

GOLD

B2 First

NEW EDITION



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INTRODUCTION

Rationale

Welcome to *Gold B2 First New Edition*, the innovative and engaging course for students preparing to sit Cambridge English Qualifications B2 First, or general English students studying at B2 level on the common European framework. *Gold B2 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 B2 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 B2 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 B2 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 B2 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 B2 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 B2 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 B2 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 B2 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, additional Use of English sections and advice on how to avoid making common exam errors. The *Gold B2 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 B2 First New Edition* digital components include *eText* for students, *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
- Download the class audio from www.pearsonELT.com/gold

Exam Maximiser with online audio

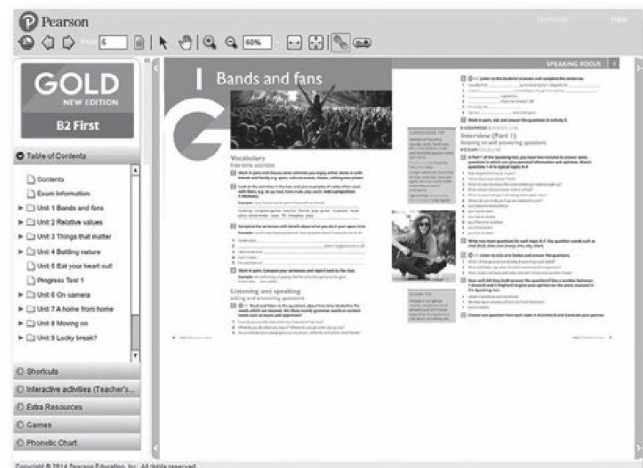
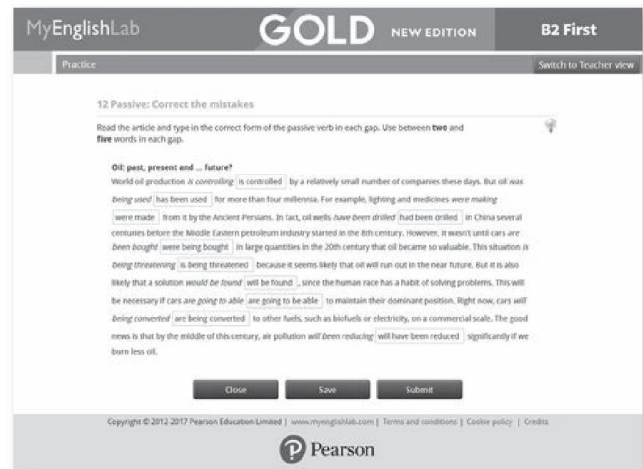
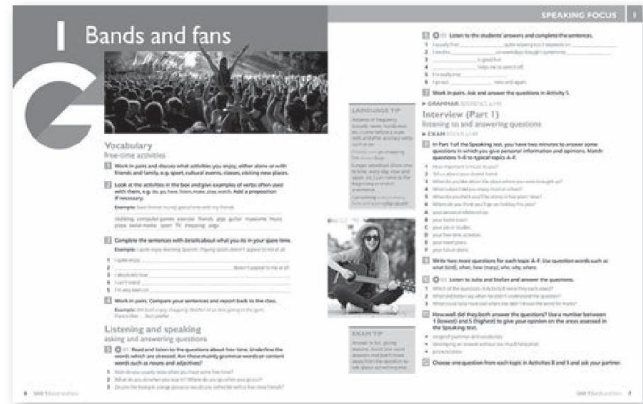
- Complements and consolidates the *Coursebook* material
- Additional practice of skills, exam tasks and language points
- Activities follow on from but are not dependent on the *Coursebook*
- Six additional Use of English spreads and a complete Practice Test
- With- and without key versions
- Students 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
- Includes interactive activities
- Students can listen to the audio as many times as they need to and read along with the audio script.



