which sentences belong in the text and where they go.

Strategy:

- Read the text quickly without paying attention to the gaps. Think about where you might see it and what it is about.
- Read the sentences below the text.
- Read the parts of the text before and after each gap.
- Find a sentence where tenses, vocabulary, pronouns (e.g. *they, them*) and reference words (e.g. *this, these, it, one*) connect with the information before and after the gap.
- When you have completed the text, read it again to make sure it makes sense.

1 Five sentences have been removed from the text below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

A new me in thirty days?

A few weeks ago, I read an article about our habits and how they influence the way we see ourselves. The idea was that if you change a negative habit or create a positive habit, you can actually begin to feel better about yourself. **(1)** This isn't as easy as it sounds, which is why the article was called 'The Thirty-Day Challenge'.

There were lots of useful suggestions for creative habits to take up. **(2)** Naturally, there were also some great suggestions of bad habits to give up, like eating sweets or watching TV.

I decided to try the thirty-day challenge. I need to get fit, so my first plan was to go for a fifteen-minute run every day. The only problem I had was the weather – it was the middle of winter! **(3)** So I needed to think again.

My next idea was to try not to switch on my phone until lunchtime. I knew it would be difficult but I didn't realise how badly my friends would react. **(4)** So instead, I decided to try learning something. I'm studying Korean and we have a test soon. **(5)** If I can keep up this study habit, I'm sure I'll do well in class.

But can I really carry on with this routine for thirty days? I'm not so sure about that!

- A Some of the ideas were pretty stupid really.
- B They all started to complain that I hadn't answered their messages.
- C Thirty days doesn't seem like such a long time.
- D The writer says that all you have to do is to keep up the good one or avoid the bad one for thirty days.
- E I kept forgetting to charge it.
- F I knew that on some days I wouldn't want to go outside.
- G I'm trying to memorise five new words every day.
- H These were things like drawing a picture or learning something new every day.

Vocabulary

deducing words in context

► CB page 9

1 Match the underlined words and phrases in the text on the previous page to the definitions.

- 1 stop doing something
- 2 have an effect on
- 3 continue doing something difficult
- 4 start something electrical
- 5 become interested in a new activity and start doing it
- 6 become strong and healthy through exercise
- 7 suddenly understand something
- 8 keep going with something

2 Complete the sentences with the underlined words and phrases from the text on the previous page.

- 1 I hate doing exercise, but my friend persuaded me to golf and now I love it.
- 2 I get very enthusiastic about trying new things, but I find it hard to any kind of regular practice.
- 3 Most people their mobile phones the moment they wake up in the morning.
- 4 My friends often try to my decisions, but I try to ignore them and do what I want.
- 5 My cousin is trying to so he jogs two kilometres every morning before work.
- 6 I didn't how hard it would be to change my habits!
- 7 When I started doing yoga I didn't really like it, but I've managed to it for almost three years now.
- 8 I know they're not good for me but I don't think I could eating donuts – I love them too much!

Listening

Multiple choice, pictures (Part 1)

► CB page 10

About the exam:

In this part of the exam you hear recordings of seven separate monologues or dialogues. There are three pictures for each recording. You choose the correct picture for each one. You hear each recording twice.

Strategy:

- Read the question and check each picture to see how they are different from each other.
- The first time, listen for key words and think about the correct answer.
- The second time, listen to confirm your answer.

1  **02** For each question, choose the correct answer.

1 Which picture shows the woman's brother?



A

B

C

2 How did the man find out about the football result?

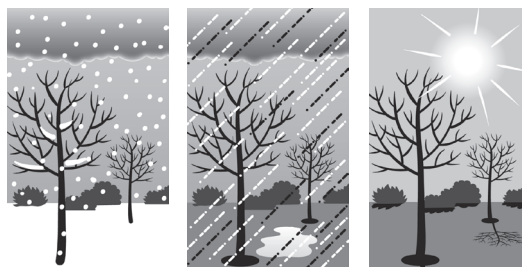


A

B

C

3 What will the weather be like at the weekend?



A

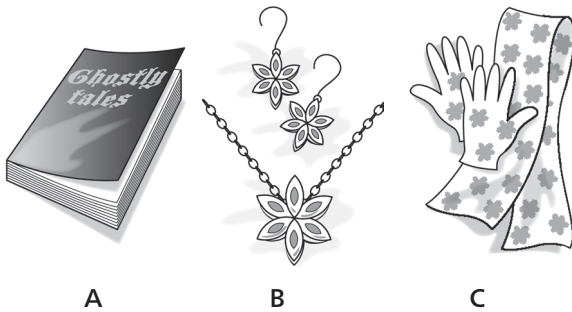
B

C

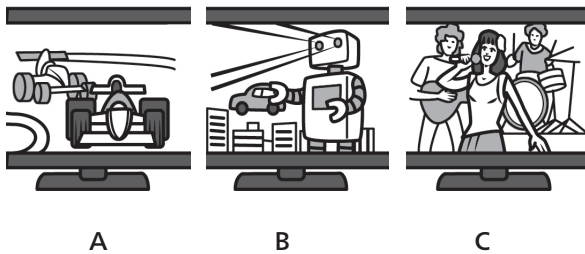
4 Where will the man go first?



