

# GOLD

**C1 Advanced**

NEW EDITION



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# INTRODUCTION

## Rationale

Welcome to *Gold C1 Advanced New Edition*, the innovative and engaging course for students preparing to sit Cambridge English Qualifications C1 Advanced, or general English students studying at C1 level on the common European framework. *Gold C1 Advanced 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 C1 First Practice Test.

Students will finish the *Gold C1 Advanced 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 C1 Advanced 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 C1 Advanced 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 C1 Advanced 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 C1 Advanced New Edition* contains practice for all papers of the Cambridge English Qualifications C1 Advanced 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 C1 Advanced*, 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 C1 Advanced 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 C1 Advanced New Edition Coursebook* also contains a complete Cambridge English Qualifications C1 Advanced 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 C1 Advanced 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 C1 Advanced Practice Tests.

## Extensive digital package

The *Gold C1 Advanced 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

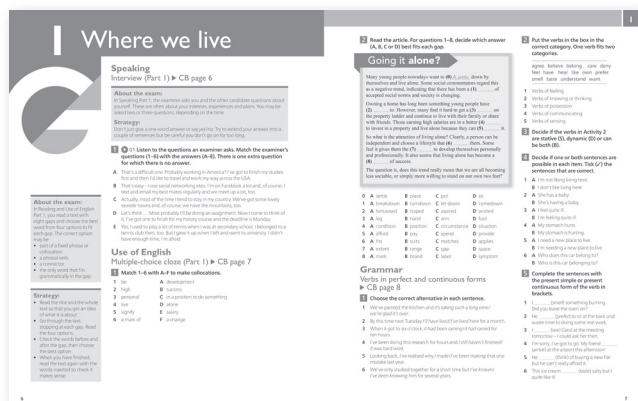
## Coursebook

- Twelve engaging units with authentic texts
- Exam-style practice and exam tips
- Extensive reference section including Grammar reference, Exam focus and Writing reference
- Download the class audio from [www.pearsonELT.com/gold](http://www.pearsonELT.com/gold)



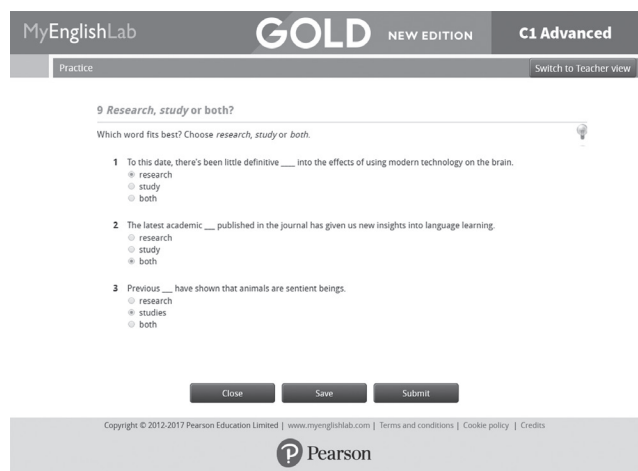
## Exam Maximiser

- 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*
- 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](http://www.pearsonELT.com/gold)



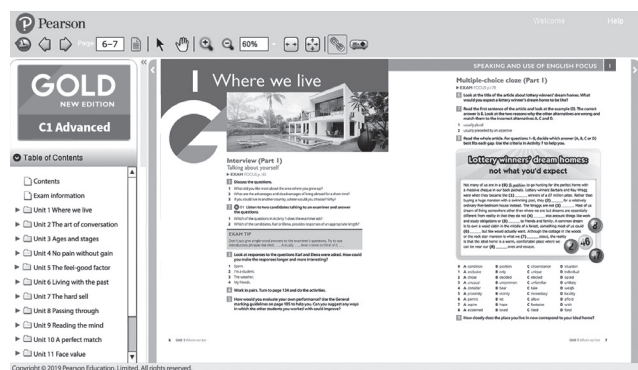
## MyEnglishLab

- 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 explain 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

