

GOLD

B1+ Pre-First

NEW EDITION



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INTRODUCTION

Rationale

Welcome to *Gold B1+ Pre-First New Edition*, the innovative and engaging course for students preparing to sit Cambridge English Qualifications B2 First, or general English students studying at B1+ level on the common European framework. *Gold B1+ Pre-First New Edition* follows the same approach as previous editions, but has been revised and updated following extensive research with users throughout the world. The new material includes additional progress tests, a unit-by-unit Grammar Reference with check exercises and a complete Cambridge English Qualifications B2 First practice test.

Students will finish the *Gold B1+ Pre-First New Edition* course confident of both their English level and knowledge of the best strategies for each exam task. The language and skills taught in the units are supported by comprehensive reference sections for Grammar, Writing and the exam. *Gold B1+ Pre-First New Edition* provides a complete package of printed and digital components that can be used individually or in different combinations to suit the students' needs and the teaching environment. The overview on pages 4–5 explains how the *Gold B1+ Pre-First New Edition* components fit together. The teaching notes include many ideas for how and when to use the different components to provide an integrated and easy-to-use course package that teachers will find invaluable.

Main features of the course

Dynamic learning

Gold B1+ Pre-First New Edition helps teachers to deliver stimulating, discussion-rich lessons with lots of personalisation. There is a strong emphasis on communicative practice and the development of natural speaking skills to build student confidence.

Better class flow

Each unit in *Gold B1+ Pre-First New Edition* contains practice for all papers of the Cambridge English Qualifications B2 First exam, and every lesson includes an integrated range of skills with plenty of discussion. The material is divided into lessons on spreads or pages each with a carefully structured progression through a variety of activities including individual, pair- and whole-class work.

Vocabulary presented in chunks

In *Gold B1+ Pre-First New Edition*, phrasal verbs, collocations, idioms and other vocabulary are presented and practised in context to help students understand and remember them better.

Comprehensive exam practice and support

Gold B1+ Pre-First New Edition ensures that both teachers and students know what to expect in the exam and how to deal with each part effectively, thanks to the carefully staged exam tasks and comprehensive Exam Focus section detailing strategies for every part of the exam, as well as extra tips with exam tasks. Support levels are graduated through the book, to help prepare students for tackling the tasks independently in the exam. The *Gold B1+ Pre-First New Edition Coursebook* also contains a complete Cambridge English Qualifications B2 First Practice Test, putting another exam preparation tool at the teacher's disposal. The *Exam Maximiser* also provides comprehensive revision, practice and extension, as well as a complete Practice Test and a Useful language section. The *Gold B1+ Pre-First New Edition MyEnglishLab* component provides further online practice of the skills students will need to excel in the exam, as well as two further Cambridge English Qualifications B2 First Practice Tests.

Extensive digital package

The *Gold B1+ Pre-First New Edition* digital components include eText for students, App for students including audio and video, *ActiveTeach* IWB software, *MyEnglishLab*, and downloadable teacher's resources including the *Testmaster*, Photocopiable worksheets and all *Coursebook* and *Exam Maximiser* audio and video. You will find many ideas of how and when to use these included in the *Teacher's Book* along with other suggestions for incorporating technology.

OVERVIEW OF COURSE COMPONENTS

Coursebook

- Twelve engaging units with authentic texts
- Exam-style practice and exam tips
- Extensive reference section including Grammar reference and Writing reference
- Download the class audio from www.pearsonELT.com/gold

Exam Maximiser

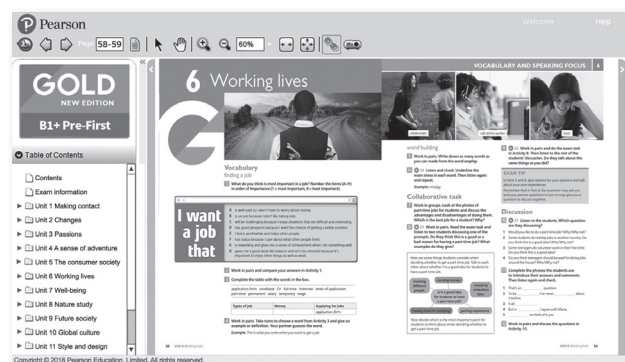
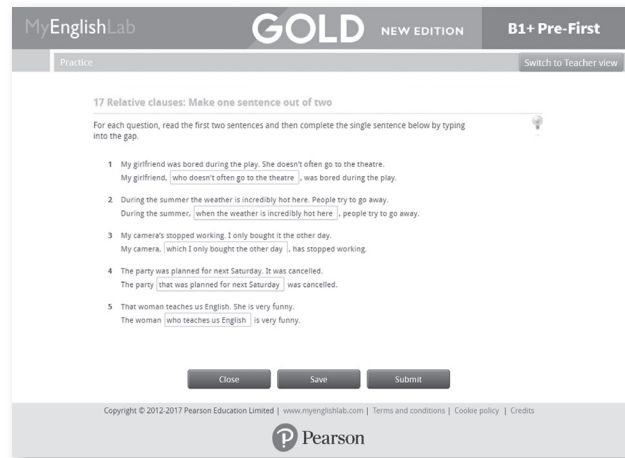
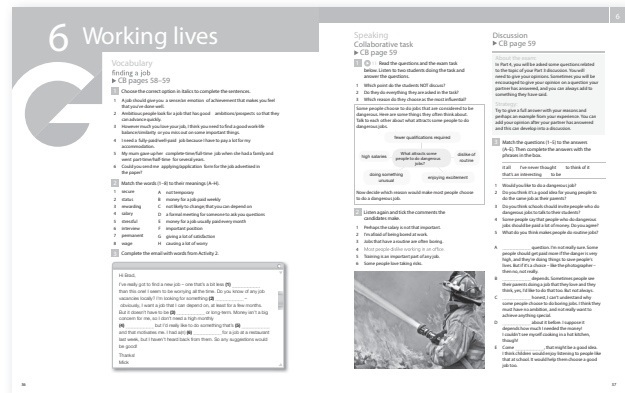
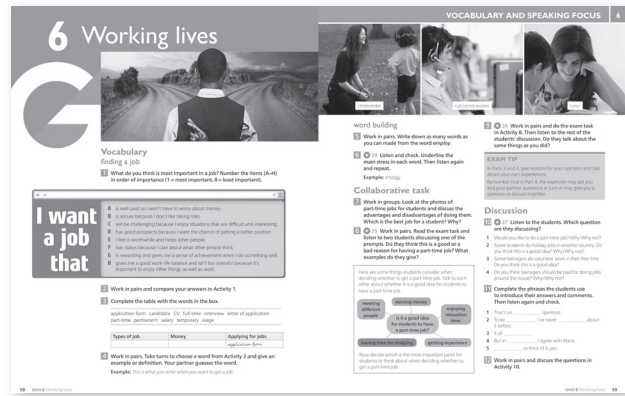
- Complements and consolidates the *Coursebook* material
- Additional practice of skills, exam tasks and language points
- Activities follow on from but are not dependent on the *Coursebook*
- A Useful language section and a complete Practice Test
- With- and without key versions
- Students download the *Exam Maximiser* audio material for self-study from www.pearsonELT.com/gold