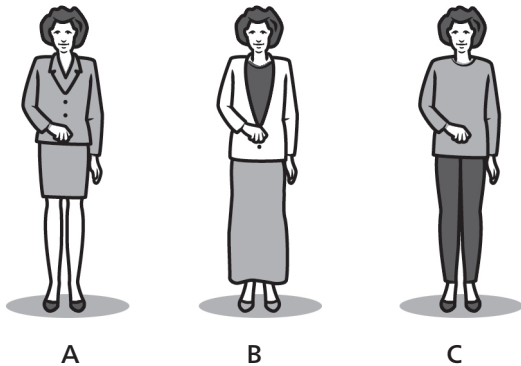
5 What did the woman buy for Julia's birthday?



6 Which television programme does the man want to watch?



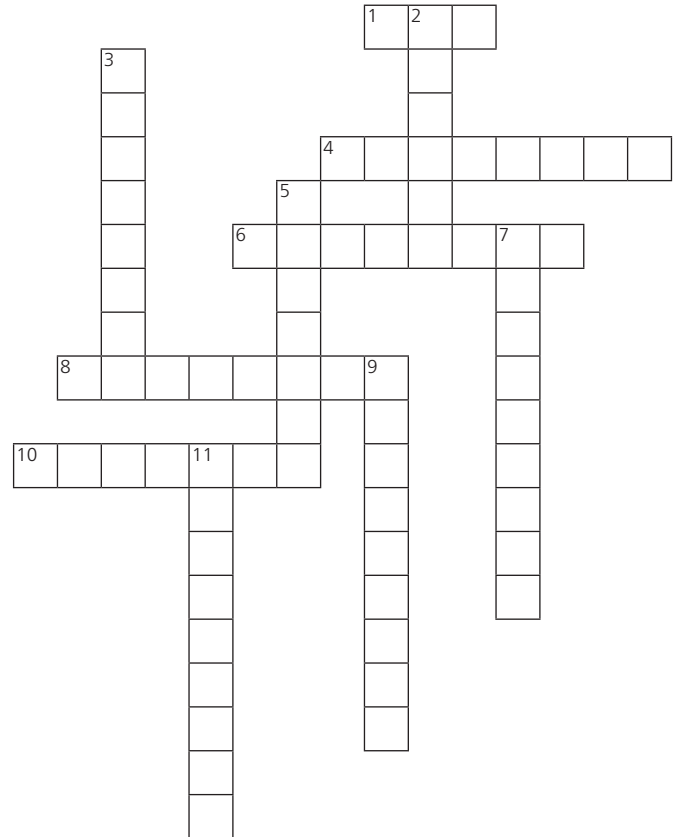
7 What will the woman wear to the theatre?



Vocabulary

describing people ► CB page 11

1 Do the crossword.



Across

- 1 I am quite when I meet new people – I can never think of anything to say and my face goes red.
- 4 I'm an extrovert and I'm always very and happy.
- 6 My friend is often late – he's not very and never knows what the time is.
- 8 My sister is very and she loves spending her money buying presents for other people.
- 10 Sam is a very person who finds it very difficult to relax, especially before exams.

Down

- 2 My friend always tells the truth. She's very
- 3 Sue is a very person who always does what she says she will do.
- 5 I'm very interested in finding out about anything new – my mother says I've always been a person.
- 7 I really want to do well in my career – I'm very
- 9 My sister is quite Even quite unimportant things can upset her.
- 11 I make lists of the things I need to do every day. I suppose you could say that I'm quite

- 2** **▶ 03** You will hear three people talking about their friends. Listen and match descriptions 1–3 to pictures A–C.



A



B



C

- 3** Complete the descriptions from Activity 2 with words to describe people's appearance. Use one word in each gap.

- 1 My friend Janet is She's got very pretty hair. She's a bit so she's always careful about what she eats.
- 2 Nick is very, in my opinion. He's almost completely but that lack of hair makes him even more handsome. He's quite, I suppose, but he does a lot of training so that's why.
- 3 Tim is quite He's in his early twenties but he's always very because he works in an office. Over the last couple of months he's grown a I think it really suits him.

