

# GOLD EXPERIENCE

**B2**

First for Schools

Students'  
Book

Lynda Edwards  
Mary Stephens



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Unit	Reading	Vocabulary	Grammar		Use of English	Listening	Speaking	Writing	Video
<b>01</b> <b>Soul mates</b> page 6	<b>Friends across the world</b> Multiple matching	<b>Hanging out</b> Character adjectives Order of adjectives Idioms	<b>Present tenses</b> present simple, present continuous, present perfect <b>State verbs</b>		<b>Vocabulary</b> Collocations Multiple-choice cloze <b>Grammar</b> Present perfect or past simple? Word formation	<b>Friends for life</b> Multiple-choice questions	<b>Meeting people</b> Exchanging personal information	<b>An email</b> Writing for an audience Formal and informal language Planning Topic sentences	<b>Who is it?</b>
<b>02</b> <b>Wild</b> page 18	<b>Sharks: friends or foes?</b> Gapped text	<b>Wildlife</b> Endangered animals The environment Phrasal verbs	<b>Past tenses</b> past simple, past continuous, past perfect <i>used to</i> and <i>would</i>		<b>Vocabulary</b> Affixes Word formation <b>Grammar</b> <i>used to</i> and <i>would</i> Open cloze	<b>Weather conditions</b> Multiple matching	<b>Helping the environment</b> Collaborative task	<b>A story</b> Using adjectives	<b>A passion for sharks</b>
<b>03</b> <b>Awesome science</b> page 30	<b>Science of the future</b> Multiple-choice questions	<b>Science and technology</b> Jobs in science Equipment Choosing the right word	<b>The future</b> <i>will</i> , future continuous, future perfect, present tenses for future, future in the past, <i>about to</i> , <i>due to</i> , <i>likely to</i>		<b>Vocabulary</b> Dependent prepositions Multiple-choice cloze <b>Grammar</b> The future Open cloze	<b>Developing new medicines</b> Sentence completion	<b>Talking about science</b> Discussion questions	<b>An essay</b> Writing an introduction	<b>Secrets of space</b>
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## READING

## Power up

- 1 Look at the teenage boy and girl in the middle of this family photo. How do you think they are connected to the family?



## Read on

- 2 Read the article quickly and see if you guessed correctly in Exercise 1.

- 3 Read the article again and choose the correct answer, A, B, C or D.

- Before Chezdan went on the TV show,
  - he gave his parents nightmares.
  - his mum mistreated him.
  - he was bullied at school.
  - he was hard to discipline.
- Chezdan signed up for *The World's Strictest Parents* because he
  - thought he'd have a good time.
  - fancied doing some acting.
  - thought he could make people laugh.
  - wanted to get away from his mum.
- In this TV show, when all the teenagers first arrive in their host parents' houses, they
  - are treated rudely.
  - have their hands washed.
  - get a terrible shock.
  - change for the better.
- What does *traumatic* mean in line 32?
  - exciting
  - shocking
  - interesting
  - disappointing
- The final result of Chezdan's outburst was that he
  - attacked his host father.
  - ran away from home.
  - lost his temper.
  - admitted he was wrong.
- The word *it* in line 54 refers to Chezdan's
  - past situation.
  - rebellion.
  - mother's illness.
  - bad upbringing.

# THE WORLD'S STRICTEST PARENTS

Seventeen-year-old Chezdan Mills used to be, in his own words, 'every parent's worst nightmare. I was rude, obnoxious, difficult. I treated my mum like a slave. I'd stay out all night and if she objected, I'd just ignore her or give her a hard time. School was a nightmare. I had to leave and go to a special school for a while. I just didn't care.'

Luckily for his mum, Chezdan has changed. These days he may not be a model son, but the improvement in his behaviour is just amazing. He's at college and is second to top in his class. At home his bedroom is neat – well, neat-ish! – and his mum hasn't been in tears at his defiance for a long time. What changed was that Chezdan, who always claimed he was a 'lost cause', signed up for a TV programme about parenting strategies. He really applied to *The World's Strictest Parents* just 'to get on the telly and have a giggle', but the programme makers and his mum seem to have had the last laugh. He is a reformed character. And nobody could be more surprised than him.

The UK programme makers look for host parents with very strict ideas of how young people should behave, in places as far away from the UK as India and Jamaica. Then two rebellious teenagers are sent to live with them for about ten days. On arrival, the teenagers get a very rude awakening! They may have to start school at 5 a.m., they usually need to do daily chores and they must follow the highest standards of obedience on everything from iPod listening habits to mealtime etiquette. In Botswana, two UK teenagers were horrified to discover that they had to cook dinner every evening. They even had to wash their host parents' hands before dinner, as a traditional mark of respect!



Chezdan, seventeen, and Bex, sixteen, were sent to Atlanta, Georgia. They found their experience traumatic. Their host parents, David and Wanda, insisted on being called 'Sir' and 'Ma'am'. 'They were ridiculously strict,' recalls Chezdan. 'We had a meeting about household rules and it went on for hours. There was a contract which pretty much said we couldn't breathe without permission.' They certainly weren't allowed to smoke.