Teacher's Book

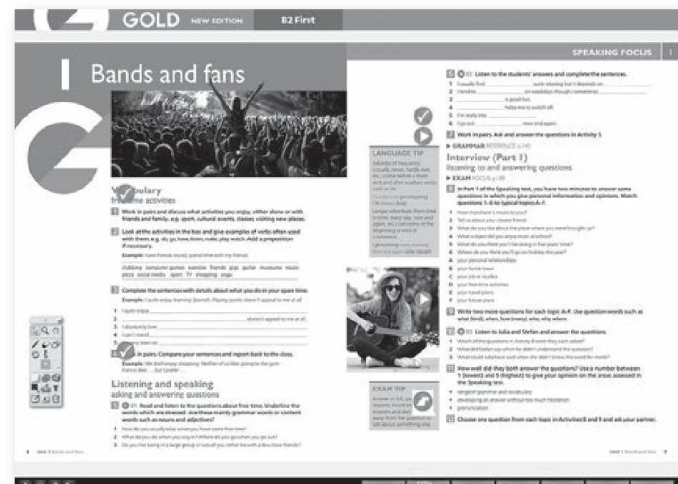
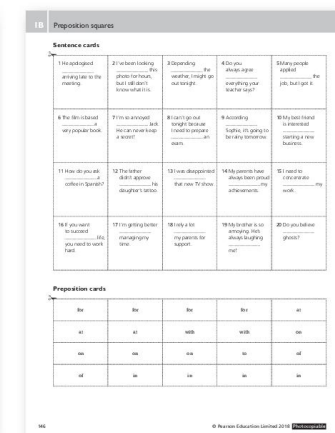
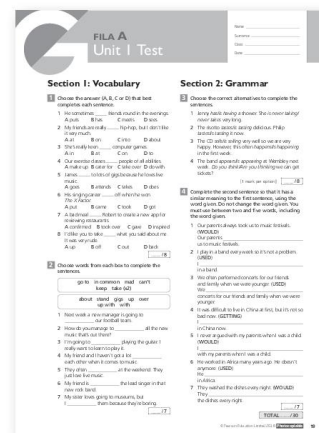
- Your complete guide to using all of the *Gold B2 First New Edition* components in a blended classroom
- Lesson plans with answers, audio scripts and writing task sample answers
- Cross-references to all of the *Gold* components
- Supplementary ideas for warmers and extension activities
- Advice on using the digital components and other ideas for a blended classroom
- 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
- Download the Teacher's Resources from www.pearsonELT.com/gold
- *Coursebook* and *Exam Maximiser* audio
- *Testmaster* with customisable versions of all the course tests in Word format, with audio:
 - o 2 Placement Tests
 - o 12 Unit Tests
 - o 4 Progress Tests
 - o 1 Exit test
- Speaking test videos with printable worksheets
- PDF versions of the *Teacher's Book* photocopiable activities (online only)
- Wordlists

Active Teach

- 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 B2 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



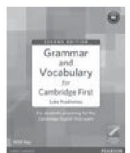
The *Practice Tests Plus First 2 New Edition* offers comprehensive practice for each exam paper and includes:

- 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



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 B2 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 B2 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 B2 First New Edition Testmaster* includes a range of assessment resources including Placement and Exit Tests, twelve Unit Tests and four Progress Tests. 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 B2 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 B2 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 B2 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: 'Okay, 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 B2 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 B2 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 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.

Bands and fans

Speaking focus ► p.6

Vocabulary

free-time activities

Aim

- to use a range of language to talk about free-time activities

Warmer

Put students into groups of three to discuss these questions. *What free-time activities are popular where you live? Why do you think they are popular?*

Elicit some responses and write the free-time activities mentioned on the board.