MyEnglishLab

- Online Learning Management System which complements and consolidates the *Coursebook* material
- Interactive versions of all *Exam Maximiser* activities
- Large bank of extra practice activities provides comprehensive training in the subskills and areas of language that underpin the exam
- Video presentations explaining each part of the exam
- Three full practice tests
- Automatic activity grading and instant rich feedback
- Gradebook to track students' progress
- Common Error Report identifies areas for improvement

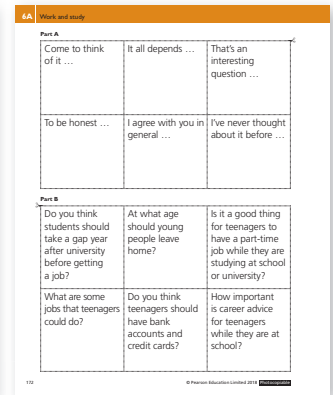
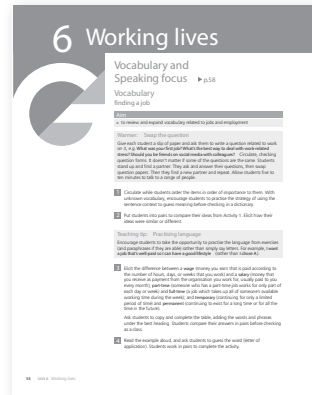
eText for students

- Digital version of the *Coursebook*
- For use at home or in class, on desktop, laptop or mobile devices
- Students can listen to the audio as many times as they need to and read along with the audio script



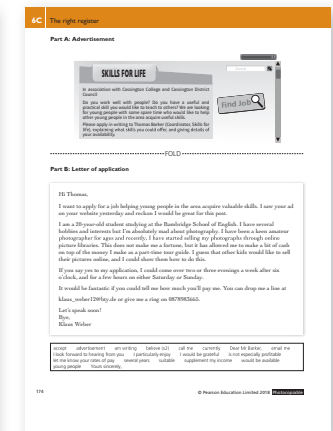
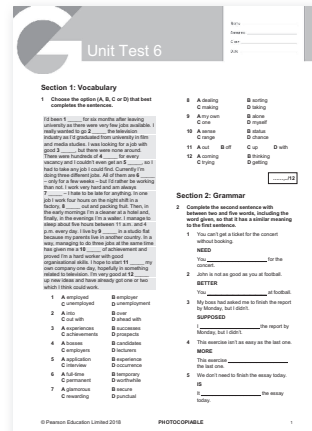
Teacher's Book

- Your complete guide to using all of the *Gold B1+ Pre-First New Edition* components in a blended classroom
- Lesson plans with answers, audio scripts and writing task sample answers
- Cross-references to all of the *Gold* components
- Supplementary ideas for warmers and extension activities
- Three engaging photocopiable activities per unit with detailed teaching notes to revise and extend the *Coursebook* material
- Comes with *Teacher's Resource Disc*



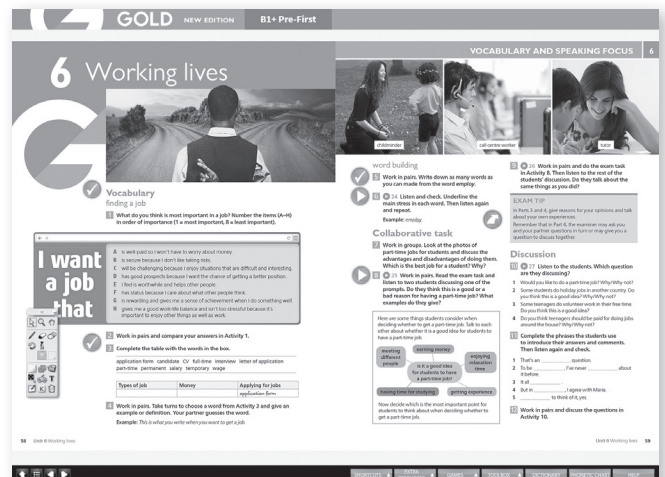
Teacher's Resources

- Available offline (*Teacher's Resource Disc*) or online
- See instructions inside the front cover for how to download
- *Coursebook* and *Exam Maximiser* audio
- *Testmaster* with customisable versions of all the course tests in Word format, with audio:
 - 2 Placement Tests
 - 12 Unit Tests
 - 4 Progress Tests
 - 1 Exit Test
- Versions of all tests for students with dyslexia
- Speaking test videos with printable worksheets
- PDF versions of the *Teacher's Book* photocopiable activities (online only)
- Wordlists



ActiveTeach

- Interactive whiteboard software to help teachers get the most out of the course
- Complete interactive versions of the *Coursebook* and *Exam Maximiser* – with integrated audio – for classroom presentation
- *Coursebook* teacher's notes and photocopiable activities
- Answer-reveal feature
- Extra interactive activities and games for every unit
- *Testmaster* with audio
- Speaking test videos with printable worksheets
- A host of useful classroom tools, including a digital whiteboard and pens; link-embedding capability; timers and scoreboards for games



Recommended with Gold B1+ Pre-First New Edition

Longman Dictionary of Contemporary English



The sixth edition of the *LDOCE* is a must-have for students preparing for examinations.