Chaos followed. The two teenagers clashed horribly with their host parents. They ignored a smoking ban, ran away when they should be in church and constantly defied their host parents' rules. If they'd continued with this outrageous behaviour, it would have made extraordinary TV. But what actually happened during filming was just as fascinating. Chezdan ran out of the house during a row with his host father, David. David went and found him and there was a stand-off, with the two standing eyeball to eyeball, centimetres apart. David said Chezdan must apologise. Chezdan said 'no'. David said 'yes'. The impasse seemed to go on forever. Eventually, and for perhaps the first time in his life, Chezdan backed down.

To their amazement, viewers witnessed Chezdan apologise. Realising that his host parents really cared about him, he opened up to his new family about the problems that had caused his misbehaviour. It became clear that his rebellion was a symptom of a troubled past. His mother, who raised him alone, had become very ill some years before and he'd been her chief carer ever since. He'd resented every minute of it. Talking to his new family about his problems helped Chezdan a lot. He learnt that discussing things rather than shouting was by far the best way of dealing with problems. And since returning to the UK, Chezdan's relationship with his mother is much better. 'All the anger has gone,' he says. 'Mostly, I realised somewhere along the way that I was lucky to have a mum at all and that I should look after her. So now I do.'

## Exam

Need more help with multiple-choice tasks? Make sure you read the question stem really carefully before you choose an option. That's because the options may all be true, but only one will complete the stem correctly.

- 4 Find words and phrases in the article that mean the following.

- hateful (para 1)
- refusal to obey (para 2)
- jobs around the house (para 3)
- a situation of complete confusion (para 5)
- very shocking or bad (para 5)
- a quarrel or argument (para 5)
- a situation where opponents are equally balanced (para 5)
- deadlock; a situation in which neither opponent is winning (para 5)
- admitted he was wrong (para 5)
- felt angry and upset (para 6)

## Sum up

- 5 Write three things that happened to Chezdan as a result of taking part in *The World's Strictest Parents*.

*He realised his host parents really cared about him.*

## Speak up

- 6 Work with a partner and discuss.

- How strict are your parents? What rules do they insist you follow?
- What do you and your parents disagree about most?
- Will you be very strict with your children when and if you have some? Why/Why not?





## VOCABULARY

### Personality and behaviour

1 Make nouns from the verbs. The nouns are all in the article on pages 102–103.

- |                         |          |
|-------------------------|----------|
| 1 arrive <i>arrival</i> | 4 behave |
| 2 defy                  | 5 rebel  |
| 3 improve               |          |

2 Choose the odd word out. Explain why.

- |              |              |               |
|--------------|--------------|---------------|
| 1 defiant    | well-behaved | rebellious    |
| 2 polite     | respectful   | rude          |
| 3 obnoxious  | spiteful     | charming      |
| 4 generous   | nasty        | unselfish     |
| 5 stubborn   | flexible     | tolerant      |
| 6 thoughtful | moody        | disrespectful |

3 Talk about people you know using personality adjectives. Give an example of their behaviour.

*My brother is really moody. One minute he's fine and the next minute he's being really horrible.*

4 Complete the sentences with these words.

adopted divorced engaged  
separated widowed

- My cousin's parents \_\_\_\_\_ last year and her dad has now remarried.
- After going out together for two years, my brother and his girlfriend have finally got \_\_\_\_\_. The wedding is in three months.
- My grandad's been \_\_\_\_\_ for a year and he's still grieving for my grandmother.
- Although she's \_\_\_\_\_ and not related by blood, Clare couldn't love her mum more.
- Their parents \_\_\_\_\_ for a while, but they've got back together now.

5 9.1 Listen to three teenagers describing problems and complete the summaries.

Diana's got two friends who both have a crush on the 1) \_\_\_\_\_. Diana believes he's not serious and that he's only 2) \_\_\_\_\_ with them. At the moment her friends are 3) \_\_\_\_\_ each other and she feels she's 4) \_\_\_\_\_ in the middle.

Matthew's parents won't let him go out on 5) \_\_\_\_\_. They think he should stay home and 6) \_\_\_\_\_. When he does go out, he must be home by 7) \_\_\_\_\_. He thinks his parents should 8) \_\_\_\_\_ him to make the right decisions about things.

Carla's fed up because she has to 9) \_\_\_\_\_ with her sister, who is very 10) \_\_\_\_\_ and won't share things. It's impossible to keep anything 11) \_\_\_\_\_ from her because she goes through texts and letters. Her sister also gets her into trouble by 12) \_\_\_\_\_.

## Word XP

### Idioms

It's good to use idioms, but don't overuse them or your English will not sound natural.