- 1 Ask students to think of at least three free-time activities they enjoy doing by themselves and three things they enjoy doing with friends or family. In pairs, students discuss their answers. Elicit some ideas.
- 2 Ensure students understand *gig /gɪg/* (a performance by a musician or a comedian). Students suggest verbs which can be used with the activities in the box. Ask students if more than one verb can be used with an activity. For example, *listen to, make* and *play* can all be used with *music*.
- 3 Share an example for the first sentence of something you like doing, e.g. *I quite enjoy playing computer games*. Point out the use of gerund *playing* after the verb *enjoy* and explain that the gerund is also used after the verbs: *like, love*, or *can't stand*. Explain that we can omit the gerund, e.g. *I quite enjoy computer games*, however adding the gerund provides more detail, e.g. *I like playing / watching sport*. Ask students to complete the sentences with their own answers.
- 4 Students compare their sentences in pairs, before reporting back to the class.

Answers

- 1 Students' own answers
- 2 go clubbing; play computer games; do/take exercise; have friends round, spend time with friends, see friends; go to / play gigs; play/learn the guitar; go to/visit museums; play/listen to music; go out for/make (a) pizza; go on social media; play/watch/do sport; watch TV; go shopping; do yoga
- 3 Students' own answers
- 4 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.6, Vocabulary 1–2 | MEL Unit 1, Vocabulary 1–2 | ActiveTeach Game: Sheep Out!

Listening and speaking

asking and answering questions

Aim

- to practise asking and answering questions

- 5** Ask students to read the questions. Write the first one on the board. Play the first question and elicit the stressed words. Play the rest of the recording and ask students to underline the stressed words. Elicit the stressed words and whether they are mainly grammar or content words.

Point out that the stress in *relax* is on the second syllable. Play the recording again, pausing after each question for students to repeat them, copying the stress.

- 6** Play the recording and ask students to complete the sentences. Ask students to check their answers in pairs and then replay the recording, pausing after each sentence for the whole class to check.

Additional activity

Ask students to rewrite the sentences in Activity 6, completing each one so that it is true for them.

- 7** Ask students to read the **Language Tip**. Write the following sentences on the board and elicit what adverbs/adverbials could go in the gaps.

I watch online shows on Friday nights. (hardly ever/always/usually/never)

I go to a yoga class (every week/now and again/from time to time)

In pairs, students ask and answer the questions in Activity 5. If time allows, put students into new pairs to repeat the exercise to increase their confidence. Monitor, noting any errors with word order.

Ask students to turn to the **Grammar Reference** section on Adverbs of frequency on page 140. Go through the explanations and examples. Then, do Exercise 1 in class, or ask students to do it for homework.

Grammar Reference answers: Exercise 1

- Does she generally come by car?
- Always take care when using this machinery.
- They're sometimes a little nervous at the beginning.
- I don't usually go to the gym on Fridays.
- They've often been told that.

Teaching tip: Using the Grammar Reference

For each grammar point in this course, the Grammar Reference includes notes, examples, and additional practice exercises. These exercises may be completed in class or set for homework.

Answers

- 5** Content words are stressed, mainly.
- How do you usually relax when you have some free time?
 - What do you do when you stay in? Where do you go when you go out?
 - Do you like being in a large group or would you rather be with a few close friends?
- 6** 1 watching TV, my mood 2 stay in, have friends round 3 Playing the guitar 4 Doing yoga 5 computer games 6 for a pizza
- 7** Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.6, Speaking 1 | **MEL Unit 1**, Speaking 1 | **Photocopiable 1A** *If this is the answer, what's the question?*

Interview (Part 1)

listening to and answering questions

Aim

- to practise giving personal information and opinions in an exam-style discussion (Speaking, Part 1)

- 8** Refer students to the **Exam Focus** on page 189. Tell them that they will be practising the first part of the Speaking exam, which consists of giving personal information and opinions. Read through the **Exam Focus** with students. In particular, clarify that the focus on *general interaction and on social language skills* tests students' ability to listen and respond appropriately in a conversation.

Focus on Strategy 2 on page 189, and elicit some ways to sound interested and interesting (e.g. vary tone, body language, use a range of language). With Strategy 5, elicit some phrases for asking someone to repeat something, e.g. *Could you repeat that, please?* *Would you mind saying that again, please?*

Give students a few minutes to match questions 1–6 to topics A–F. Students compare their answers in pairs before you do a class check.