- Over 65,000 collocations
- Over 18,000 synonyms, antonyms and related words
- Academic Word List highlighted
- Register notes focus on the difference between spoken and written English

The new online site offers the entire content of the dictionary plus additional innovative functionality, including *Study Centre* which has thousands of exercises, including exam practice for Cambridge English Qualifications.

Practice Tests Plus First 2 New Edition



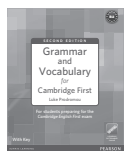
The *Practice Tests Plus First 2 New Edition* offers comprehensive practice for each exam paper and includes:

- eight complete practice tests, two with exam guidance and question-specific tips
- audio and visual materials for students to practise for the speaking and listening papers at home
- a guide to the Cambridge English Qualifications B2 First exam
- answer key and audio script to support teachers doing exam practice in class.

Practice Tests Plus First 2 New Edition online materials include:

- filmed examples of the speaking exam
- writing samples
- teaching tips and activity ideas.

Grammar and Vocabulary for Cambridge First second edition



Grammar and Vocabulary for Cambridge First second edition offers integrated grammar and vocabulary practice for students preparing for the Cambridge English Qualifications B2 First exam.

- Thorough review of key grammar points with thousands of corpus-based example sentences showing natural English in authentic contexts
- Word Store focusing on topics and lexical areas that are important for the exam
- Entry Tests to lead students to practice of specific language points
- Exam Practice every two units

Teaching strategies

The *Gold B1+ Pre-First New Edition Testmaster* includes two Placement Tests which may be used as aids to establish whether a student is at an appropriate level for the *Gold B1+ Pre-First New Edition* course. Even if two students were to attain an identical numerical score, no two learners are exactly the same and, consequently, it is natural that every teacher has to manage a degree of diversity in their class due to variation in prior knowledge, learning pace and style and motivation. A key aspect to successfully teaching a multi-level class is to know your learners.

Ideas to help you know your learners

Student reflection

Ask students to reflect on and describe their own goals, strengths and weaknesses in their personal English-learning journey. This works well as an initial writing assignment for the first day's homework on the course.

Test to help you teach

The *Gold B1+ Pre-First New Edition Testmaster* includes a range of assessment resources including Placement and Exit Tests, twelve Unit Tests and four Progress Tests, including versions for students with dyslexia. Using these tests can help you focus your classes more precisely to your students' needs.

Make time to listen

During group discussions and pairwork, take the opportunity to circulate and listen. Make notes on what you hear, especially any areas that require targeted development to deal with later in the lesson or at a future point.

Read student writing regularly

Each *Gold B1+ Pre-First New Edition* unit includes a writing assignment. By giving individualised feedback, you will learn a lot about each student as a writer. Make sure you keep in mind what you notice to include in future teaching.

Tutorials

Some teachers find meeting with students individually in a tutorial beneficial for monitoring and discussing progress. You could allow 15 minutes once a month for this.

Record-keeping

Records can be as simple as a page for each student in the class register binder, or could be kept electronically in a document or spreadsheet. Having a place to keep notes on each student including goals, test scores and writing feedback makes it easier to remember the details of individuals, as well as to write reports.

Manage multi-level classes

Plenty of pairwork

Working in pairs and small groups gives students the opportunity to learn reciprocally. Discussing reasons for their answers in an activity can be particularly useful by providing both the challenge of articulating a reason effectively and the support of having someone else's thought process explained. The lesson plans in the *Gold B1+ Pre-First New Edition Teacher's Book* include pairwork in every lesson.

Mix them up

The more diverse your class, the more important it is to change partners regularly to ensure students get a range of practice with people with different strengths. This is particularly important when preparing for the speaking paper of Cambridge English Qualifications B2 First, where students will be paired with someone who may have a different level than themselves. Repeating an exercise with a new partner is a strategy that is often used in the *Gold B1+ Pre-First New Edition Teacher's Book*, which gives students of all abilities the opportunity to improve their first performance.

Offer choices

Many students respond well to choices that help them make a decision about their own learning. For example: 'OK, I'm going to offer you a choice here. For those who would like to look at the third conditional in more detail, I'm going to work through the Grammar Reference now. If you feel you are already familiar with the third conditional, you can start the third conditional activity on p.X.'

Have a plan for fast finishers

If your class is particularly diverse, there may be a significant variation in the time it takes for students to complete an exercise, especially during timed tests or writing activities. One option is to write the day's homework on the board before class, and let students know that if they finish class exercises early they can begin working on their homework. Another option for fast finishers is for them to design a few extra questions/exercises on the lesson topic. You could also have English newspapers/magazines/readers available.

Provide extra support

Some additional suggestions for students who are finding the course very challenging include:

- giving students the opportunity to rehearse before discussion activities, e.g. 'You're going to speak with your partner about the photos on p.X. Take a minute now to look at them and think about what you're going to say. I'll let you know when to begin.'
- for writing activities, eliciting sentence starters on the board which students may choose to use

See page 6 for some recommended additional resources.

Teaching with MyEnglishLab

MyEnglishLab: Gold B1+ Pre-First New Edition complements the *Coursebook* and allows you to provide students with a blended learning experience. In addition to being an interactive alternative to the *Exam Maximiser*, the *MyEnglishLab* component contains a large bank of additional Cambridge English Qualifications B2 First exam practice activities. It also includes video introductions to each part of the exam and two full practice tests. You and your students can access these materials wherever there is an internet connection.

Using *MyEnglishLab* allows you to spend less time marking exercises in class, which frees up classroom time for more communicative activities, project work and so on, and students receive instant detailed feedback which is relevant to the answer they gave.

Introduce MyEnglishLab to your students

After you have registered and created your course, students can register using the unique access code from their *Coursebook* and your Teacher's course code.