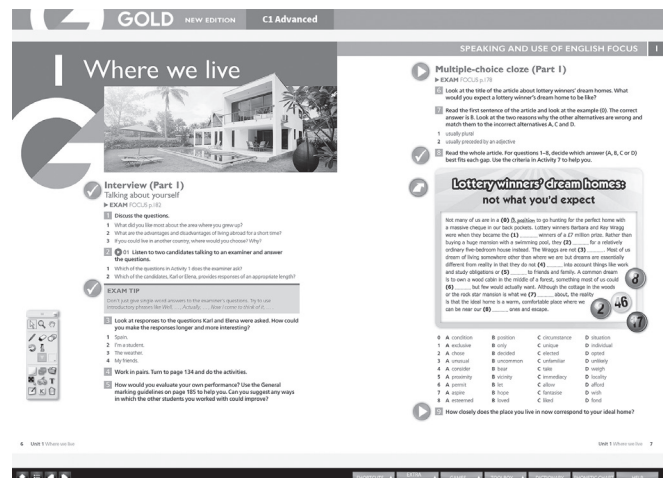
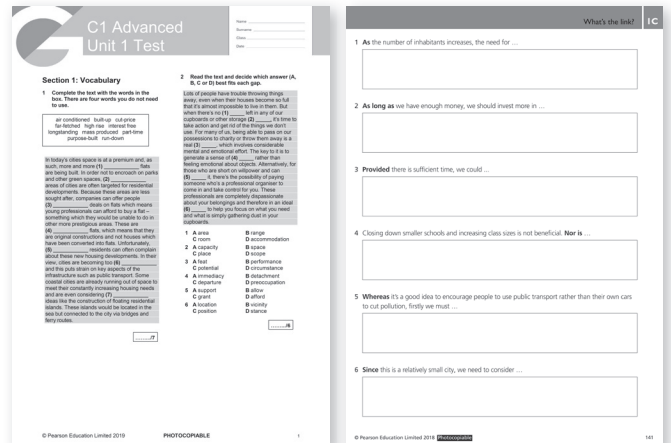
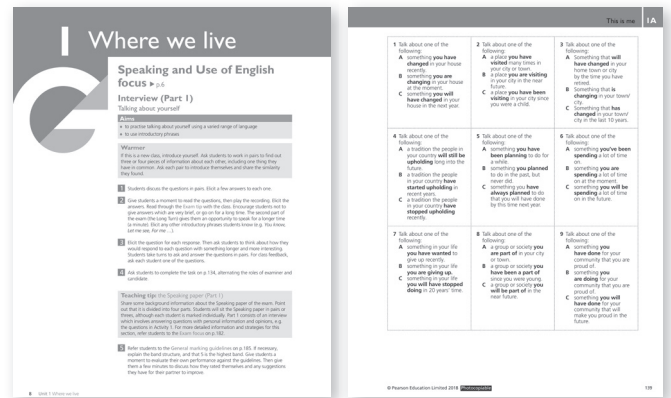
- Your complete guide to using all of the *Gold C1 Advanced New Edition* components in a blended classroom
- Lesson plans with answers, audio scripts and writing task sample answers
- Cross-references to all of the *Gold* components
- Supplementary ideas for warmers and extension activities
- Advice 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
- 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 C1 Advanced 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 C1 Advanced New Edition



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

- seven 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 C1 Advanced exam
- answer key and audio script to support teachers doing exam practice in class.

*Practice Tests Plus Advanced New Edition* online materials include:

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

## Teaching strategies

The *Gold C1 Advanced 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 C1 Advanced 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 C1 Advanced 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 C1 Advanced 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.

## Managing 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 C1 Advanced 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 C1 Advanced, 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 C1 Advanced New Edition Teacher's Book*, which gives students of all abilities the opportunity to improve their first performance.

### Offer choices

Many students respond well to choices that help them make a decision about their own learning. For example: 'OK, I'm going to offer you a choice here. For those who would like to look at the third conditional in more detail, I'm going to work through the Grammar reference now. If you feel you are already familiar with the third conditional, you can start the 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 page 6 for some recommended additional resources.

## Teaching with MyEnglishLab

*MyEnglishLab: Gold C1 Advanced 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 C1 Advanced 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 C1 Advanced 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 C1 Advanced 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.

# 1 Where we live

## Speaking and Use of English focus ▶ p.6

### Interview (Part 1)

Talking about yourself

#### Aims

- to practise talking about yourself using a varied range of language
- to use introductory phrases

#### Warmer

If this is a new class, introduce yourself. Ask students to work in pairs to find out three or four pieces of information about each other, including one thing they have in common. Ask each pair to introduce themselves and share the similarity they found.

- 1 Students discuss the questions in pairs. Elicit a few answers to each one.
- 2 Give students a moment to read the questions, then play the recording. Elicit the answers. Read through the **Exam tip** with the class. Encourage students not to give answers which are very brief, or go on for a long time. The second part of the exam (the Long Turn) gives them an opportunity to speak for a longer time (a minute). Elicit any other introductory phrases students know (e.g. *You know, Let me see, For me ...*).
- 3 Elicit the question for each response. Then ask students to think about how they would respond to each question with something longer and more interesting. Students take turns to ask and answer the questions in pairs. For class feedback, ask each student one of the questions.
- 4 Ask students to complete the task on p.134, alternating the roles of examiner and candidate.

