

GOLD

B1 Preliminary

NEW EDITION



CONTENTS

	Introduction	3
Unit 1	Identity	8
Unit 2	The business of food	18
Unit 3	Mind your manners	26
Unit 4	Then and now	34
Unit 5	Share and share alike	42
Unit 6	You live and learn	50
Unit 7	Water	58
Unit 8	Nearly famous	66
Unit 9	Creativity	74
Unit 10	What's it worth?	82
Unit 11	A small world	89
Unit 12	Extreme	97
	Audio scripts	106
	Teaching notes for photocopiable activities	131
	Photocopiable activities	153

INTRODUCTION

Rationale

Welcome to *Gold B1 Preliminary New Edition*, the innovative and engaging course for students preparing to sit Cambridge English Qualifications B1 Preliminary, or general English students studying at B1 level on the common European framework. *Gold B1 Preliminary New Edition* follows the same approach as previous editions, but has been revised and updated in line with the new Cambridge English Qualifications B1 Preliminary exam specification for 2020, and 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 B1 Preliminary Practice Test.

Students will finish the *Gold B1 Preliminary 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 Preliminary 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 pp.4–5 explains how the *Gold B1 Preliminary 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 Preliminary 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 Preliminary New Edition* contains practice for all papers of the Cambridge English Qualifications B1 Preliminary 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 Preliminary 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 Pre B1 Preliminary 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 Preliminary New Edition Coursebook* also contains a complete Cambridge English Qualifications B1 Preliminary 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 advice on how to avoid making common exam errors. The *Gold B1 Preliminary 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 B1 Preliminary Practice Tests.

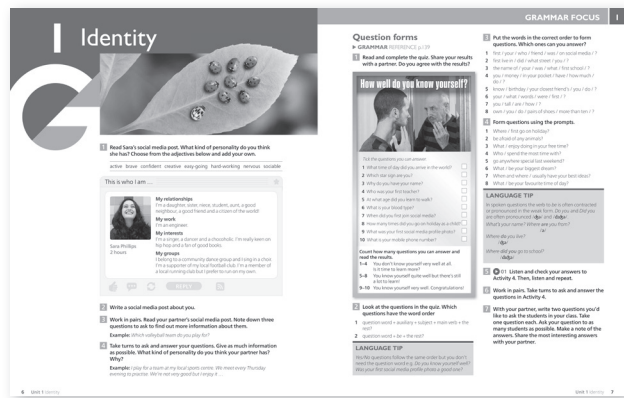
Extensive digital package

The *Gold B1 Preliminary 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

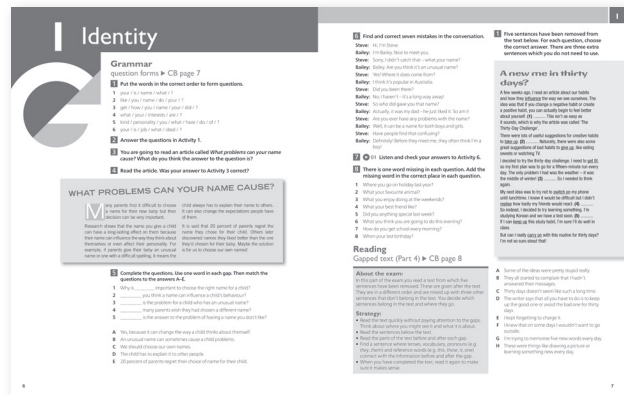
Coursebook

- Twelve engaging units with authentic texts
- Exam-style practice and exam tips
- Extensive reference section including Grammar reference, Exam focus and Writing reference
- Complete Cambridge English Qualifications B1 Preliminary Practice Test
- Download the class audio from www.pearsonELT.com/gold



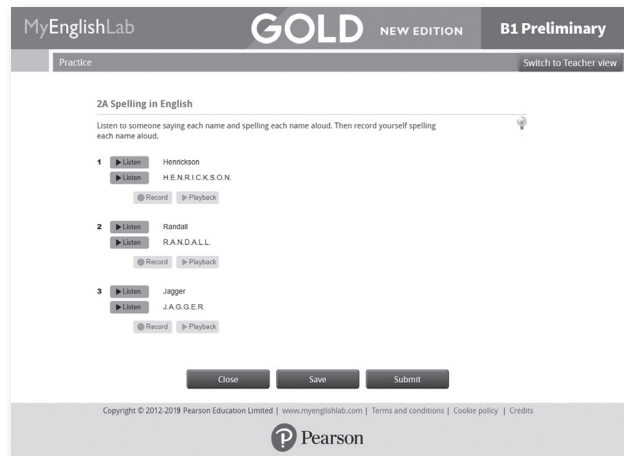
Exam Maximiser

- 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*
- With- and without key versions
- Students download the *Exam Maximiser* audio material for self-study from www.pearsonELT.com/gold