Introducing the purpose of *MyEnglishLab* to your class is essential. Discuss how you intend to use it and why it is beneficial: they'll have access to additional practice of the key skills they'll need to excel in the exam; they can get instant feedback on their answers; they can track their progress very easily with the onscreen indicators.

Assign work regularly

You can make all of the material available for students to work through in their own time or assign specific activities as you go through your course. You can assign tasks to the whole class, to groups of students with different needs or to individual students. The *Gold B1+ Pre-First New Edition Teacher's Book* includes suggestions for specific *MyEnglishLab* activities to consolidate the *Coursebook* content in the *Additional practice* sections of the teacher's notes, where 'MyEnglishLab' is abbreviated to 'MEL'.

Make the most of the gradebook

Check the gradebook regularly to see how your students are doing. You can export the gradebook as an Excel file to make life easy when you need to write student reports. The Common Error report shows the frequency and types of errors students have made on an exercise. This makes it easy for you to identify areas for further remedial teaching.

Messages

MyEnglishLab: Gold B1+ Pre-First New Edition enables you to send and keep track of messages to your students. You can remind them about their homework, offer guidance, and have one-to-one exchanges. There is also a folder where you can upload documents for the class such as reading material, sample answers or notices.

Making contact

Listening and Vocabulary focus ▶ p.6

Aim

- to introduce the topic of friends and family, and provide speaking practice

Warmer

Put students into pairs. Explain that they are going to introduce their partner to the class. Allow a few minutes for students to find out their partners' names, where they are from if you have a multinational class, what they are studying/do for a job and what they like doing in their spare time. Ask each student to briefly introduce their partner to the class, e.g. *This is Pedro. He's studying Political Science, and enjoys hiking and yoga.*

If students already know each other, ask them to find out what their partner finds easiest and most difficult about learning English.

- 1 Point out the phrase *circle of friends* (all the friends someone has) and point out that the opposite of a *wide circle of friends* is a *small circle of friends*. Put students into pairs to discuss the questions. Elicit some ideas.
- 2 Give students a few minutes to answer the survey questions individually. Elicit a few answers to the first question, and write them on the board. Elicit or share an example of how the answers could be compared, e.g. *Elisa thinks that the best way to make new friends is to join a club or sports team, but/while I think it is easier to meet people online.* Ask students to ask each other the questions, and compare their answers.

Alternative activity: Move around

Instead of comparing answers in pairs, ask students to move around the classroom, asking and answering each question from Activity 2 with a different partner.

- 3 Play the recording for students to match the speakers with the questions.

Additional activity: Guess the question

Put students into small groups of three or four (they should not be working with anyone they compared survey answers with in Activity 2). Students take turns to give their answer to one of the questions from the survey, and the other students guess the question.

Answers

- 1–2 Students' own answers
- 3 Speaker A 5
Speaker B 7
Speaker C 2
Speaker D 1

Multiple choice: short extracts

Aim

- to use the strategy of underlining key words in an exam-style multiple-choice listening activity (Listening, Part 1)

Teaching tip: Exam information

Use the Exam information summary on pages 4–5 of the Student's Book to give students an overview of any part of the exam, or to refresh their memory.

- In the multiple choice: short extracts exam task, students will hear eight short extracts of one or two people talking, and answer a multiple-choice question about each. Focus students on the task and the underlined key words in question 1. Point out that these key words will help them identify what they have to listen out for. Play the recording and elicit the correct answer, A, B or C. Go through the **Exam Tip** with the class.
- Give students a minute to read the questions and underline key words. Play the recording twice (each recording will be played twice in the exam). Students will check their answers in Activity 6.
- Students compare their answers in pairs and discuss whether the underlined words were helpful. Check the answers with the whole class.
- Ask students to discuss in pairs which of the speakers in the recording they would most like to meet and why, then elicit a few responses.

Answers

- C (*But there's one close relative I don't see at the moment – although we often chat online – and it really upsets me. That's my twin brother, Mark.*)
- 2 C (*But for me, well, I like to keep in touch with people I meet on holiday.*)
- 3 B (*But I've got a few new friends: new mums I've met through our children. So, a couple of times a week we get together during the day and have a coffee or go for walks.*)
- 4 B (gist question)

Suggested key words:

- You hear a woman talking about friends from other countries. How does she meet people from other countries?
A through her school
B through websites
C through travelling

- You hear a woman talking about meeting people. The woman often meets up socially with
A old school friends.
B people in a similar situation to her.
C family friends.
 - You hear a man talking about making friends. What is he doing?
A giving advice about friendship
B comparing how age groups make friends
C complaining about being alone
- 6–7 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.6, Listening 1 | MEL Unit 1, Listening 1

Vocabulary

collocations: communication,
family relationships

Aim

- to consolidate and expand knowledge of collocations related to communication and family relationships

- Elicit the meaning of *collocation*, and explain if necessary. Point out that sentences 1–8 contain collocations with the verbs in the box. Ask students to complete the sentences and compare their answers in pairs. Ask students to check their answers by finding the sentences in the audioscript on page 194. Finally, elicit each of the collocations and write them on the board so that students can see and record them (*chat online, meet someone face to face, lose touch with someone, keep up with someone, make new friends, get together, keep in touch, get to know someone*).

Teaching tip: Collocation

Collocations are combinations of words which occur naturally in written and spoken English. They are important for sounding natural, and will help students speak more fluently and do well in the exam.

When students are recording new vocabulary, encourage them to note collocations, rather than individual words.

- Students work with their partner to match the words/phrases and meanings. Check the answers as a class. Point out that a *sister-in-law* could also be your spouse's sister.
- Students share their answers in pairs. Encourage students to give extra information and if possible, use some of the family relationship words from Activity 9. Ask a few pairs to tell the class what they talked about.