6 Match the idioms and expressions (1–5) with their meanings (a–e).

- |                             |                        |
|-----------------------------|------------------------|
| 1 be a nightmare            | 4 get a rude awakening |
| 2 do something for a giggle | 5 open up to someone   |
| 3 have the last laugh       |                        |
- a finally win a dispute or argument  
b reveal your hidden thoughts or feelings to someone  
c be very difficult to deal with  
d do something just for fun  
e get a shock when something you expect will be good is not good at all

7 Choose the correct words. Then ask and answer with a partner.

- When was the last time you had a *ban/row* with your parents?
- At home, do you have to help with *chores/errands* like doing the washing-up?
- If somebody wrote something bad about you on Facebook, would you *neglect/ignore* it or demand that they remove it?
- Have you ever been tempted to *defy/argue* your dad?
- If your parents made you stay in on weekday evenings, would you *resent/object* it?

## Write on

8 Write sentences describing your friends and family. Use three adjectives in each sentence.

*My best friend is kind, funny and brainy.*

## GRAMMAR

### Grammar XP



#### Modal verbs

*can/can't/be able to* for general ability in the present or future  
*could/couldn't/be able to* for ability in the past  
*should/ought to* for advice  
*need to/have (got) to/must/mustn't* for rules or necessary/important actions in the present  
*don't have to/needn't/don't need to* for things that are not compulsory/important in the present  
*had to* for positive rules in the past  
*They had to wash their parents' hands.*  
*couldn't/weren't allowed to* for negative rules in the past  
*They couldn't breathe without permission.*  
*They certainly weren't allowed to smoke.*

1 Complete the sentences with modal verbs. Sometimes more than one answer is possible.

- Do you think I \_\_\_\_\_ text Lara and tell her about the problem? Is that a good idea?
- Paul had a doctor's appointment, so he \_\_\_\_\_ leave school early yesterday.
- The student counselling sessions are optional, so we \_\_\_\_\_ stay for them if we don't want to.
- The school rules say you \_\_\_\_\_ bully other students! You'll be expelled if you do.
- I \_\_\_\_\_ play football yesterday because I've broken a toe.
- Pamela's boyfriend gets really hurt when she ignores him. In my opinion, she \_\_\_\_\_ treat him like that.

2 Choose the correct answers.

- Remember: you *must/should* get your parents to sign the form – it's obligatory. No signature, no trip!
- I've apologised, so Mum says I *don't have to/mustn't* miss the party after all.
- You've just got to/You just need to watch *The World's Strictest Parents*. It's great!
- How long *must you/did you have to* spend in detention yesterday?
- How *could/should* you ever think I'd hurt your feelings? I never would!
- Please tell Mariana that she *mustn't/doesn't have to* text her friends during a maths lesson. She'll be in big trouble if she does it again!

3 Complete the letters with modal verbs in the correct form. Sometimes more than one answer is possible.

Got problems? We can help!



#### Steven says:

I've got a new friend, but my mum hates him. She says I 1) \_\_\_\_\_ stop hanging out with him or she'll stop my weekly allowance. But I don't see why I 2) \_\_\_\_\_. There's nothing wrong with him – he's a really good mate. I've tried to change her mind, but I 3) \_\_\_\_\_ get her to listen. I never bring friends home, so she 4) \_\_\_\_\_ be afraid we'll mess the house up or anything. What can I do?

#### Caroline says:

I caught my best friend shoplifting yesterday! When I stopped her, she said I 5) \_\_\_\_\_ tell anybody or she'll never speak to me again. I don't want to get her into trouble, but I think I 6) \_\_\_\_\_ probably tell someone. What can I do?

#### Chris says:

I saw a young kid from my school, Peter, getting bullied by a gang of lads yesterday. I tried to stop them, but I 7) \_\_\_\_\_ because there were too many of them. I told Peter he absolutely 8) \_\_\_\_\_ get help, but he says he's too scared. What can I do?

4 Imagine you work for the magazine that the letters in Exercise 3 came from. What advice would you give each of the readers?

## Speak up

5 Talk about a problem situation you've encountered in the past.



## USE OF ENGLISH

### Vocabulary

- 1 Do you read the TV guide to find out what's going to happen in a soap opera before you watch? Or do you prefer the story line to be a surprise? Why?
- 2 Read the soap updates and choose the correct answers.

### Last week at **Frinley High**

If you missed an episode of your favourite soap, *Frinley High*, then here's a catch-up!

**Monday:** Harry couldn't 1) *go/get* his own way, so he 2) *made/did* trouble in class.

**Tuesday:** Jon should have reported the vandals to the head, but he was threatened by Nick, so he 3) *backed/stood* down.

**Wednesday:** Jack could have got top marks in the maths exam. However, he was scared of getting 4) *left/kicked* out because he was so brainy, so he got a low mark on purpose.

**Thursday:** Jim 5) *walked/fell* out with the gang and reported them to the police. Now he's worried that they'll 6) *make/get* their own back.