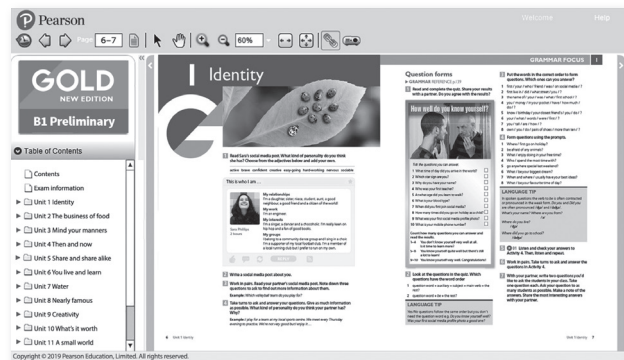
MyEnglishLab

- 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

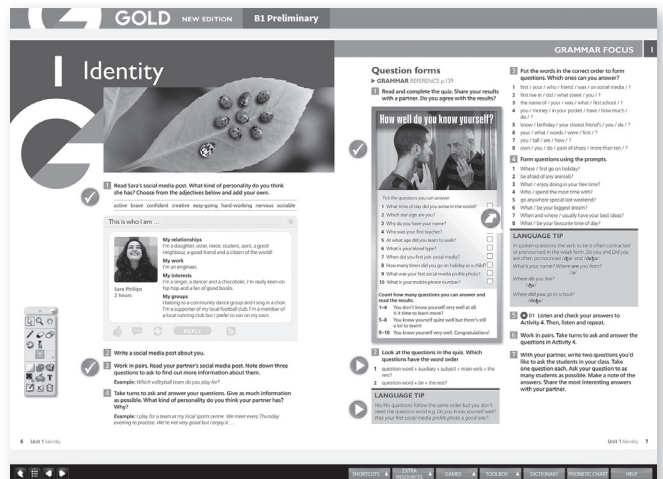
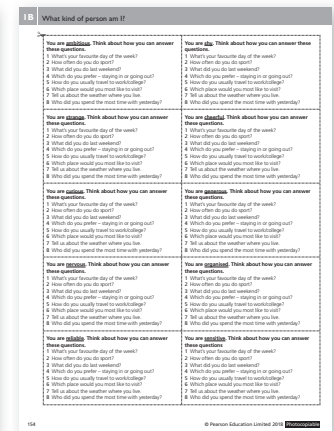
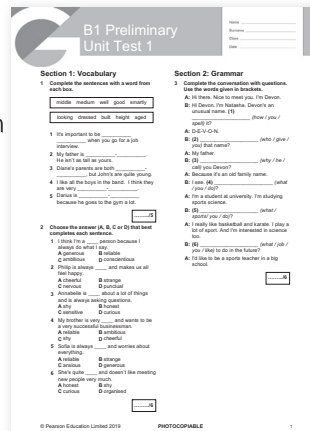
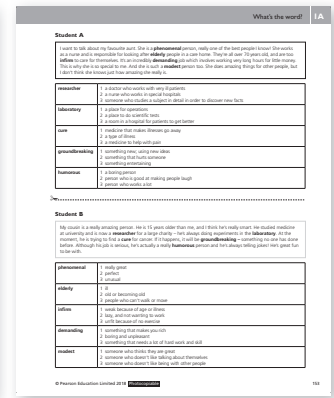
- Your complete guide to using all of the *Gold B1 Preliminary New Edition* components in a blended classroom
- Lesson plans with answers, audio scripts and writing task sample answers
- Cross-references to all of the *Gold* components
- Supplementary ideas for warmers and extension activities
- Three 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 Preliminary 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 B1 Preliminary and Preliminary for Schools New Editions



The *Practice Tests Plus B1 Preliminary and Preliminary for Schools New Editions* offers comprehensive practice for each exam paper and include:

- eight complete practice tests
- detailed overviews of each exam paper
- training activities, tips and strategies on each paper
- Grammar bank with explanations and activities
- Speaking and Writing banks with useful language, model answers and activities

Teacher Digital Resources include:

- full audio material for the Listening tests
- complete Speaking test video
- examiner's feedback on student performance
- photocopiable worksheets and teaching ideas
- sample writing answers with examiner's feedback
- photocopiable vocabulary maps

Available June 2019

Teaching strategies

The *Gold B1 Preliminary 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 Preliminary 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 Preliminary 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 Preliminary 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 Preliminary 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 B1 Preliminary, 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 Preliminary 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 second conditional in more detail, I'm going to work through the Grammar reference now. If you feel you are already familiar with the second conditional, you can start the exercise 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 p.6 for some recommended additional resources.

Teaching with MyEnglishLab

MyEnglishLab: Gold B1 Preliminary 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 B1 Preliminary 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 Preliminary 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 easier 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 Preliminary 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.

Identity

Grammar focus ▶ p.6

Aims

- to get to know each other
- to use a range of language to talk about yourself

Warmer: Name mingle

If the students in your class are new to each other, you may want them to introduce themselves and learn each other's names. Ask students to mingle, telling each other their names until they are able to stand in a line or circle in alphabetical order. When they have finished, go around the class and elicit the name of each student from the other students in the class.