- 9** Put students into pairs and ask them to write two more questions for each topic (A–F). Elicit questions from some students and check that their question formation is accurate.
- 10** Give students a minute to read the questions and then play the recording. Ask students to discuss their answers in pairs before you do a class check.

- 11** Tell students that they are going to assess Julia and Stefan's answers in three areas, giving them a score between 1 and 5. Check that students understand *hesitation* (when people pause before saying/doing something because they are nervous or not sure). Read the **Exam Tip** aloud. Play the recording again while students give Julia and Stefan a score. Ask students to discuss their scores in pairs or groups of three.
- 12** Put students into pairs. Ask them to take turns to ask and answer one of the questions from Activities 8 and 9. Monitor, providing feedback and encouraging students to provide full answers. For more practice, students could discuss a different question with a new partner.

Answers

- 8** 1 D 2 A 3 B 4 C 5 F 6 E/F
- 9** Students' own answers
- 10** 1 Julia: 4 and 6; Stefan: 2 and 3
2 *I'm sorry. Would you repeat the question, please?*
3 She could have used synonyms such as *grades/ results*, or said *I always did well in the subject*.
- 11** Julia was rather hesitant, with had a small range of language.
Stefan used a wider range of language, but sounded rather 'flat' and monotonous.
- 12** Students' own answers

MyEnglishLab tip: Video introductions

There are video introductions to all of the exam papers in MyEnglishLab which students may find useful to watch for homework.

ADDITIONAL PRACTICE | **ActiveTeach** Speaking test videos | **MEL** Extra practice, Speaking 1 Part 1 Detailed answers: *What's missing?*

Reading focus ▶ p.8

Aim

- to practise exam strategies for approaching a gapped text activity (Reading and Use of English, Part 6)

- 1** Put students into pairs to discuss the questions. Elicit some ideas.

Cultural note

Coachella is one of the world's largest and most profitable music festivals, held in Coachella Valley, California. First held in 1999, it is now an annual event which attracts a crowd of around 99,000 people a day.

- 2** Ask students if anyone has heard of Coachella and what they know about it. Check that they understand that reading for gist means to read something quickly to understand the main idea without worrying about the small details. Focus students on the title 'How a music festival turned into a money-making monster'. Elicit the meaning of *money-making monster* (it makes a huge amount of money). Give students one minute to read the text for gist to find out how the Coachella music festival became so profitable. Emphasise that students should not worry about unknown vocabulary at this stage. Then ask students to read the text again while matching phrases 1–7 to paragraphs A–G. Elicit the answers.
- 3** Ask students to read the first two paragraphs again and answer the questions. Point out that referencing words are used to avoid repeating the same words or phrases again. In a gapped text activity, referencing words in the text may refer to ideas or things mentioned in the missing sentences, or vice versa. Students compare answers in pairs. Elicit the answers.
- 4** Ask students to look around the gaps and guess what information might be missing. Elicit the answers.
- 5** Read the **Exam Tip** aloud. Students underline referencing words around each gap and try to work out what they refer to. Elicit the answers.

Answers

- 1** Students' own answers.
- 2** 1 D 2 C 3 G 4 A 5 F 6 E 7 B
- 3** 1 *it* = the concert; *they* = Pearl Jam; *who* = Ticketmaster; *its* = Ticketmaster's; *Their* = Pearl Jam's
2 *These issues* refers to the high temperatures and lack of campsite facilities.
What's more, a few more years, its
- 4** Students' own answers
- 5** 2 iconic appearance ... the festival's success
3 One smart move
4 The costs don't stop ... most profitable
5 place to see
6 until recently been outside festival hours
A (the appeal of) its location ...
B the expense of attending rises dramatically
C such memorable performance ... the following year
D Lately, however ... stay away from the festival itself
E these issues ...
F On this occasion ...
G their other idea was even more brilliant

Gapped text (Part 6)

Aim

- to complete an exam-style gapped text activity (Reading and Use of English, Part 6)

Refer students to the **Exam Focus** on page 187. Read it through with students, making sure they understand everything.