**Friday:** The students were 7) *making/having* fun of the new boy, Pete, but Tom 8) *took/felt* sorry for him and 9) *made/did* friends with him after school.

- 3 Choose the odd word out. Explain your answers.


- |                  |                   |
|------------------|-------------------|
| 1 arrest         | report            |
| charge           | interview         |
| 2 mug            | rob               |
| burgle           | vandalise         |
| 3 suspend        | exclude           |
| sack             | put in detention  |
| 4 police officer | probation officer |
| judge            | victim            |
| 5 vandalise      | go joy-riding     |
| stalk            | cheat             |

### Game on

Work with a partner. Take turns to choose a word from Exercise 3 and give a definition or an example. Can your partner guess the word?

- 4 Read the article and choose the correct answer, A, B, C or D.

Are you a fan of **FRINLEY HIGH**?



Frinley High is a soap set in a high school. It goes 1) \_\_\_\_\_ five times a week and it's a must for teenagers! 2) \_\_\_\_\_, many of the story lines are about relationships and the breaking up and 3) \_\_\_\_\_ up that happens all the time in school. However, the soap also addresses important issues. The programme is 4) \_\_\_\_\_ dealing with a story about gang membership. Should the school deal with the problem by 5) \_\_\_\_\_ known gang members or trying to persuade students not to join gangs? In the past this soap has dealt with crimes like shoplifting, joy-riding and even arson. It has followed kids who have been charged with 6) \_\_\_\_\_ and we watch their story from their arrest to their day in 7) \_\_\_\_\_ and sentencing. The soap also follows the lives of the school staff. One teacher is overweight and the students constantly make (8) \_\_\_\_\_ of him. The soap shows us high school life at its best – and worst!

- |                 |               |               |             |
|-----------------|---------------|---------------|-------------|
| 1 A up          | B at          | C for         | D out       |
| 2 A Fortunately | B Scarily     | C Predictably | D Possibly  |
| 3 A getting     | B making      | C doing       | D taking    |
| 4 A currently   | B immediately | C temporarily | D often     |
| 5 A sacking     | B suspending  | C leaving     | D shooting  |
| 6 A sentences   | B offences    | C criminals   | D rules     |
| 7 A court       | B prison      | C detention   | D judgement |
| 8 A joke        | B laugh       | C fun         | D mock      |

### Speak up

- 5 How do you think schools that have a problem with gang membership should deal with it?

## Grammar

### Grammar XP



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#### More modal verbs

*could/might* + perfect infinitive for a possible past action that didn't happen

*Jack could have got top marks in maths, but he didn't.*

*could/may/might* + perfect infinitive for a past event that possibly happened

*Jim might have vandalised the car, but I'm not sure. It could have been Dave and Tom.*

*should/ought to* + perfect infinitive to criticise past actions

*Jon should have reported the vandals to the head, but he didn't.*

*didn't have to* + infinitive for something in the past that wasn't important or necessary

*Luckily, Tim's uncle didn't have to stay overnight in a cell because he was released without charge that evening.*

*didn't need to* + infinitive for actions that were not necessary

*I didn't need to go to the police station to report the theft of my bag. I reported it on the phone.*

*needn't* + perfect infinitive for actions in the past that happened although they were not necessary

*Pam thought that it was Gary who had set fire to the school, but she needn't have worried because he had an alibi.*

- 1 Write sentences about the situations. Begin with the words in brackets and use modal verbs from the Grammar XP box. Sometimes more than one answer is possible.

- It was a mistake. I watched a late film last night and I've been tired all day. (I)
- I rushed to finish my essay last night, but today I found out it isn't due in until next week! (I)
- Peter was invited to Tom's party, but he decided not to go. (Peter)
- I'm not sure why Gina and Vicky aren't talking – perhaps they've had an argument. (Gina and Vicky)
- It was really hot on our trip to London, so it wasn't necessary to take our coats. (we)

- 2 Read the extract from a soap script and choose the correct answers.

- Amy:** Did you see the graffiti on the school walls this morning?
- Grant:** Yeah. It's the Beat gang's sign. But it wasn't there when I left school yesterday evening.
- Amy:** I 1) *didn't need to stay/could have stayed* for music practice yesterday because Miss Dukes was ill. So I left early and didn't see anything. They 2) *should/could* have done it late last night, I suppose.
- Grant:** Dan Myers was looking pleased with himself this morning. I bet it was him. The head 3) *should have suspended/had to suspend* him after the fight last week, but he didn't.
- Amy:** He's had a lot of problems, you know.
- Grant:** Yeah, but he 4) *shouldn't have joined/didn't have to join* a gang, did he? He had a choice!
- Amy:** True. He 5) *could have said/might say* no when they asked him to join. But it's hard to say no to the Beat gang leader.
- Grant:** I tried to give Dan some advice when he joined the gang. But I 6) *needn't have bothered/didn't need to bother*! He's just not listening to anybody.

- 3 9.2 Listen and check your answers.

- 4 Complete the blog with one word in each space.