- 1 Start by directing students to the unit title, and elicit what *identity* means (someone's identity is their name or who they are, or the qualities and attitudes that a person or group of people have, that make them different from other people). Direct students to the adjectives in the box and elicit the meaning of each one. In particular, check students understand that *nervous* /nɜːvəs/ means worried or frightened about something (it doesn't mean 'angry' or 'annoyed'). Drill the pronunciation, focusing on correct syllable stress. Then get students to read the social media post and discuss in pairs what kind of personality Sara has. Conduct whole-class feedback.

Ask: *What does chocoholic mean?* (someone who likes chocolate very much and eats a lot of it). Ask if there are any *chocoholics* in the class.

Additional activity: Phrases for talking about yourself

Ask students to find and underline in the social media post the different phrases that Sara uses to talk about herself. Encourage students to use some of these phrases in Activity 2. Elicit the following phrases: *I'm a/an ...*, *I'm really keen on ...*, *(I'm) a fan of ...*, *I belong to ...*, *I'm a member of ...*, *I prefer to ...*.

- 2 Ask students to use the same headings as Sara used for their post: *My relationships*, *My work*, *My interest*, *My groups*.

Additional activity: Ask the teacher!

Write your own social media post following the model in Activity 2, and put it on the board. Give students the opportunity to ask questions about your profile to find out more about you. Answer the questions (show students how to extend your answers, rather than giving very short ones), and put some of the questions on the board to provide a model for students to use in Activity 3.

- 3 Put students into pairs to swap posts. Circulate, providing assistance as students write their questions.

- 4 Point out that there are two stages to this activity. First, students ask and answer their questions in pairs. Point out that students should try to extend their answers as in the example given. Secondly, students need to decide what kind of personality their partner has (using the words from Activity 1 and any other words they know). Conduct whole-class feedback, asking each student to give an adjective for another student and give a reason.

Answers

- 1 Suggested answers: active, confident, creative, easy-going, sociable (although, not all the time, as she prefers running alone so perhaps not)
- 2–4 Students' own answers

► p.7

Question forms

Aim

- to review different question forms, and practise using them

- 1 Ask students to tick the questions they can answer (they don't need to write answers for the questions). Then ask students to read their results. Put students into pairs to compare their answers and discuss whether they agree with the results or not. Conduct whole-class feedback.
- 2 Go through the first two questions in Activity 1 as an example with the class and elicit which of the types listed they are. Question 1 follows the pattern: question word (*What time ...*) + auxiliary (*did*) + subject (*you*) + main verb (*arrive*) + the rest (*in the world*). Question 2 follows the pattern: question word (*Which ...*) + auxiliary verb (*are*) + the rest (*you*).

Point out that a *question word* can be a single word, (e.g. *Which*) or a phrase (e.g. *What time, How many*). Students identify which word order is used in the remaining questions then check as a class. Read the first **Language tip** with the class. Refer students to **Grammar reference** section 1.1 on p.139 for more information about the different question forms.

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 and complete the exercises there 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 1.1

- 1 do
2 are
3 Is
4 –
5 did
6 –
7 Do
8 does

- 3 Students form questions. Check their answers as a class.
- 4 Form the first question with the class as an example, ensuring that they understand that they need to add words here (as opposed to the previous activity which was ordering the words given). Put students into small groups to discuss the questions.
- 5 Go through the second **Language tip** with the class, drilling the pronunciation. Play the recording for students to listen and check their answers. Then play the recording again and ask students to repeat the questions. Make sure that they are using weak forms appropriately.
- 6 Put students into pairs or small groups to discuss the questions. Encourage them to give full answers, rather than one-word replies.
- 7 Give pairs a couple of minutes to write their two questions. Monitor for accuracy of question forms. Ask students to move around the classroom (with pen and paper), asking and answering their questions, and taking notes on interesting answers (but not writing them down word for word). Organise students back into their pairs to share what they find out.

Answers

- 1 Students' own answers
2 Type 1: Questions 1, 3, 5, 7, 8
Type 2: Questions 2, 4, 6, 9, 10

- 3 1 Who was your first friend on social media?
- 2 What street did you first live in?
- 3 What was the name of your first school?
- 4 How much money do you have in your pocket?
- 5 Do you know your closest friend's birthday?
- 6 What were your first words?
- 7 How tall are you?
- 8 Do you own more than ten pairs of shoes?
- 4 1 Where did you first go on holiday?
- 2 Are you afraid of any animals?
- 3 What do you enjoy doing in your free time?
- 4 Who do you spend the most time with?
- 5 Did you go anywhere special last weekend?
- 6 What's your biggest dream?
- 7 When and where do you usually have your best ideas?
- 8 What's your favourite time of day?

5–7 Student's own answers

ADDITIONAL PRACTICE | Maximiser pp.6–7, Grammar 1–8 | MEL Unit 1, Grammar 1–8 | MEL Extra practice, Grammar 9 Making questions | ActiveTeach Extra activity: Grammar Focus 1; Game: Pelmanism

Reading focus ► pp.8–9

Aim

- to identify key information and complete an exam-style reading task (Reading, Part 4)

Warmer: Your profile picture

Introduce the topic of profile pictures on social networking sites by showing your own profile picture on a website (or explaining why you don't use one). Ask students to tell each other about or show each other their current profile picture (or lack of picture) and ask them to say what they think it says about their identity.