- 4** Listen again and check your answers to Activity 3.

Grammar

present simple with adverbs of frequency ▶ CB page 12

- 1** Put the words in brackets into the correct place in the sentences.

- 1 I watch a film on television in the evening. (normally)
- 2 I'm happy to go to the cinema with friends. (always)
- 3 I don't watch films on my tablet because the screen is too small. (often)
- 4 I'm surprised when people say they don't enjoy sport. (frequently)
- 5 I don't go out to restaurants with friends during the week. (usually)
- 6 I go for a run. (once a day)

- 2** Find and correct the mistakes with the position of adverbs in three of the sentences. Tick (✓) the sentences that are correct.

- 1 How often do you see your close friends?
- 2 How do you meet normally new people?
- 3 Do you use any social networking sites regularly?
- 4 It's nice to always make new friends.
- 5 I chat all the time to my friends.
- 6 I meet up with my cousins a few times a year.

Speaking

General questions (Part 1)

▶ CB page 13

About the exam:

In this part of the exam you have to answer questions about yourself. First the examiner asks you and your partner four standard questions about your name, where you come from and what you do. (Phase 1). After this the examiner asks you and your partner different questions on topics like your family, your interests and your future plans (Phase 2).

Strategy:

- In the first phase, give short answers.
- In the second phase, give longer answers. Try to say interesting things about yourself, but don't prepare speeches.

- 1** Complete the examiner's questions with the words in brackets in the correct order.

Phase 1

- 1 What? (your / is / name)
- 2 Where? (you / do / live)
- 3 Do? (work / you / a / student / or / are / you)
- 4 What? (do / do / you)

Phase 2

- 5 How? (you / do / travel / work / to / or / college / every day)
- 6 Do? (like / town / you / live / the / in / you)
- 7 Who? (live / you / do / with)
- 8 Tell us (your / about / family)
- 9 What? (like / do / weekends / you / doing / at)
- 10 What? (your / is / time / favourite / day / of)

2 Match answers A–D to four of the Phase 2 questions (5–10) from Activity 1.

- A My mother, father and two brothers, who are older than me. My grandmother lives very near us, too, and we see her every day.
- B It's a great place – there are lots of things to do in the evenings, and places to meet friends. I love living there.
- C I usually go by bus, or I cycle. I like meeting my friends on the bus, but it's also nice to cycle.
- D I love the morning when it's sunny and the birds are singing. I often get up early and it's so quiet and peaceful then.

3 ▶ 04 Listen and check your answers to Activity 2.

4 Write your own answers to the questions in Activity 1. Try to give some interesting details about yourself.

5 Some words sound almost the same as other words but are spelt differently. Choose the correct alternative in each question.

- 1 *Where/Wear* do you come from?
- 2 Have you lived *there/their* for a long time?
- 3 Do you know *weather/whether* Steve wants to come to the cinema?
- 4 Is Susan *hear/here* yet?

Writing

Article (Part 2) ▶ CB page 14

About the exam:

In Part 2 of the Writing paper you choose to write one task from two options, an article or a story. For the article, you are given questions to answer, and you should try to be interesting in your writing. You don't have to write exactly 100 words but you should try to write at least 80 and not more than 110.

Strategy:

- Read the question carefully, and decide what you must write about.
- Plan your article. Think about what information you should include and what language to use.
- Think of ways to make your article interesting for the reader, for example by using questions and a variety of adjectives.
- Think of an interesting introduction and a conclusion.
- Write your article using about 100 words. Organise it into paragraphs.
- Check what you have written, especially spelling, punctuation and grammar.

1 Look at the exam task and the article a student has written. Put the paragraphs in the correct order.

You see this notice on an English-language website.

Articles wanted!

We want to know about a musician you are really keen on. What are they like? What kind of music do they play? Why do you like them so much?

Write an article answering these questions and we will put it on our website.

Write your **article** in about **100 words**.

- A *Firstly, he's good-looking, and is kind and generous. He always talks to fans after a concert, and usually signs autographs. He is sociable and makes you feel as though you really know him well.*
- B *My favourite musician is Mick Evans, a guitarist. He's not well-known, and at the moment he only plays locally. So why do I like him so much?*
- C *I suppose I like him because I think he might become very famous. Then I'll have been the first to discover him!*
- D *He normally plays rock music, but he can also sing ballads. He is sensitive and has a great voice, and he generally writes his own songs.*

2 Now write your own answer to the exam task in Activity 1.