I'm Amelia Grey and you might 1) \_\_\_\_\_ heard of me because I've been playing the character of Amy Masters in the soap *Frinley High* for two years now. I joined the cast 2) \_\_\_\_\_. I was fourteen and my first story line was 3) \_\_\_\_\_ falling for a teacher! The show is great. I think it's a good representation of 4) \_\_\_\_\_ life is really like in a secondary school today, with the relationships and the conflicts. It also shows the sort of pressures kids are under today, whether it's to get good grades, to look 5) \_\_\_\_\_ fashion models or to join gangs. When the soap first went out, the bosses thought that it might be too serious because 6) \_\_\_\_\_ is some violence and quite a bit about broken families. But 7) \_\_\_\_\_ was an immediate success. I think people are really interested in school life today because it's changed a lot 8) \_\_\_\_\_ many of them went to school.

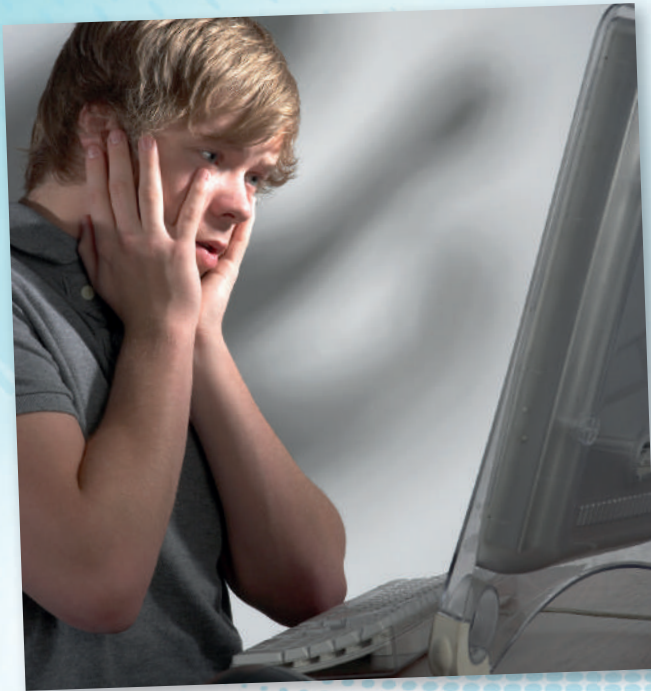
### Speak up

- 5 Work with a partner and discuss. Has anything happened recently at your school that could be included in the soap's story lines?



## LISTENING

### Power up



- 1 Look at the title of a documentary. What do you think it means?

### Cyber-bullying: the faceless haters

- 2 Which of these things do you think the people in the documentary will talk about?

- 1 the experiences of someone who has been bullied
- 2 the reasons people use this form of bullying
- 3 an explanation of what this type of bullying involves
- 4 how to avoid this type of bullying
- 5 how to stop this type of bullying

- 3 9.3 Listen and see if your ideas were correct.

### Exam

Remember that the correct answer will come from the recording, whatever your own opinion might be!

- 4 9.4 Listen again and choose the correct answer, A, B or C.

- 1 Rachel believes that many people today
  - A are well informed about cyber-bullying.
  - B have experienced bullying at school.
  - C do not report being bullied.
- 2 Cyber-bullying is particularly damaging because
  - A it is difficult to escape from.
  - B it is hard to explain to people.
  - C it can destroy relationships.
- 3 The comments of cyber-bullies sometimes focus on people's
  - A lack of money.
  - B appearance.
  - C level of intelligence.
- 4 People become cyber-bullies because they
  - A enjoy seeing the effect on their victims.
  - B want to be famous.
  - C are not restricted in what they can say.
- 5 What does Rachel say about cyber-bullies?
  - A They don't always know their victims.
  - B They get information from school records.
  - C They have their own websites.
- 6 What does Rachel advise victims of cyber-bullying to do?
  - A try to identify the bullies
  - B report incidences of cyber-bullying to the authorities
  - C reply to the posts in an unemotional way
- 7 How does Rachel think cyber-bullying might be prevented in the future?
  - A by increased control over what happens online
  - B by waiting until the bullies get fed up
  - C by advising people to look after their computer codes and passwords

- 5 Match the adjectives from the recording (1–6) with their meanings (a–f).