- 1 Ask students to read the profiles. Then put them into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.
- 2 Refer students to the **Exam focus** on pp.166–167. Read through it with the students, making sure they understand what happens in this part of the exam. Read the first **Exam Tip** with the class, then give students a couple of minutes to quickly read the article and answer the questions. Elicit the answers.

- 3 Check students understand what pronouns and reference words are by directing students to sentence A and asking them to identify a reference word (*one*) and pronouns (*me*). Explain that a reference word is a word that refers to a previous word without repeating it, (e.g. *this, these, it, one*). A pronoun is a word that is used instead of a noun or noun phrase, e.g. *he, she, it, me*. A pronoun can be a reference word. Get students to work through each sentence doing the three things listed in the rubric.
- 4 Read through the second **Exam tip** with the class. Point out that the colours in the example sentence show examples of how the sentences match. Encourage students to use the information they identified in Activity 3 to help decide which sentence goes in each gap. Don't check the answers until after Activity 5.
- 5 Take the opportunity to explain the benefits of comparing answers in pairs (see teaching tip below). Then elicit the answers and the clues which helped students to work them out.

Answers

- 1 Students' own answers
- 2 1 To help you build a career.
2 Searched for his name online; compared network profiles to make them the same; took a new profile photo, wrote a short biography to tell people who he is.
- 3 All the sentences except F are in the past simple.
A one; shorts, beach
B They, it; difficult decision
C I, I; care, the things, posted
D I; other interests
E It, them; not good, similar
F These; better, expected
G that; old pictures
H them, they; changed, the same
- 4–5 1 C (*the things I posted* refers to *sharing photos and comments with my friends*)
2 A (*The worst one* refers to *photos which appeared*)
3 H (*them = user names; the same* relates to *different user names – antonym*)
4 G (*old pictures* refers to *new profile photo – antonym + synonym; that = make him look responsible but friendly and warm*)
5 D (*then* tells us it's part of a sequence; *mentions* follows *saying* and is a synonym to avoid repetition; *other interests* refers to interests in addition to *work*)

Teaching tip: Peer checking

Checking their answers in pairs can encourage students to collaborate and share knowledge. By explaining answers to each other, they help to consolidate their knowledge and strengthen their memory of the language and of exam techniques. It also gives them confidence when nominated to answer questions in open class.

It can also be a useful strategy to deal with students who finish a task early. They can check their answers in pairs, while slower students are still doing the actual task.

ADDITIONAL PRACTICE | **Maximiser** p.7, Reading 1 | **MEL** Unit 1, Reading 1 | **MEL** Extra practice, Reading 4 What is the key information? | **ActiveTeach** Extra activity: Reading Focus | Photocopiable 1A *What's the word?*

Vocabulary ▶ p.9

deducing words in context

Aim

- to practise guessing the meaning of unknown vocabulary in context

6 Read out the **Language tip** and elicit what kinds of things can help you to guess the meaning of a word. These questions can help: *Is it a noun, adjective, etc? Is the meaning positive, negative or neutral? Do you understand part of the word? Is it similar to another word you know? Do the other words in the sentence explain the meaning?*

If you have stronger students in the class, ask them to underline the words/phrases in the text and to guess the meaning without seeing the two choices. Once students have chosen the correct definitions, ask them to compare their answers in pairs and then check answers with the class.

7 Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.

Answers

- 6** 1 noun, A, it's important for the meaning of the text.
2 verb, B, it's not important for overall meaning of the text or the exam task.
3 verb, A, it's important as it comes before a gap.
4 adjective, B, it's not important as *responsible* and *friendly* provide a sufficient understanding of the meaning of the sentence.

5 verb, A, it helps with the exam task as it appears after a gap but the first half of the sentence is probably sufficient to allow filling of the gap.

7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.8, Vocabulary 1–2 | **MEL** Unit 1, Vocabulary 1–2 | **MEL** Extra practice, Reading 7 What do the unknown words mean?

Listening focus ▶ p.10

Multiple choice, pictures (Part 1)

Aim

- to complete an exam-style listening task (Listening, Part 1)

- 1** Refer students to the **Exam focus** on pp.167–168. Read it through with the students, making sure they understand what happens in Part 1 of the listening paper. Put students into pairs to discuss the questions. Elicit answers from one or two pairs in open class and check students understand the meaning of *fair* and *dark* in preparation for Activity 2.
- 2** Ask students to read question 1 in Activity 5. Play the recording twice (as will happen in the exam) so students can answer the question in Activity 2. Put students into pairs to compare and discuss their answer and then check the answer with the whole class.
- 3** Read out the **Exam tip** to students and make it clear they must listen to the whole recording, as there will be distracters in the recording which they need to avoid. Play the recording twice for students to answer the questions. Put them into pairs to compare and discuss their answers before checking with the whole class.
- 4** Give students time to read questions 2–7 and discuss in pairs what vocabulary they might hear. Then elicit key vocabulary and build up a list on the board (e.g. *toothpaste, towel, sun cream*).
- 5** Play the recording twice, allowing students time to discuss their answers in pairs before they listen for a second time. Check answers with the whole class and discuss what information gave the answer in each.