Answers

- 8 1 chat 2 meet 3 lost 4 keeps 5 make 6 get
7 keep 8 get
9 1 C 2 F 3 A 4 E 5 D 6 B
10 Students' own answers

Additional activity: Family vocabulary

Ask: *What other extended family member relationships can you think of?* Elicit some ideas from the class, e.g. *niece, nephew, great-aunt, half-sister, ex-husband, second cousin, partner, grandchildren, great grandmother.*

ADDITIONAL PRACTICE | Maximiser p.6, Vocabulary 1 | MEL Unit 1, Vocabulary 1 | **ActiveTeach Game: Pelmanism** | **ActiveTeach Game: Sheep Out!**

Grammar focus ► p.8

Present simple and present continuous

Aim

- to review the form and use of present simple and present continuous

- 1 Put students into pairs to discuss the questions. If most students have already left school, ask them if they keep in touch with old school friends. Elicit a few answers from the class.

Refer students to the **Grammar Reference** on page 145 and ask students to read through the notes and complete Exercise 1.

Teaching tip: Using the Grammar Reference

The Grammar Reference contains notes, examples and a consolidation exercise for each grammar lesson. You could read through it in detail with the class or ask students to read through it and complete the exercise at their own pace.

Alternatively, try a 'flipped classroom' approach. Ask students to read the Grammar Reference on page 145 and complete Exercise 1 for homework. A flipped classroom approach is when students receive instructional content outside of class (e.g. reading the Grammar Reference, or watching a lecture video) to free up more face-to-face class time for practical exercises and discussion in class.

Grammar Reference answers

Exercise 1

- don't enjoy
- are the girls crying
- does this tablet belong
- Are you waiting
- is your brother staying
- uses / is using
- Do you always finish
- smells
- doesn't usually call
- is that boy looking

- Give students one minute to read the interview with Jane Turner and answer the questions without completing the gaps yet. Elicit the answers.
- Focus on the first gap as an example. Look at the verb in brackets (*talk*) and elicit the answer (*am talking*, present continuous) and the reason why this form should be used (the interview is in progress). Ask students to complete the remaining gaps in pairs before checking as a class. Play the recording for students to check their answers.
- Ask students to match the uses with the examples in the interview. Students compare answers in pairs before you do a class check.
- Check students understand the difference between a verb which describes a state (something that doesn't change) and a verb that describes an action (or event). While students complete the table, write the following gapped rule on the board for students to complete: *State verbs _____ usually used in the continuous form.* Elicit the answer (*are not*). However, point out that some verbs can be used to talk about both a state and action, e.g. *think. I think it is true.* (This is a state. This is what I always think.) *I'm thinking about getting in touch with an old friend.* (This is an action. This is what I'm thinking about at the moment.)
- Students add the verbs in the box to the table in Activity 5. Do a class check. Extend stronger students by asking them to add a few more verbs to each column.
- Ask students to quickly read the comment from a magazine reader to find out what the magazine is and what the reader's opinion is. (It's an online magazine for people who used to attend the reader's school. The reader likes the magazine.) Encourage students to use what they have learned about present simple and continuous in this lesson to complete the gaps accurately. Students compare their answers in pairs before checking as a class.

8 Students discuss the question in pairs then elicit a few responses.

9 Students read the task on page 140. Put students into pairs to talk about the job that they would most like to do. Students then prepare six questions to ask their partner such as *Where do you work? What do you like about your job? What is the most difficult aspect of your job? Do you get on well with your colleagues?* Circulate, checking students' question forms. Students should also plan some details of the job they want to talk about before role-playing the interviews.

Teaching Tip: Recording spoken tasks

If students have mobile devices, encourage them to record themselves talking in Activity 9. Then ask them to listen to the recording and reflect on what they did well and what they could improve on. Encourage students to save the recording to play to themselves later in the course so that they can hear their own progress.

Answers

- 1 Students' own answers
- 2 She produces an online magazine for ex-students. The magazine is very popular.
- 3 1 am talking 2 produce 3 write 4 are working on
5 goes out 6 is getting 7 are getting
- 4 A 3 B 2 C 1 D 7 E 5 F 4 G 6
- 5 State: has, think, love, know, like
Action: help, work, email
- 6 State: belong, hate, need, prefer, understand, want
Action: produce, receive, text, write
- 7 1 think 2 gets 3 am looking 4 has 5 are doing
6 is 7 is going 8 is looking forward to
- 8–9 Students' own answers

Additional activity: Personal examples

Ask students to turn to the Grammar Reference on page 145. Under the heading *Present Simple and Present Continuous*, there are four uses listed. Ask students to write a personalised example for each use, then compare their sentences in pairs.

For example:

- 1 habits, routines or regular repeated actions: *I call my grandmother every Sunday.*
- 2 permanent situations: *I live in Buenos Aires.*
- 3 state verbs: *The red bag belongs to me.*
- 4 spoken instructions, systems and processes: *First I wake up, then I have a shower.*

ADDITIONAL PRACTICE | Maximiser p.7, Grammar 1–4 | MEL Unit 1, Grammar 1–4 | Photocopiable 1A All present and correct | ActiveTeach Extra activity: Grammar Focus 1; Game: Stepping Stones

Use of English

focus ▶ p.9

1 Focus students' attention on the picture and elicit some words to describe how the person is feeling, e.g. *frustrated, annoyed, irritated, fed up, has had enough*. Put students into pairs to discuss the questions. Elicit a few responses.

Possible answers

- 1 computer crashing, a computer virus, phone not working, phone battery dead

Teaching tip: Mixing up students

Swap pairs around regularly so that students get the opportunity to work with different people.

Multiple-choice cloze

Aims

- to become familiar with the types of language tested in the multiple-choice cloze
- to complete an exam-style multiple-choice cloze (Reading and Use of English, Part 1)

In the multiple-choice cloze exam task, students will read a short text with eight gaps and choose the best word for each gap from a list of four possible options (A, B, C or D). It tests vocabulary and vocabulary-related grammar. For a summary of all parts of the exam, refer to the **Exam information** on page 4 of the Student's Book.

- 2 Read the first sentence aloud and ask students to predict words that could fit in the gap without looking at the answers (e.g. *strange, long, short, odd, confusing*). Then go through each option (A–D). Tell students that all the words have a similar meaning but only one can be used correctly in this sentence (C). Students complete the remaining sentences, then compare in pairs before checking as a class.
- 3 Students work in pairs to decide why the other choices in Activity 2 are wrong. Then, they should match each sentence with A–E. Check answers as a class.
- 4 Read the title of the article with the class, and elicit some ideas of what it might talk about. Then give students a minute to read the article.