#### Teaching tip: the Speaking paper (Part 1)

Share some background information about the Speaking paper of the exam. Point out that it is divided into four parts. Students will sit the Speaking paper in pairs or threes, although each student is marked individually. Part 1 consists of an interview which involves answering questions with personal information and opinions, e.g. the questions in Activity 1. For more detailed information and strategies for this section, refer students to the **Exam focus** on p.182.

- 5 Refer students to the **General marking guidelines** on p.185. If necessary, explain the band structure, and that 5 is the highest band. Give students a moment to evaluate their own performance against the guidelines. Then give them a few minutes to discuss how they rated themselves and any suggestions they have for their partner to improve.



## Alternative

If students don't feel confident making suggestions to each other at this early stage of the course, ask them to just reflect on their own performance, and share something they would like to improve with the other students they worked with.

### Answers

- 2 1 Question 1: What did you like most about the area where you grew up?
- 2 Karl provides answers of appropriate length. He gives two utterance answers. He either first answers the question and then provides more information e.g. 'I'm German. I live just outside Berlin now but I grew up in the centre of the city.' Or he prefaces his answer with a comment that allows him to show the range of language he has at his disposal and then goes on to provide an answer e.g. 'Well, there are so many things, really, but I suppose the one that really stands out for me is living so close to a great city like Berlin.'

### Teaching Tip: Recording spoken tasks

If students have mobile devices, encourage them to record themselves talking in Activity 5. Then ask them to listen to the recording and reflect on what they did well and what they could improve on. Encourage students to save the recording to play to themselves later in the course so that they can hear their own progress.

## Multiple-choice cloze (Part 1)

### Aim

- to complete an exam-style multiple-choice cloze task (Reading and Use of English Part 1)

### Teaching tip: The Reading and Use of English paper (Part 1)

Tell students that the Reading and Use of English paper of the exam is divided into eight parts. Part 1 is a multiple-choice cloze: a gapped text with a choice of four options for each gap. For more information, refer students to the **Exam focus** on p.178.

- 6 Focus students' attention on the title of the article. Elicit the meaning of *lottery* (a game used to make money for a state or a charity in which people buy tickets with a series of numbers on them – if their number is picked by chance, they win money or a prize). Put students into pairs to discuss the question (without looking at the text).

### Additional activity: Reading for gist

Ask students to read the article quickly without worrying about the gaps to see what kind of home a real lottery

winner chose. Ask them to compare it to their own ideas from Activity 6.

- 7 Point out that this task type focuses on whether students can understand subtleties in meaning between words of a very similar meaning. Do this activity as a class.
- 8 Students complete the article then compare their answers in pairs before checking as a class.
- 9 Students discuss the question in pairs, then elicit a few responses.

### Answers

- 7 1 C 2 D and A
- 8 1 B (*only* means that there were no other winners)
- 2 D (*opted* is the only verb on the list which is followed by *for*)
- 3 A (*uncommon* and *unlikely* are not usually used as stand-alone adjectives for people. *Unfamiliar* as a stand-alone adjective for a person means not known to you, which doesn't make sense here.)
- 4 C (*take into account* is a collocation)
- 5 A (*proximity* has the best meaning and it is the only noun from the list which is followed by *to*)
- 6 D (*afford* = to have enough money to pay for something)
- 7 C (*fantasise* is the only verb listed which is followed by the preposition *about*)
- 8 B (*loved one* is a compound word meaning a person you love, usually a family member)

### Additional activity

Put students into pairs and allocate each pair one of the sets of words from Activity 8 (or for a shorter alternative, two words from a set). With their partner, students discuss the differences in meaning and use between the alternatives then look up the definitions in the Longman Dictionary of Contemporary English at [www.ldoceonline.com](http://www.ldoceonline.com). Ask students to briefly present the differences to the class. Alternatively, students could post their findings to a private class online space.

### Teaching tip: Setting up an online space

Set up an online space for your class, for example, in your school's learning management system, MyEnglishLab, or on a social media site. You can use the space to communicate notices to students, for students to submit work, provide links to useful resources, and for online discussion.

**ADDITIONAL PRACTICE** | Maximiser p.6, Speaking | MEL Unit 1, Speaking | MEL Extra practice, Speaking 1 Giving good Part 1 answers | **Active Teach Game:** Sheep out!

## Grammar focus ► p.8

### Warmer

Ask students to discuss in pairs whether they think it would be more dangerous to live in a small town or a city. Reveal that it is generally more dangerous to live in a small town than in a city and ask students to speculate why this might be (e.g. because of fewer hospitals or medical resources; rural drivers go much more quickly).