- Students choose the best sentence to fit each gap in the text.
- Ask students to compare their answers in pairs and give reasons for their choices. Then ask students to re-read the text with their answers to check it makes sense. Finally, do a class check.
- Give students two minutes to decide if they would like to go to Coachella or not, and to write down their reasons. Students discuss their answers in small groups. Remind students to focus on providing full answers. Do a class check.

Answers

6 1 E 2 C 3 G 4 B 5 A 6 D

7–8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.7–8, Reading 1–7 | **MEL** Unit 1, Reading 1–7

Vocabulary

deducing words in context

Aim

- to practise using context to deduce unknown vocabulary

- Explain that using context to guess the meaning of unknown words is a useful skill in the exam. Complete the example with the class, finding *splash out* in the text and finding the clues of *\$375* and *cost rises*. Emphasise that understanding the general idea is more important than getting the meaning exactly right. Ask students to match the remaining items.
- Ask students to compare their answers in pairs, then do a class check. Students choose five words from the article and try to work out the meaning.

Answers

9 1 splash out 2 confirm 3 resolve 4 flock
5 exploit 6 take into account 7 overshadow
8 cater for 9 inspire 10 ambitious 11 iconic
12 irresistible 13 profitable 14 impoverished

10 Students' own answers

ADDITIONAL PRACTICE | **ActiveTeach** Extra activity: Reading Focus

Grammar focus ▶ p.10

Present time

simple and continuous forms

Aim

- to revise the use of present simple and continuous forms

- Put students into pairs and ask them to discuss whether each verb is in the present simple or continuous form. If necessary, clarify that 1 A is an example of the present simple and 1 B of the present continuous. Elicit answers from the class and discuss the reasons. For more information, ask students to turn to the **Grammar Reference** on page 140. Read through the section on Present time with the class, checking they understand everything. You could do Exercise 2 on page 141 in class, or ask students to do it for homework.

Grammar Reference answers: Exercise 2

1 go 2 are growing up 3 was 4 hasn't got
5 appears 6 don't take 7 is 8 are getting

- Focus students' attention on the picture of the record player and elicit what it is and what students know about records. Ask students if any of them owns an LP or have heard one played. Read the question aloud and give students a minute to read through the text to find out the answer. Elicit some answers.

Cultural notes

Vinyl records, also known as LPs, are played on a record player. *Vinyl* refers to the special hard plastic which the records are made of. *LP* is short for *long-playing record*, a record that turns 33 times per minute, and usually plays for between 20 and 25 minutes on each side.

- Ask students to complete the activity. Put students into pairs to compare their answers, then do a class check.

Answers

- 1 A have = own/possess (stative verb); B having = taking (activity happening at this moment)
2 A appears = seems (stative verb); B appearing = playing at (scheduled event around this time)
3 A at this moment; B in general
4 A it's affected by; B relying on (at this time)
5 A it has a good flavour (stative verb); B trying (happening now)
6 A criticism of something which is annoying; B habitual action/event

- 2 all kinds of people; men, older and younger people
 3 1 is enjoying 2 are beginning 3 appears 4 like
 5 comes 6 want 7 are 8 are changing
 9 are bringing 10 (are) making

ADDITIONAL PRACTICE | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Stepping Stones

present habit: *be used to/get used to*

Aim

- to use *be used to/get used to* to talk about things you are accustomed to using

- 4 If you have the facilities to do so, show a few photos from the internet of music festivals such as people camping, people queuing, crowds. Ask students to discuss the question in pairs then elicit some responses.
- 5 Ask students to read Sarah's messages and then decide which statements are true or false. Check the answers. Point out the noun phrase *peace and quiet* and check students understand that *a fortune* means a large amount of money and *on their own* means alone.
- 6 Focus students on Sarah's first two messages and ask them to underline *used to* and the verb which follows it. Elicit what type of verb form it is.