Teaching tip: Reading for gist

Point out to students that reading for gist (reading quickly to understand the main idea of a text without worrying about the small details) is an important strategy for the Reading and Use of English parts of the exam. Students will usually be able to answer individual questions more quickly and accurately when they already understand the main idea in the text.

- 5 Look at the first gap (0) as a class and elicit why (B) is the correct answer (it's part of the fixed phrase, *the age of ...*). Students work through the remaining gaps and then compare their answers in pairs before checking as a class.
- 6 Check students understand what a *gadget* is (a small, useful, and cleverly designed machine or tool, usually with one particular usage, e.g. a neat gadget for sharpening knives). Elicit a few gadgets that students might use in their everyday lives. You may like to widen the discussion question to include apps. Students discuss the question in pairs, then invite some students to share their favourite gadget or app with the class.

Additional activity: discussion

Ask students to discuss the following additional questions in pairs then elicit a few responses.

- 1 Do you agree that we are too dependent on our phones and computers?
- 2 How would you feel if you had to live without your phone or computer for a week?
- 3 What advice would you give to someone who is too dependent on their phone?

Answers

- 2 1 C 2 D 3 B 4 B 5 D
- 3 1 The other options all have a similar meaning, but they cannot be used to describe an email.
2 Only *heavy* collocates with *traffic*.
3 *Look up* is a phrasal verb.
4 Only *keen* can be followed by *on*.
5 This is a fixed phrase (idiom): *drop someone a line*.
A 1 B 3 C 4 D 2 E 5
- 4 Suggested answers
how easy/difficult it is to live without your phone;
what people do or how they react when their phone isn't working
- 5 1 B 2 D 3 B 4 D 5 A 6 C 7 B 8 B

ADDITIONAL PRACTICE | Maximiser p.7, Use of English 1 | MEL Unit 1, Use of English 1 | MEL Extra practice, Use of English 2 Plurals and articles: The right choice

Reading focus ▶ p.10

Warmer: Discussion

Tell students to think of a new place they have visited recently (for example, on holiday). Put students into pairs to talk their experiences. If your class requires encouragement to speak, write some questions on the board, e.g. *Where did you go? How did you find out about the place? What did you do there? Who showed you around? Would you go back?*

- 1 Ask students to work in pairs and discuss whether they agree with each comment and why. For each statement ask for a show of hands of who agrees and elicit some reasons. Then ask some who disagree to share their reasons.

Teaching tip: Giving students thinking time

Make it easier for shy or weaker students to participate in class discussions by giving them plenty of time to prepare and think of ideas before putting them in pairs to talk, and time to talk in pairs before sharing an idea in front of the class.

Multiple choice

Aim

- to find specific information in an article, in an exam-style multiple-choice activity (Reading and Use of English, Part 5)

In the multiple-choice exam task, students will answer six multiple-choice questions about a longer text.

- 2 Focus students' attention on the text title and elicit what students notice about it. (The title is a variation of the phrase *pleased to meet you*. We would not normally use the phrase *pleased to greet you* – but in this case, it is a clever title because the article is about greeters.) Ask students to read the first paragraph then elicit what a *greeter* is.
- 3 Go through steps 1–4 and the **Exam Tip** with students, before students read the article and follow the steps. Students compare their answers (with reasons) in pairs, then check as a class.

Additional activity: Discussion

Ask students to discuss the following questions in pairs, then elicit a few ideas.

- 1 Which of the greeter experiences in the article appeals to you most?
- 2 What benefits might there be of being a volunteer greeter or going on a greeter tour?

Answers

- 2 a local person who volunteers to show people round their town or city
- 3 A
Suggested key words
1 Visitors using the Greeter Network
A are expected to make a small payment.
B get in touch with the volunteers directly.
C want to go on popular tours in another country.
D have different interests from normal tourists.
2 Why has Nick come to Melbourne?
A He wants to meet his great-uncle.
B He'd like to find out if he has any relatives there.
C He's thinking about moving there.
D He's interested in Australian national sports.
3 What are Sylvie and Stéphane doing this evening?
A They're going to a typical tourist destination.
B They're visiting an unusual museum.
C They're meeting someone who shares one of their interests.
D They're looking at some old French buildings.
4 What do we learn about Anthea's tour?
A It visits places all over London.
B It is for one particular family.
C It always leaves on time.
D It finishes at a railway station.
B
1 paragraph 1
2 paragraph 2 ('Her guest today is ... a traditional board game.')
3 paragraph 3 ('Today he is looking after ... one of the usual tourist places.')
4 paragraph 4
C
1 D ('Are you tired of taking guided tours? Do you want a travel experience that's a bit different?')
2 B ('Nick hopes to find someone who knew his great-uncle who settled in Melbourne seventy years ago, and maybe even bump into a distant cousin or uncle.')
3 C ('this evening they are meeting up with another volunteer. This is another tango fan, who promises to take them dancing.')
4 C ('The tour leaves at ten o'clock exactly and she never waits for late arrivals to turn up.')

ADDITIONAL PRACTICE | Maximiser p.8, Reading 1–5 | MEL Unit 1, Reading 1–6 | MEL Extra practice, Reading 1 Reading for gist: Shooting Scotland | ActiveTeach Extra activity: Reading Focus; Game: Noughts and Crosses

Vocabulary

phrasal verbs in context

Aim

- to identify and use phrasal verbs from the text

Teaching tip: Phrasal verbs

Check students know what a phrasal verb is: a group of words that is used like a single verb and consists of a verb with an adverb or preposition after it, for example *set off* or *look after*. The meanings may be quite different to the literal meaning of the individual words. Some phrasal verbs have more than one meaning. For example, the meanings of *turn up* include to turn a switch on a machine such as an oven, radio, etc. so that it produces more heat, sound etc., or to arrive at a place, especially in a way that is unexpected.