Additional activity: Using the audioscript

Direct students to the audioscript on p.187. Ask students to underline the parts which gave them the answer to each question in Activity 5.

- 6** Put students into pairs to discuss the questions. Elicit answers in open class and invite students to share their ideas for question 1 in particular.

Answers

- 1 Girl A has short, fair hair and sunglasses. Girl B has long, fair hair. Girl C has long, dark hair and glasses.
2 Girls A and B both have fair hair but Girl C has dark hair. Girls B and C have long hair but Girl A has short hair. Girl A is wearing sunglasses, Girl C is wearing glasses and Girl B is not wearing glasses of any sort.
3 blond/fair/dark hair, short/long hair; sunglasses, glasses, looks like, haircut
- 2 We learn that she's got a sister who used to have dark hair but is now fair. (So, C can be eliminated.)
- 3 1 B
2 *She was going to get it cut shorter; I'm glad she decided against it; ... the glasses. They've gone too.*
- 4 Suggested answers:
2 toothpaste, towels, sun cream, packed, suitcase, put in, take out
3 eggs, onions, cheese, shop, buy, need, list, meal, recipe
4 trip, monkey, bird watching, look at birds, boat trip, dolphin
5 weather report, rain(y), wet, dry, stormy, wind(y), snow(y), snowfall, number of centimetres of rainfall/snowfall
6 male solo singer, short hair, girl band, instruments (guitar, drums), female dance group, street dance/dancing
7 dentist's, toothache, teeth, check-up, library, borrow/return a book, dry cleaner's, coat/dress, etc., take to, go first, after that
- 5 2 C (*I had everything ready this morning but you took the toothpaste out again ... I put them [the towels] back in the bathroom.*)
3 C (*I love it, though – can you put some in mine? I'll pick some up for you.*)
4 C (*I woke up too late for the early morning trip, but the other one was brilliant.*)
5 A (*... rain ... will stay with us overnight and into the next morning*)
6 A (*He's got a good voice, though, so I'll probably choose him in the final.*)
7 B (*If I leave now, I'll be able to get to the library.*)
- 6 1 Students' own answers
2 It's important to understand the key words. These words are often stressed, so can be easier to listen for.

Useful resources

www.ello.org is an online listening library. It has over 2,000 recording clips with people talking about many different kinds of topics. The clips are graded according to level and most have a recording script with accompanying listening and vocabulary activities.

ADDITIONAL PRACTICE | Maximiser p.8, Listening 1 | MEL Unit 1, Listening 1 | MEL Extra practice, Vocabulary 1 Clothes

Vocabulary focus ▶ p.11

Describing people

Aim

- to understand and use adjectives describing character and appearance

Warmer: Adjective brainstorm

Put students into pairs or small groups and ask them to brainstorm as many words that describe personality as they can in two minutes. Draw three columns on the board labeled: *positive*, *negative* and *it depends*. As you elicit the adjectives, get students to nominate a column for each word. Compile the words on the board, in the table, and at the end, ask students to write the table in their notebooks.

- 1 Put students into pairs and ask them to discuss the questions. If students have photos of their family on their mobile phones, they could show each other as part of the discussion. Elicit answers from one or two students in open class.
- 2 Direct students to the list of character types and get them to predict in pairs what each type is like. Tell students not to worry too much about the exact meaning of each word at this stage, as it will be checked in the next exercise.
- 3 Students could work in pairs to share knowledge about which words they know and which ones they can guess the meaning of. Then play the recording for students to check their answers.
- 4 Play the recording for students to notice the syllabic stress and underline it. Play the recording again for students to listen and repeat. Give students time to practise saying the words.

5 Give an example from your own family (real or imagined), e.g. *My brother is very ambitious, but he isn't very organised!* Then put students into pairs to discuss whether anyone in their family could be described with each adjective.

6 Get students to read the email and complete the gaps. Check as a class.

7 Students categorise the underlined words/phrases in the email, either in pairs or on their own. Check answers with the whole class, making sure that students understand all of the vocabulary.

Read through the **Language tip** with the class. Check their pronunciation of the words/phrases, especially *beard* /bɪəd/ and *bald* /bɔːld/.

Teaching tip: Spidergrams

Encourage students to draw a spidergram to categorise the words/phrases that describe appearance. Put them into pairs and ask them to talk about the benefits of organising vocabulary this way and whether they think it will help them to remember groups of words better.

8 Put students into pairs to discuss the questions. Encourage students to discuss why they are similar or different to the people they talk about and to use character and appearance adjectives. Elicit answers from one or two students in open class.