Ask students to turn to **Grammar Reference** on page 141 and read through the Habit in the past section with the class, checking that students understand everything. You could do Exercise 3 on page 141 and exercise 4 on page 142 in class or ask students to do it for homework.

Grammar Reference answers: Exercise 3

1 was 2 both 3 didn't 4 both 5 both

Exercise 4

- For many years, I used to take my little sister to school.
- What did you use to do during the school holidays when you were a child?
- My parents would often give me money for concert tickets.
- I used to stick photos of my favourite musicians on my bedroom walls.
- I didn't used to go out very often when I was younger.
- Every weekend we went to see my grandparents.

- 7 Give students about five minutes to write sentences. If you have a class of high-school students, you could adapt the activity to imagine that students have just started university.

- 8 Students compare their answers in pairs. Ask them to share any similarities or differences, e.g. *We both spend a lot of time in an office. Maria is saving up for a holiday but I am spending a fortune on work clothes. We're getting used to working for a boss but neither of us are used to getting up early yet.* Do a class check.

Answers

- 4 Students' own answers
 5 1 false 2 false 3 true
 6 *-ing* (also called a gerund)
 7–8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.8, Grammar 1 | **MEL Unit 1**, Grammar 1

Use of English focus

► p.11

Multiple-choice cloze (Part 1)

Aim

- to practise using the strategies of elimination and looking at surrounding words to complete an exam-style cloze (Reading and Use of English, Part 1)

Warmer: Fans

Elicit what a *fan* is (someone who likes a particular sport or performing art very much, or who admires a famous person).

Ask students to discuss the following question in pairs: *Are you a fan of anything or anyone? Why/Why not?*

Refer students to the **Exam Focus** on page 186. Read it through with students, making sure they understand everything.

- Emphasise that it is always useful in the exam to read a text quickly for gist before worrying about what words are missing. Ask students to skim (read quickly for gist) and find out who Josh Freese is and what is unusual about the relationship with his fans.
- Tell students that a process of elimination (a way of finding the right answer by gradually deciding that none of the other answers are possible) is a very useful technique when answering a multiple-choice cloze. Focus students on the example (0) and ask students to discuss in pairs why A, B and D are wrong. Elicit the answers.

- 3 Read the **Exam Tip** to students then complete these questions as a class.
- 4 Ask students to complete the activity individually. In the exam, students should allow eight minutes for this section. Set a time limit if you wish.

Teaching tip: Time limits

Set a timer for exam-style activities to help students prepare to work under pressure in the exam.

Point out that in the Reading and Use of English exam, students will have 1 hour 15 minutes to answer the seven parts. Students should allow approximately one minute per mark.

- 5 Students compare answers in pairs. Check answers with the class.
- 6 Ask students to discuss the questions in pairs. Do a class check.

Answers

- 1 He makes money from offering meetings or lessons with his fans.
- 2 A and B are wrong because you use these verbs to describe the location of things rather than people. D is wrong because it would need to be *who lives*.
- 3 1 Students' own answers
2 C and D
3 C (it's not possible to use *know* in this way in the present perfect)
- 4 1 C 2 A 3 D 4 C 5 A 6 C 7 B 8 D
5–6 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.9, Use of English 1–2 | MEL Unit 1, Use of English 1–2 | Photocopiable 1B *Preposition squares*

Vocabulary

phrasal verbs with *take*

Aim

- to review phrasal verbs with *take*

Warmer: Who do you take after?

Write on the board *Do you take after anyone in your family? If so, who?* Elicit the meaning of *take after* (have similar characteristics to an older relative). You may like to give a personal example, e.g. *I take after my mother in personality – we are both friendly and outgoing, but I take after my father in looks. People always say that I look like him!* Give students a few minutes to discuss the question in pairs, then elicit a few responses.