- 4 Point out that phrasal verbs 1–7 have more than one possible definition, e.g. *find out* may mean to discover by chance, or learn information. Students need to decide which meaning is used in the article by locating the word and using the words around it to deduce the correct meaning. Students compare their answers in pairs, then check as a class. Point out the **Phrasal verbs list** on pages 175–177 of the Student's Book.

Answers

- 4 1 learn information
2 meet unexpectedly
3 meet someone to do something
4 meet up with friends regularly in one place
5 start a journey
6 arrive
7 come and collect

Additional activity

Ask students to work in pairs and tell their partner about:

- a city they would like to find out about;
- a place where they like to hang out;
- a time they met up with a friend recently;
- what time they set off from home this morning;
- what time they turned up to class.

adjectives in context

Aim

- to identify and use adjectives from the text

- 5 Students complete the sentences then compare in pairs before checking as a class. Check the pronunciation of *enthusiastic* /ɪnθju:zi'æstɪk/ and *non-commercial* /nɒnkə'mɜ:ʃəl/.
- 6 Students discuss the question in pairs. Elicit a few ideas.

Answers

- 5 1 suitable 2 local 3 distant 4 non-commercial
5 enthusiastic 6 traditional
- 6 Students' own answers

Additional activity: Plan a guided tour

Ask students to work in pairs to plan a guided tour around their local area for a friend from another country. Ask them to include local experiences tourists might not normally find out about, along with some cultural experiences such as meeting up with locals or sampling traditional food and drink.

Depending on the time available, students could present their ideas informally by comparing their tour ideas with another pair. Alternatively, it could be extended into a longer task by requiring students to prepare a more detailed presentation for the whole class with supporting slides.

Grammar focus ► p.12

Verb patterns: -ing and infinitive

Aim

- to compare verb patterns (-ing, the to-infinitive and the infinitive without to) and practise using them accurately

Teaching tip: Flipped classrooms

If you would like to use a flipped classroom approach, ask students to read the Grammar Reference before class, and attempt one or more of the Practice activities. In class, allow time for students to ask questions about the Grammar Reference and mark any set exercises.

Ask students to read the **Grammar reference** on page 146 and complete Exercise 2 in preparation for class. Alternatively, ask students to read through the notes and examples, and complete the exercise in class.

Grammar Reference Answers

Exercise 2

- Meeting
- watching
- give in
- helping
- go
- to take
- to hear
- to go

- 1 Share an example of an arrangement you have made for your next holiday (using some phrases from Activity 4). For example, say: *For my next holiday, I've arranged to visit an old friend who lives by the sea. I can't wait to catch up with her. I'm looking forward to her showing me around the local villages.* Students discuss the question in pairs. Elicit a few ideas.
- 2 Give students one minute to read the email to find out why Mark and Annie are going to Paris. Elicit the answer.
- 3 Write the verb *to learn* on the board and tell students that this is the infinitive form and point out the to. Say that an infinitive without *to* is *learn*. The *-ing* form is *learning*. Focus on the first underlined example (*glad to learn*). Focus students on the reasons why we use the *to*-infinitive (rules 4–7). Elicit what sort of word class *glad* is (*adjective*), and the reason it is followed by *to*-infinitive is (6) *after some adjectives*. Give students time to match the remaining underlined examples with reasons and compare in pairs before checking as a class.
- 4 Ask students to read each list of phrases and choose the correct heading. Check as a class. Make sure students understand *can't stand* (hate), *keen on* (like something). Read the **Language Tip** box aloud. Elicit some examples using *I'd better*, e.g. *I'd (I had) better go home now, it's getting late; That's a nasty cough, you'd (you had) better see a doctor.*
- 5 On the board, write the first expression from Activity 4 (*I would love*) and elicit several ways to finish the phrase using the infinitive with *to*, e.g. *I would love to visit New Zealand one day; I would love to find out more about Paris.* Ask students to write out and complete the remaining sentences so that they are true for them. Students compare their answers in pairs. Elicit an example for each phrase, checking the correct verb pattern has been used.
- 6 Students choose the correct option, then compare in pairs before checking as a class. Check students understand *coach* (a bus for long or intercity journeys) in sentence 3.

- 7** Encourage students to give reasons in their discussion. While students are discussing the sentences, write the following sentence on the board for any fast finishers to choose the correct answers and discuss: *To go / Going away with friends is more interesting than to go / going with your family.* (Answers: Going, going). Finish by asking a few students to share why one of the sentences is true or not true for them.

Answers

- 2 to find out about places from the musical *Les Misérables*.
 3 2 Meeting 3 After staying 4 hope to have
 5 to find out 6 glad to learn 7 'd like you to show
 8 'd rather go
 4 1 + to-infinitive 2 + infinitive without to 3 + -ing
 5 Students' own answers
 6 1 to improve 2 going 3 to travel 4 to learn
 5 arranging 6 Going, going
 7 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.10, Grammar 1–2 | MEL Unit 1, Grammar 1–2 | Photocopiable 1B *Verb patterns jumble* | ActiveTeach Extra activity: Grammar Focus 2

Speaking focus ▶ p.13

Interview

giving personal information

Aims

- to identify questions that may be asked in the exam interview (Speaking, Part 1)
- to practise giving personal information in an exam-style interview

- 1** Put students into pairs. Students brainstorm questions they could ask someone they have just met and then take turns to share their ideas with the class. Write their questions on the board, correcting as necessary.
- 2** Ask students to read through the list of questions and to tick any they mentioned in Activity 1.
- 3** Give pairs a couple of minutes to talk about which of the questions in Activity 2 are too personal for a first meeting. Conduct whole class feedback. Point out that what is appropriate will vary. Appropriacy will depend on culture, the context of the meeting (where, when and why they have met), the relationship between the people and how much the other person has chosen to tell you already.

Cultural note

In Britain, when people meet for the first time, it is polite to talk about topics which are not too personal and are unlikely to cause conflict or offence. This is perhaps why some people say that British people talk about the weather a lot.