Answers

1 Students' own answers

2 Open people are curious and want to know more about things. They ask a lot of questions. They're creative and like art. They can be unusual, though. They may have unusual beliefs or interests and other people can think they're a bit strange sometimes.

Conscientious people are organised and work in an ordered and effective way. They're also ambitious and want to succeed. They're punctual so they're never late, and you can trust them because they're reliable. They never make quick decisions, though.

Extroverted people tend to be cheerful so they always seem happy. They love doing interesting or exciting things. They always have energy, they talk a lot and they love meeting new people.

Anxious people are sensitive so they care about other people's feelings but it also means they can get upset easily. They care about details and want to get things right. Sometimes they can get a bit nervous and worry about things. They're often quite shy so they don't usually talk very much when there are lots of people, especially if they don't know them.

Agreeable people are friendly and generous. They give time and money to others. They believe that everyone is good and

that people are generally honest, so they expect people to tell the truth.

3 1 punctual 2 ambitious 3 generous 4 nervous
5 curious 6 organised 7 cheerful 8 strange
9 honest 10 sensitive 11 shy 12 reliable

4 ambitious, cheerful, curious, generous, honest, nervous,
organised, punctual, reliable, sensitive, shy, strange

5 Students' own answers

6 1 punctual 2 organised 3 shy 4 cheerful 5 reliable
6 honest 7 ambitious 8 sensitive

7 Age: middle-aged (between about 40 and 60), in his teens (between 13 and 19)

Looks: bald (no hair), have a beard (have hair on your face), smartly dressed (wears neat clothes), good-looking (attractive)

Size: overweight (too heavy), medium-height (not short, not tall), well-built (big, strong body)

8 Students' own answers

Additional activity: Write about your family

Ask students to write their own short post describing their family (or a member of their family) or a close friend, similar to the email in Activity 6. If you have a private class online area, students could post their description (with an optional photo). Get students to read each other's posts and find something their family has in common with three other posts, and post a reply.

Teaching tip: An online area for your class

Set up a private class online area for your class, in which you can post resources and notices, and students can post short writing responses and respond to each other, or ask questions.

ADDITIONAL PRACTICE | **Maximiser** pp.9–10, Vocabulary 1–4 | **MEL** Unit 1, Vocabulary 1–4 | **MEL** Extra practice, Grammar 1 Adverbs of frequency | **ActiveTeach** Games: Sheep out!; Stepping Stones | **Photocopiable 1B** *What kind of person am I?*

Grammar focus ▶ p.12

Present simple with adverbs of frequency

Aims

- to discover the rules for forming and using indirect questions, and to practise using them

1 Put students into pairs and ask them to discuss the questions. Elicit answers from one or two students.

Alternative: Additional pictures

Find two more pictures on the internet for students to discuss as part of Activity 1 (in addition to the pictures on the page), e.g. someone doing some amateur photography, some musicians rehearsing.

- 2 Ask students to read the podcast description and to predict in pairs how the questions could be answered. Elicit some ideas.
- 3 Ask students to read the questions and then play the recording. Put students into pairs to compare and discuss their answers and then check answers with the class.
- 4 Elicit the answer to question 1 to demonstrate the activity. Students then complete the other questions. Play the recording from Activity 3 again for students to check their answers.

Additional activity: Adverbs of frequency

Briefly review the meaning of adverbs of frequency. Put the following adverbs on the board (out of order) and ask students to work in pairs to put them in order of frequency.
always, usually/normally, often/frequently/regularly, sometimes, hardly ever/not often/rarely, never.

- 5 Put students into pairs to discuss the questions. Check answers as a class. Refer students to section 1.2 of the **Grammar reference** on p.139 for more information and to complete Exercise 1.2.

Teaching tip Guided discovery

In each **Grammar focus** lesson, there is a guided discovery task (like Activity 5) where students are encouraged to notice and discover key grammar patterns for themselves. You could point students to the **Grammar reference** after the guided discovery task to affirm what they have discovered and learn additional information about the grammar point.

Grammar reference answers

Exercise 1.2

- 1 He doesn't often send me messages. / He doesn't send me messages often.
- 2 We regularly eat out at the weekend. / We eat out regularly at the weekend.
- 3 He is in a bad mood all the time.
- 4 I am not always late.
- 5 He bakes biscuits several times a week.
- 6 She sometimes watches horror films. / Sometimes, she watches horror films.

- 7 She is hardly ever rude.
- 8 We go on holiday every summer. / Every summer, we go on holiday.

- 6 Focus students on the first phrase in brackets (*every day*) and elicit where it goes (at the end of the sentence). Students read the post and put the other adverbs in the correct place. Go through the answers as a class.

- 7 Give students some ideas about possible topics, e.g. sports, hobbies, work, studies, travel. Ask students to write sentences. In a mixed ability class, some students may write more than one sentence for each prompt.

- 8 Put students into pairs to ask and answer questions about their habits. Encourage students to see if they can find something in common and share it with the class.

- 9 Put students into small groups to discuss the questions.