- 7 Explain that in English there are lots of phrasal verbs (combinations of a verb and a preposition or adverb) which have many different meanings, often not literal at all. Ask students if there are phrasal verbs in their first language.

Ask students to match the phrasal verbs in the box with sentences 1–6. Go through the answers as a class, checking students understand the meaning of each one in this context: *take after* (to look or behave like an older relative); *take back* (admit you were wrong to say something); *take off* (to suddenly start being successful); *take over* (take control of something); *take up* (become interested in and start a new activity).

Read through the **Language Tip** with the class.

Answers

- 7 1 took off 2 takes after 3 took up 4 took up
5 took over 6 take back

ADDITIONAL PRACTICE | ActiveTeach Noughts and Crosses; Pelmanism

Listening focus ► p.12

Multiple matching (Part 3)

Aim

- to complete an exam-style listening exercise (Listening, Part 3) and to practise expressing opinions

- 1 Ask students to complete the activity, then put them into pairs to compare their answers. Go through the statements one by one and ask students to raise their hands if they said a statement was true. Elicit a few reasons. Check students have understood the vocabulary such as *album* (a CD or download containing a number of songs; artists also sometimes release a *single*, which is an individual song). Check the pronunciation of *varied* /veəriəd/.

Refer students to the **Exam Focus** on page 189. Read it through with students, making sure they understand everything.

- 2 Read the question aloud then play the recording. Elicit the answer.
- 3 Tell students that one of the extracts (1–4) has a similar meaning to one of the statements A–H in Activity 1. Ask students to underline the words which say the same thing in a different way. Elicit the answers. Point out the use of *will* in extract 3 and read through the **Language Tip** with the class.

- 4 Read the **Exam Tip** aloud. Tell students that they are going to listen to the remaining speakers and they need to choose a statement in Activity 1 that matches what each speaker says. Then play the recording.
- 5 Put students into pairs to compare answers, then play the recording again, pausing after each speaker to check the answers.
- 6 Students discuss the questions in pairs. Encourage students to give full answers. For extra practice, students could discuss the questions again with a new partner. Do a class check.

Answers

- 1 Students' own answers
- 2 his taste in music, social media
- 3 F = 3
enjoy = It's fun
sharing = playing different tracks to each other
- 4 2 A 3 H 4 E 5 D
- 5–6 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.9, Listening 1 | MEL Unit 1, Listening 1 | MEL Extra practice Listening 1 *Dealing with distraction: Choose the correct version*

Grammar focus ► p.13

Habit in the past

used to/would

Aim

- to review *used to* and *would* to express habit in the past

Warmer: Have your tastes changed?

Write the following questions on the board for students to discuss in pairs. Point out that *taste* can be used to describe the kind of things that someone likes, e.g. music, clothes.

- 1 *What kinds of music did you like listening to in the past?*
- 2 *Has your taste in music changed? Why/Why not?*

- 1 Put students into pairs to answer the questions. Check that students understand *to be obsessed with something* (to think about something much more than is necessary or sensible). Go through the answers as a class. If necessary, clarify *state* (the condition that someone or something is in) and *habit* (something that you do regularly or usually).

Go through the **Language Tip** with the class. Note that a bare infinitive is an infinitive without *to* e.g. *hate, like*. You may like to share further examples of contrasting *used to doing* with *used to do*. For example, *I am used to reading a lot* (= I'm accustomed to) / *I used to read a lot* (= it's no longer true).

Ask students to turn to the **Grammar Reference** on page 141 and read through it with the class.

- 2 Tell students that *would* is another way to talk about past habits and repeated actions but NOT about past states. Students complete the activity, then explain their choices in pairs. Elicit answers, giving feedback on the use of *used to* and *would*. Explain that *would* is more formal than *used to* and is typically used in writing.
- 3 Ask students to discuss the questions in pairs. Monitor, and check that students are using *used to/would* correctly.
- 4 Students complete the text, then compare their answers in pairs. Do a class check.