- 4** Read the **Exam tip** aloud and point out that Part 1 is about two minutes long. Elicit answers and reasons, referring back to the **Exam tip**.
- 5** Give students time to read the questions. Play the recording for students to complete the questions. Elicit the answers.
- 6** Play the recording again for students to notice the length of each answer. Discuss as a class whether each one was a good answer and why.
- 7** Ask students to do the task on page 139 in pairs, concentrating on providing an answer of an appropriate length. Students take turns to ask three questions from the list in any order for each turn.

Additional activity: Plan your answers

After Activity 7, ask students to read through the list of questions on page 139 again and note down what they could say if asked again, looking up any specific vocabulary required. This could be done for homework.

Then ask students to repeat Activity 7 with a new partner. Students should not use their notes, but the act of making them may help their answers become more fluent.

Teaching tip: Using an online space

Set up a private online space for your class, for example, in your school's learning management system or on a social media platform. This would be a place where you could communicate with students, create forum posts, and ask students to submit written work. Remind students of your expectations for the space, for example, being respectful.

Additional activity: Online questions

Choose three of the questions from Activity 5 to post on to your online space for students to respond to in an appropriate length for a Speaking Part 1 answer (a sentence or two). For example, *What do you enjoy doing in your free time?* Invite students to submit their answers.

Reading the students' posts will allow you to learn about students, so that you can incorporate their interests into examples and additional activities. In addition, you may note recurrent errors or lexical gaps to address in future classes. (Avoid correcting students directly on the online space, to avoid stifling participation.)

Answers

- 3 Suggested answers:
5, 6, 9 and 10
- 4 A is the best answer.
B is too formal.
C does not answer the question.
D is too long.
E is too short.
- 5 1 you from 2 about living in [Mataro] 3 doing in your free time 4 in sport 5 about your family 6 see people in person (or chat to them online)
- 6 1 the right length 2 in the right style 3 answer

ADDITIONAL PRACTICE | Maximiser p.10, Speaking 1 | MEL Unit 1, Speaking 1 | MEL Extra practice, Speaking 1a Part 1 Appropriate answers: What's the best response? | MEL Extra practice, Speaking 1b Part 1 Appropriate answers: Practice | Photocopiable 1C
Twenty questions

Writing focus ► p.14

Essay

Aim

- to write an essay using appropriate features (Writing, Part 1)

Warmer: Discussion

Ask: *What different ways are there to communicate online?* Elicit some ideas such as instant messaging, posting a comment on social media, blogging, sending pictures, email.

Students then discuss the following questions in pairs:

In what situations is a face-to-face conversation better than an online one? Why?

What situations would online communication be preferable?

In the Writing part of the exam, there are two tasks: students will always have to write an essay for Part 1, and then they will have a choice of tasks in Part 2.

- 1 Students read the exam task and discuss the questions in pairs. Elicit a few ideas.

Additional activity: Writing sample

Students read the two sample essays on page 168 of the Student's Book and then share with a partner which point of view is closest to their own. Ask students to read through the notes on the essays, and put an asterisk next to the pieces of advice which are most relevant to them.

- 2 Students read the answer. Elicit the writer's own idea.
- 3 Students read the essay again and tick the advice that the writer has followed. Check as a class, and ask students to give examples.
- 4 Students underline words or phrases, then compare their answers in pairs before checking as a class. Then focus students' attention on the **Exam tip**.

Teaching tip: Paragraphs

Point out that a paragraph is always on one single topic and each one should be clearly separated. Ask students to look at the model essay on page 14 and decide how many paragraphs there are (five).

- 5 In pairs, students talk about and make notes on what they could include in the first two points.
- 6 Elicit a few possible ideas from the class for point 3, e.g. how well you get along, what expectations your family has, whether your friends are a good influence.
- 7–8 Remind students to use the advice and language from Activities 3 and 4. Refer students to the useful language for writing essays in the **Writing reference** on pages 167–168 of the Student's Book. Students could write their essay for homework, then review whether they have included the advice in Activity 3, before handing it in for individual feedback.

Teaching tip: Align your feedback

When giving feedback on written work, make it more meaningful by matching it to the lesson content. For example, for this essay, provide feedback on whether students have followed each piece of advice in Activity 3.

Answers

- 1 1 your teacher
2 three: the two points in the notes and your own idea
3 Students' own answers
- 2 The writer's own idea: how close your friends are.
- 3 Yes.
- 4 1 Personally, I think ...; for me, ...; I would say ...
2 Firstly, ...; Secondly, ...; Finally, ...;
3 On the other hand, ...
4 For example, ...
5 To conclude ...

7 Model answer

In today's busy world, people often need to make choices about who they would rather spend their precious free time with: friends or family. For me personally, keeping in touch with my family is more important, although there are arguments for both.

Firstly, some people think friends are more likely to have common interests as they are often at the same age and stage of life. However, in my experience, families also often enjoy similar activities. For example, my whole family enjoys hiking, music and board games because this is what we grew up with.

Secondly, it depends on how busy your family is. If your family has a lot of other commitments or lives far away, it may be easier to spend time with friends.

Finally, it depends on how well you get along. I think sometimes family relationships can be more stressful than friendships, especially if money is involved.

In conclusion, I would like to say that in an ideal world, people would not need to decide between friends and family.

ADDITIONAL PRACTICE | **Maximiser** p.11, Writing 1–3 | **MEL** Unit 1, Writing 1–3 | **MEL** Extra practice, Writing 1 Making a plan: Sort the plan out

Review ▶ p.15

Aim

- to revise structures and vocabulary covered in Unit 1

- 1–5** Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this section as a homework activity. Ask students to compare their answers in pairs before doing a class check.

Alternative: Use the Review for fast finishers

Set the review activities for fast finishers during other lessons and make the answers available in your online space for students to mark themselves.

Answers

- 1** 1 are you doing
2 am meeting up, Do you want
3 works, is showing
4 are you using, belongs
5 does the next train to Glasgow leave
6 don't understand, likes
- 2** 1 make 2 get 3 keep 4 chat
5 know 6 hang out
- 3** 1 D 2 F 3 B 4 E 5 A 6 C
- 4** 1 A 2 B 3 C 4 A 5 B 6 B
- 5** 1 very often 2 all the time 3 sometimes 4 quite often 5 hardly ever 6 never