Additional activity: Discussion

Write the following questions on the board for students to discuss in the same small groups as in Activity 9.

Which online communities do you belong to?

When are online groups better than real world groups?

When are real life groups better?

Answers

- 1 1 jewellery making, collecting comic books
2 Students' own answers
- 2 Students' own answers
- 3 1 Tom: comic books collectors; Melanie: jewellery makers
2 You can chat to people who are as passionate as you are. You can share information. You can get ideas and feedback from each other. You can learn from each other. You can talk to them more often.
- 4 1 always 2 usually 3 normally 4 usually 5 often
6 regularly 7 all the time 8 a few times a year
- 5 1 A after B after C before
2 at the end
- 6 1 I watch at least one film every day.
2 My friends regularly watch films too ...
3 They usually give their opinion on it ...
4 ... I normally want to talk about it for hours.
5 ... people discuss films in detail all the time.
- 6 I don't often share personal things on social media ... / I don't share personal things on social media often ...
7 ... I'm not usually very open ...

8 ... I'm always happy to discuss films.

9 It's always great to get tips ...

7-9 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.10, Grammar 1-2 | **MEL** Unit 1, Grammar 1-2 | **MEL Extra practice**, Listening 2 Which pictures are mentioned? | **ActiveTeach Extra activity**: Grammar Focus 2; Game: Noughts and Crosses

Speaking focus ▶ p.13

General questions (Part 1)

Aim

- to practise giving answers of an appropriate length to general questions about yourself (Speaking, Part 1)

- 1 Put students into pairs to discuss the questions. Students could quickly look up the meaning of their names online if they don't know it or they could talk about who gave them their first name and why. Conduct whole-class feedback.
- 2 Play the recording and elicit the answers to the questions. In this part of the exam, both candidates are asked four standard questions which vary slightly depending on their situation. Candidates should give short, factual answers. For more detail on Part 1 of the Speaking exam, refer students to the **Exam focus** on pp.168-169.
- 3 Ask students to read the replies (e.g. *I'm from Shenzhen in China*), from which they should be able to work out the question. Put students into pairs to compare and co-construct the questions.
- 4 Play the recording again for students to check their answers.
- 5 Ask a student to ask you the questions from Activity 3, and model giving a short, factual answer. Then, get students to work in pairs to take turns to ask the list of questions. Finish by asking various students different questions around the class.
- 6 Play the recording and elicit the answers to the questions. Ask students to read the **Exam tip**. When listening to the question, students should pay attention to the tense as this will help them to answer it more accurately. Students are not required to talk at length when answering these questions in the exam. However, they should still extend their answers with one or two pieces of information. The information they give does not need to be the truth. If they can't think of anything to say, they can make it up.

7 Get students to match the questions and answers. Check as a class. Check students understand *humid* (point out that if the weather is humid, you feel uncomfortable because the air is very wet and usually hot).

8 Go through the rubric and the example. Point out to students that they need to expand on the answers given in Activity 7 (not their own personal answers).

9 Students take turns to ask and answer questions from Activity 7.

Additional activity: Class mingle

After Activity 9, assign each student one question from Activity 7 (it is acceptable for more than one student to be assigned the same question). Get students to move around the class, asking and answering each others' questions. Answering the same questions more than once is an opportunity to build fluency and confidence, but doing it with different students provides variety (and a break from sitting down).

- 1 Students' own answers
- 2 1 Two of the questions are the same – both students are asked for their name and whether they work or are a student. One question is similar. One student is asked where they live; the other is asked where they come from. The last question is different. It depends on whether they work or study.
2 Short answers.
- 3-4 1 What's your name?
2 Where do you come from?
3 And what's your name?
4 Where do you live?
5 David, do you work or are you a student?
6 What do you do?
7 And Mei, do you work or are you a student?
8 What do you study?
- 5 Students' own answers
- 6 1 Different questions.
2 Mei gives better answers. David's are too short. Mei extends her answers and gives more information.
- 7 1 D 2 F 3 A 4 C 5 E 6 H 7 B 8 G
- 8 Possible answers
A See example
B In the summer months, it's usually too hot to go outside for long so we stay inside with the air conditioning on. In the winter, it can be quite cold.
C I'm not very sociable and prefer being on my own. I read a lot. I also go out and paint sometimes. I'm not a very good artist, but I enjoy it.

D I love getting home from college and knowing I have two free days. I usually go out with some friends for the evening and I can stay out late because I don't have to get up early the next day.

E It's not too far. It takes me about fifteen minutes. I used to take the bus, but it takes too long.

F I used to play a lot of football when I was younger. Now, I mostly watch it. I support Real Madrid because my father's a fan. We've been to a few matches together.

G We get on really well and often do things together like going out on our bikes. Last week we cycled to the beach and had a picnic there. It was a lot of fun.

H I'd like to take a train ride through the Rocky Mountains. I've seen some photos of it and it looks amazing. A friend did it. I was very jealous!