- |               |                                      |
|---------------|--------------------------------------|
| 1 informative | a unsigned                           |
| 2 ignorant    | b very severe                        |
| 3 insulting   | c that teaches you a lot             |
| 4 anonymous   | d not knowing something              |
| 5 humiliating | e very nasty and offensive           |
| 6 disastrous  | f extremely hurtful and embarrassing |

## Speak up

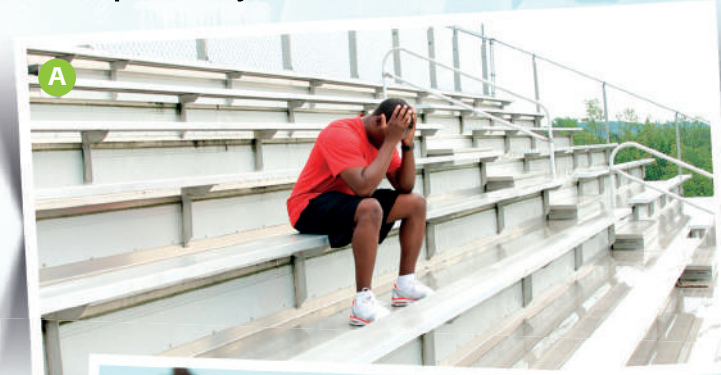
- 6 Work with a partner and discuss.

- 1 Would you like to watch the documentary? Why/Why not?
- 2 What would you advise a friend who is suffering from cyber-bullying to do? Why?

## SPEAKING

### Power up

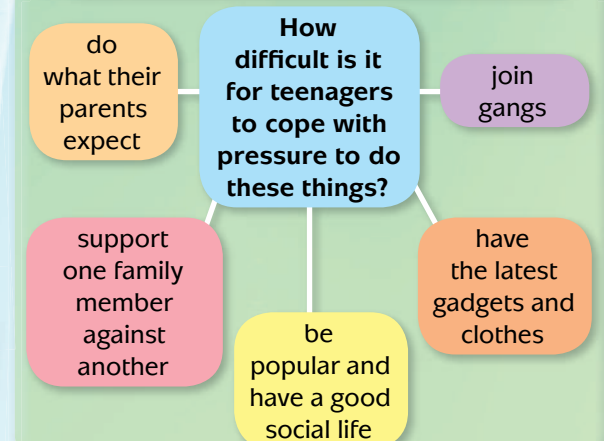
- 1 Do you think you're under a lot of pressure these days?
- 2 Look at the photos and read the blog extract. Which photo do you think it relates to?



Sometimes it's really hard. I mean, it's something I'm very good at and I love it, but when it comes to races, especially when I'm representing the school, I get really stressed out because I don't want to let anyone down.

- 3 How do you think the people in the photos are feeling? Why?
- 4 Work with a partner. Read the task and discuss.

Here are some things that teenagers today are under a lot of pressure to do.



- 5 9.5 Listen to two students doing the task. Do they talk about the same things as you did?
- 6 9.6 Listen again. Do you think the students do the task well? Why/Why not?
- 7 9.7 Listen again. Tick (✓) the phrases the boy uses to interrupt the girl.
  - 1 Excuse me, ...
  - 2 Before you go on, I'd just like to say ...
  - 3 Sorry to interrupt, but I must say that ...
  - 4 Can I jump in here?
  - 5 I don't like to interrupt, but could I say that ... ?
  - 6 Sorry to butt in, but ...
- 8 Work with a partner. Read the question and discuss. Then summarise your discussion and tell the class what you decided and why.

Which type of pressure do you think is most difficult to deal with?

- 9 Work with a partner. Turn to page 151. Follow the instructions.



## WRITING Power up



- 1** Read what four teenagers said about how they deal with problems. Who is most like you? Do you think any of the teenagers is going about things the wrong way?

- 1 Amy**  
'If I've got a problem, I talk things over with my friends. They calm me down and help me look at things from another angle.'
- 2 Ben**  
'I prefer to work problems out for myself. Other people don't understand me that well – and in the end, you've got to decide for yourself. So why bother asking anyone else for advice?'
- 3 Clarissa**  
My mum and dad are really good at helping when I've got a problem. They never say that I must do something – they just listen and then give their opinion. I don't always take their advice, though!'
- 4 David**  
'If you've got a really bad problem, I think it's easier to talk to someone you don't know – you don't get so embarrassed about it that way. I often go online for advice – you can find some good websites that help with problems.'

## Plan on

- 2** Do the quiz. Then work with a partner and discuss your answers.

### How shy are you?

- 1** When I meet new people for the first time, I usually feel  
A very shy.      B a bit wary.      C quite confident.
- 2** When I'm in a large discussion group, I usually feel  
A quite relaxed.      B a bit self-conscious.      C very nervous.
- 3** When I am talking to people in authority, I usually feel  
A self-confident.      B scared.      C a bit timid.

- 3** Read the letter to a teen advice website. Tomas describes feeling shy in a variety of situations. How many does he mention?

MOBILE 14:54 100%

**Tomas**  
24 minutes ago ·

7 June, 10.31 a.m.

My problem is that I'm really shy. I get nervous in all kinds of situations, especially when I'm with people I don't know very well. I just clam up and don't speak. I can't look them in the eye either – I just look down at my feet. I hate talking to strangers, too – I just tend to ignore them, which is pretty rude, I suppose. It's really difficult at parties because you meet people for the first time then, and I end up giving the impression I don't want to make friends or that I think I'm so wonderful I can't be bothered talking to anyone else. It's not true, of course, but that's what people think, I know.