- 5 Put students into new pairs or small groups for the discussion. If students require extra support, write on the board the following prompts:

- 1 *People used to ... but now they ...*
- 2 *I follow ... I am a big fan of ...*
- 3 *I used to enjoy ... but now I ...*

Answers

- 1 1 no 2 no 3 yes 4 used to be
5 used to watch, would play 6 used to (watch, be)
- 2 1 would always/always used to 2 would/used to
3 used to 4 used to
- 3 Students' own answers
- 4 1 used to be 2 used to/would give
3 used to/would go 4 used to/would start
5 used to/would have 6 would also have to/
also used to have to 7 to raise 8 compete/are
competing 9 want 10 expect 11 find/are finding
- 5 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.10, Grammar 1–2 | MEL Unit 1, Grammar 1–2 | Photocopiable 1C *Over to you* | **ActiveTeach** Extra activity: Grammar Focus 2

Writing focus ► p.14

Informal email (Part 2)

using informal language

Aims

- to write an informal email using an appropriately informal style (Writing, Part 2)

Warmer: Formal and informal emails

Ask students to discuss the following questions in pairs:

- 1 Do you write many emails? Are they formal or informal?
- 2 What ways could you start or end an informal email to a friend or a family member?

Tell students that the Writing task for Cambridge First is in two parts: Part 1 is a compulsory letter/email and Part 2 will have a choice which could include an informal letter/email.

In **Writing Reference 1.2** on page 168, ask students to read the exam task example and the model answer.

- 1 Put students into pairs to discuss the questions. Point out the difference in pronunciation in the first question: *How easy is it to see live /laɪv/ music where you live /lɪv/?* Elicit a few responses to the questions.
- 2 Ask students to read the task and answer the questions. Elicit the answers.
- 3 Students read the model answer and choose the most suitable word/phrase from each alternative. Emphasise that although both alternatives are grammatically possible, it is important to choose the informal option as they are writing to a friend. Point out that students will get better marks in the exam if they use language appropriate for the task. In this case, informal language.
- 4 Ask a different student to read each expression aloud to the class. After each one, elicit whether it would be appropriate (i.e. informal enough) for ending the email.
- 5 Ask students to look at the exam task and identify the two things Max is asking for (what there is for students to do in the evening, and what things you most like doing). Elicit what would be an appropriate style for this task (informal). Students tick which of items 1–6 to include in the email. Check as a class.
- 6 Ask students to do the activity in pairs. Do a class check, then elicit further examples.

- 7 You could set this for homework, or ask students to complete this in class individually or in pairs while you provide support. Read the **Exam Tip** aloud. Ask students to check their work against the writing checklist on page 165 before collecting it and offering individual feedback.

Answers

- 1 Students' own answers
- 2 1 You have to write to Josh. 2 To give him information 3 informal
- 3 1 there's a music festival every summer 2 you'll be able 3 enjoy going a lot
- 4 mainly interested in
- 5 you won't be disappointed because there's something for everyone
- 6 But
- 7 if you like, I could
- 8 Let me know what you think.
- 4 1, 3
- 5 1, 2, 4, 6
- 6 1 F 2 I 3 I 4 I 5 I 6 F
- 7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.11, Writing 1–4 | **MEL** Unit 1, Writing 1–4 | **MEL Extra practice**, Writing 1 *Understanding the question in Part 1: Have they got the right idea?*

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 as a homework activity. Ask students to compare their answers in pairs before doing a class check.

Answers

- 1 1 used to enjoy 2 would (always) go 3 am used to performing 4 took off (instantly) 5 don't take after 6 didn't use to like
- 2 1 don't like 2 are saying 3 doesn't think 4 is always doing 5 is getting 6 are playing
- 3 1 A 2 B 3 C 4 C
- 4 1 raise 2 release 3 put 4 profitable 5 confirm 6 exploit 7 ambitious 8 person