9 Students' own answers

ADDITIONAL PRACTICE | Maximiser pp.10–11, Speaking 1–5 | MEL Unit 1, Speaking 1–5 | MEL Extra practice, Speaking 1
Identifying relevant answers

Writing focus

Article (Part 2) ► p.14

Aim

- to write a descriptive article in response to an exam task (Writing, Part 2)

1 You could ask students to read the information about writing articles, as well as the useful language in the **Writing reference** on p.164 before they start this lesson.

Check students understand what it means to *admire* someone (to respect and like someone because they have done something that you think is good, or to respect their qualities or skills). Put students into pairs to discuss the questions. Conduct whole-class feedback.

2 Tell students that the person they admire could be famous or someone they know personally. Give students a few minutes to make notes on the three points. Put students into pairs to talk about the people they chose.

3 Focus students on the exam task and ask them to underline what they have to do.

4 Students read Greg's article. Elicit what he says about each point in Activity 2.

5 Students discuss the questions in pairs. Check answers as a class.

6 Point out that using a range of adjectives in an article can help make the article more interesting. Students underline the adjectives. Get students to write at least four adjectives about their person. These could include adjectives from the article or from the unit so far.

7 Ask students to write a plan for their article. When they have finished, students work in pairs and show each other their plans, explaining what they are going to include in their articles.

Teaching tip: Planning before writing

Emphasise how important planning is for the exam as it will help students to organise their ideas better. Encourage students to use a spidergram or a table with the key points that they are going to include in each paragraph. With weaker classes, build up a model plan together on the board to provide additional support and offer suggestions.

Refer students to **Writing reference** section 1.1 on p.154 for information about to write sentences effectively. You could ask students to do Practice exercises 1.1A and 1.1B in class before they do Activity 7.

Teaching tip: Using the Writing reference

The Writing reference is divided into two sections: (1) information and practice activities on key points for improving writing, and (2) annotated model answers for each exam task. You can set these to read and complete for homework, or get students to work through them in class.

Writing reference answers

Practice 1.1A

- 1 We took the bus because the car was at the garage.
- 2 Because I was worried about his feelings, I didn't tell the truth.
- 3 The film was really terrible so I left.
- 4 Correct
- 5 There are a lot of nice restaurants and the sports centres are great in my town.
- 6 Correct
- 7 After I read the letter, I felt really sad.
- 8 I'm going home. I'm tired. / I'm going home because I'm tired.

Practice 1.1B

Possible answers

- 1 Sue phoned Ian because it was his birthday.
- 2 I lost my umbrella so I went to look for it.
- 3 I'd love to take you round the sights and show you the interesting local art gallery.
- 4 I left work early, but I was still late for the party.

Teaching tip: Using the checklist

Encourage students to use the checklist on p.153 every time they do a piece of writing. They can actively tick off the things that they have done. The checklist can also be used for peer assessment.

Answers

- 1 The firefighters help others and put their lives in danger. The charity worker helps others in their own time without getting paid. The sports person works hard to achieve their goal.
- 2 Students' own answers
- 3 Write an article answering the questions 'Who do you most admire?' and 'Why do you admire this person?'. Write about 100 words.
- 4 1 Next-door neighbour Karen. Works full-time, but volunteers for charity work in her free time.
2 Sociable, knows everyone, kind, generous
3 She gives up her free time and she puts other people before her own interests.
- 5 1 Three paragraphs: Introduction (introducing the topic and Karen – who she is); middle (describing what kind of person Karen is and why she's special); ending (summarise why the writer admires Karen).
2 He asks the reader a question.
3 He uses adjectives to describe her so we can imagine what she's like. He says what she does.
4 He says why he admires her (That's why...) and then asks the reader a question about who they admire. It makes the reader think beyond the article.
- 6 sociable, kind, generous
- 7 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.11, Writing 1–2 | MEL Unit 1, Writing 1–2 | MEL Extra practice, Writing 1 Can you spot the common mistakes?, Writing 2 Can you spot the common spelling mistakes? | Photocopiable 1C *The main idea*

Review ▶ p.15

Aim

- to revise the structures and vocabulary covered in Unit 1

- 1–6 Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this 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 relevant 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 Where do you live?
2 Do you know your neighbours?
3 What time do you usually get up?
4 Where is your favourite place to be?
5 Did you meet up with friends yesterday?
6 What do you usually have for breakfast?
7 How often do you go for a walk?
8 What did you do yesterday?
- 2 1 F 2 H 3 C 4 A 5 G 6 B 7 E 8 D
- 3 1 I don't usually go out during the week.
2 They hardly ever say hello to us.
3 We are sometimes late for class.
4 I'm always nervous about taking a test
5 He works hard all the time.
6 She regularly goes out running.
7 You often ask me difficult questions.
8 I usually meet up with my friends once a week.
- 4 1 well-built 2 good-looking 3 middle-aged
4 has a beard 5 smartly dressed 6 bald 7 overweight
8 medium-height
- 5 1 ambitious 2 curious 3 nervous 4 sensitive
5 cheerful 6 reliable 7 generous 8 organised
- 6 1 F 2 E 3 G 4 A 5 H 6 C