I just can't act naturally, no matter how hard I try. And talking to people in authority, including teachers, is just impossible. That means my schoolwork suffers because I'm too scared to ask for help in lessons. And I don't put my hand up to answer questions, so the teacher probably thinks I'm completely thick! It's horrible when we do group work, too, because my mind goes blank and I can't think of anything to say. I never give my opinion or disagree with people because I'd just end up stammering and blushing. Help! Why am I like this and what can I do about it?

Click [here](#) to email a reply.

Unlike · Comment 108 50

- 4** Which of these things should you do to help Tomas? Give reasons.

- show him some sympathy
- make some helpful suggestions
- give him a detailed description of your own personality
- offer him plenty of reassurance
- tell him to pull himself together

- 5** Read the reply Tomas received. Do you agree with Karen's advice and the way she gives it?

To: Tomas  
From: Karen

Hi Tomas,

It sounds like you're having a tough time, but don't worry, you're not alone. Loads of people are shy, though some of us hide it more easily than others. There are lots of reasons for shyness. Some people are born shy; others are taught to be quiet as kids. If you've been laughed at in public, that bad experience may have affected your confidence, too.

If being shy is a problem for you, there are ways to tackle it. Don't panic! It's not difficult to become more confident – it just takes lots of practice. First, talk to your friends and family more. Instead of just listening, make sure you give your opinions, too! Next, move on to speaking in larger groups or in small groups of strangers. If you get nervous, it's a good idea to stop and take deep breaths – that will help you relax. Finally, try putting your hand up in class to volunteer your opinion. If you mess up one day, don't give up; it gets easier with time. Just remember: your voice counts just as much as anyone else's!

Good luck, Tomas, and let us know how you get on!

Best wishes,  
Karen

- 6** Read Karen's email again and answer the questions.

- Does she cover all the points you chose in Exercise 4?
- How does she start and end the email? What closing remarks does she use?
- What verb form does she use most often to give advice?
- Does she use very formal or quite informal language? Give examples.
- How many paragraphs does she use? What is the topic of each one?
- Highlight three phrases she uses to:
  - give reassurance or show sympathy.
  - give advice.
- Find words or phrases she uses to link ideas and sentences, or to list/sequence her suggestions.

- 7** Read part of an email you have received from an English-speaking friend. Then work with a partner and discuss what advice you would give her.

To: Me  
From: Amanda

As you know, we moved to a different part of the country when my dad changed jobs and I've started a new school. The problem is, I don't know why, but I can't seem to make any friends. At my last school I had a great group of mates and I really miss them. But here I'm on my own all the time. No one invites me to any parties or even just to hang out together. My parents think I'm exaggerating and my brother and sister have had no trouble making friends here. I'm really lonely. What should I do? I'd really like your advice!

Love,  
Amanda

- 8** You decide to write back to Amanda and to cover the points below. Put the points in the notes in the order you will write about them in your email. How many paragraphs will you need as a minimum to do this?

- Discuss the problem in detail and possible reasons for it.
- Give advice on how to deal with the problem and more reassurance.
- Greet Amanda and briefly sympathise about the problem.

## Language XP

### Sympathising

*I'm sorry to hear that ...  
It sounds like you're having a tough time.*

### Giving advice

<i>It's a good idea to ...</i>	<i>Why don't you ... ?</i>
<i>Try ...-ing.</i>	<i>Don't ...</i>
<i>Don't try to ...</i>	<i>Remember to ...</i>
<i>Maybe you could ...</i>	<i>Instead of ... , make sure you ...</i>
<i>If I were you, I'd ...</i>	

### Giving reassurance

*Don't worry!/Don't panic!  
Just remember that ...  
Don't give up – it will get easier with time.*

- 9** Write your email in 140–190 words. Use the Language XP box to help you.



## I'VE BEEN GROUNDED!



- 1 Kyle describes three ways his parents often punish him. Guess the answer. Then watch and check.

Which things does Kyle mention?

- A His parents lock him in his room.  
 B They threaten to take away his stuff.  
 C They ground him for an indefinite time.  
 D They refuse to give him pocket money.  
 E They give him 'the silent treatment' and just look at him.  
 F They tell him they're disappointed in him.

- 2 Answer the questions.

- 1 Why does Kyle need to be very quiet while making this video?  
 2 How long must Kyle stay where he is? What is he not allowed to do?  
 3 What effect does Kyle say his parents' treatment has on him? Complete the sentence he uses: 'It sends \_\_\_\_\_ down my \_\_\_\_\_!'

- 3 What punishments do your parents give you? Which do you think are the most effective?

## Project

- 4 Work in groups. Act out a typical scene between you and one or both of your parents which leads to some kind of punishment. Make a video of the scene if you like.

How many times do I need to tell you that you're forbidden to ... ?

It's not fair! I don't see why I should have to ...

## Word list

## Personality adjectives

charming	moody	spiteful
cruel	nasty	stubborn
disobedient	obnoxious	thoughtful
disrespectful	rebellious	tolerant
easy-going	respectful	unselfish
flexible	rude	well-behaved
fussy	selfish	well-mannered

## Relationship adjectives

adopted	engaged	widowed
divorced	separated	

## Crime

arrest (v)	judge (n)	sentence (n/v)
arson (n)	mug (v)	shoplifting (n)
burgle (v)	police station (n)	stalk (v)
cell (n)	probation	suspend (v)
charge (v)	officer (n)	vandalise (v)
court (n)	report (v)	victim (n)
go joy-riding	rob (v)	

## Phrases

back down	get your own back	make friends with
be a nightmare	get your own way	make fun of
fall out with	go out (TV)	make trouble
feel sorry for	have a giggle	open up to
get a rude awakening	have the last laugh	someone
get kicked out		tell tales

## Other words

anonymous (adj)	ignorant (adj)	rebellion (n)
chaos (n)	ignore (v)	resent (v)
cheat (v)	impasse (n)	sack (v)
chore (n)	informative (adj)	stand-off (n)
defiance (n)	insulting (adj)	traumatic (adj)
disastrous (adj)	outrageous (adj)	trust (v)
humiliating (adj)		



## Revision

## Unit 9

- 1 Rewrite the sentences using the words given. Use between two and five words, including the word given.

- 1 It wasn't a good idea to refuse to help your mum.  
**HAVE**

You \_\_\_\_\_ to help your mum.

- 2 I ran after the thief, but he was too fast for me.  
**CATCH**

I ran after the thief, but I \_\_\_\_\_ him.

- 3 They allowed Andy to make one telephone call at the police station.  
**TO**

Andy \_\_\_\_\_ one telephone call at the police station.

- 4 Why was it necessary for us to see the head teacher?  
**WE**

Why \_\_\_\_\_ to see the head teacher?

- 5 You can leave now if you want to.  
**STAY**

You \_\_\_\_\_ if you don't want to.

- 6 It was a waste of time reporting the theft because Dave had already told the police about it.  
**HAVE**

I \_\_\_\_\_ the theft because Dave had already told the police about it.

- 2 Choose the correct answer, A, B or C.

- 1 The fire at the school was a really \_\_\_\_\_ event for all the students who were in the class.  
 A obnoxious B outrageous C traumatic  
 2 My parents have told my younger brother not to stay out too late after school, but he's always been \_\_\_\_\_ and he takes no notice.  
 A rude B disobedient C flexible  
 3 Do all teenagers go through a(n) \_\_\_\_\_ phase or is it just my sister? She never does what she is told!  
 A rebellious B easy-going C insulting  
 4 One girl at my tennis club is very \_\_\_\_\_ and when she lost a match last week, she broke her opponent's racket.  
 A fussy B spiteful C anonymous  
 5 Some parents are really \_\_\_\_\_ and let their kids have a lot of freedom, but mine don't!  
 A well-mannered B informative C tolerant  
 6 You seem very \_\_\_\_\_ today. Is there something on your mind?  
 A thoughtful B respectful C ignorant

- 3 Choose the correct answers.

- 1 Danny was a *nightmare/daydream* in class today. He simply refused to answer any questions.  
 2 I'm sorry. We didn't mean to offend you. We were just *making/having* a giggle.  
 3 Jenny finds all the work really easy at the moment, but she'll get a *rude/impolite* awakening when she starts university next term.  
 4 I got *taken/put* in detention yesterday because I was rude to the teacher.  
 5 I think Martin's been having a bad time recently. He really *offered/opened* up to me while we were chatting in the café.  
 6 It's so important for kids to learn not to *say/tell* tales on their mates, don't you think?

- 4 Complete the sentences with one or two words in each space.

- 1 The person who is in charge of a courtroom is the \_\_\_\_\_.  
 2 Something boring that you have to do at home, like washing-up, is a(n) \_\_\_\_\_.  
 3 When the police \_\_\_\_\_ a suspect at the police station, they ask lots of questions.  
 4 The person that someone who leaves prison has to report to is called a(n) \_\_\_\_\_.  
 5 The crime of stealing from shops is called \_\_\_\_\_.  
 6 When you come to a point where you can't go any further, it's a(n) \_\_\_\_\_.

- 5 Complete the sentences with the correct form of these verbs.

burgle charge rob sack suspend vandalise

- 1 Two students were arrested for \_\_\_\_\_ the head teacher's car.  
 2 The man was \_\_\_\_\_ from his job for stealing money and now he can't get another one.  
 3 The head teacher \_\_\_\_\_ Frank for bullying some younger students.  
 4 The police took Mark to the police station, but, luckily, they \_\_\_\_\_ him.  
 5 The gang waited until everyone had gone to work and then \_\_\_\_\_ the big house.  
 6 The thieves \_\_\_\_\_ our local bank and got away with a million pounds.



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ISBN 978-1-4479-6196-3