- Put students into pairs and encourage them to think of at least three advantages and disadvantages of living in a small town. Then ask students for a show of hands to indicate whether they consider themselves a *city person* or a *small-town person*. Invite a few students to give reasons for their choices.
- Play the recording and elicit whether the speaker mentioned any of the things that were talked about in Activity 1. Elicit any other advantages or disadvantages she talked about.

## Verbs in perfect and continuous forms

### Aim

- to differentiate between the use of perfect and continuous forms

Refer students to the [Grammar reference](#) section on verbs in perfect and continuous forms on p.149. Go through the notes and examples. Ask them to do the exercise on p.150.

### Teaching tip: A 'flipped classroom' approach

You could ask students to read through the relevant [Grammar reference](#) sections before the lesson. This will allow more time for students to think about the grammar at home, and will also allow more time for questions and communicative activities during class.

### Grammar reference answers

- have been having
- is working
- has lived
- are always complaining
- have just had

- Point out that all of these sentences are grammatically correct and, at this level, the focus is more about understanding and conveying subtle differences using the appropriate tense.
- Students discuss the difference in meaning between each pair of sentences before comparing ideas as a class.

### Answers

- 1 A They are still discussing where to move. B They've finished discussing where to move.  
2 A The focus is on the total distance covered at the end of the journey. B The focus is on repeatedly covering the same distance every day.  
3 A The suggestion is that the process of wondering about leaving had come to an end when she was offered the job. B The suggestion is that when she received the job offer she was still wondering about leaving the city.
- 1 I had been telling 2 I had, in fact, always been  
3 both 4 both 5 both, have discovered  
6 will have been

### Forms used by speaker:

- I had been telling (past perfect continuous) 2 I had, in fact, always been (past perfect simple) 3 will have been living (future perfect) 4 I've been looking back (present perfect continuous) 5 I've spent, have discovered (present perfect simple) 6 will have been (future perfect)

**ADDITIONAL PRACTICE** | **Active Teach** Extra activity Grammar Focus 1

## Stative verbs

### Aims

- to understand that verbs are not used with a stative meaning in continuous forms
- to identify a range of stative verbs

Refer students to the [Grammar reference](#) section on stative and dynamic verbs on p.150. Go through the notes and examples. Ask them to do the exercise.

### Grammar reference answers

- ~~I'm loving~~ I love living in London at the moment. It's great.
- ~~They're having~~ They have three children: Hanna, Charlie and Aurora.
- She denies having had anything to do with the robbery. (= correct)
- This soup tastes a bit strange. (= correct)
- ~~He's not understanding~~ He doesn't understand anything about technology.

- 5** Talk through the **Language tip** and find out if students can think of any other examples of verbs with both stative and dynamic meanings (e.g. *have, be, think*).

Check that students understand the terms *stative verb* (a verb that describes a state of being) and *dynamic verb* (a verb that describes an action). Ask them to divide the stative verbs into groups, then check answers as a class.

- 6** Students complete the activity then compare their answers in pairs before you check answers as a class.
- 7** Give students a moment to think about the question and the verb forms. Share an example (e.g. *I've been living in my rock star mansion for a year now. I've been swimming in my huge pool every morning before class*). Students discuss their ideas in pairs or small groups, then elicit some ideas.

#### Answers

- 5** Emotions: care, like, love  
 Knowledge: believe, know, understand  
 Possession: belong, own, possess  
 Communication: agree, deny, promise (also possible: understand)  
 Senses: hear, smell, taste
- 6** 1 think (expressing an opinion)  
 2 am thinking (considering)  
 3 am seeing (for an arrangement in the future)  
 4 see (understand or appreciate an opinion in the present)  
 5 are tasting (for an action in progress)  
 6 tastes (for a permanent state or quality)

**ADDITIONAL PRACTICE** | Maximiser p.7, Grammar | MEL  
 Unit 1, Grammar | Photocopiable 1A *This is me* | Active Teach  
 Extra activity Grammar Focus 2

## Listening focus ▶ p.9

### Multiple matching (Part 4)

#### Aim

- to complete an exam-style multiple matching task (Listening Part 4)

#### Teaching tip: The Listening paper (Part 4)

Tell students that the Listening paper consists of four parts. Refer students to read Part 4 of the **Exam focus** on p.182 and then elicit a summary (Part 4 focuses on understanding informal speech and involves reading

two tasks of eight statements each, then listening to five short monologues on a related topic and matching one statement from each task to one of the speakers).

- 1** Read the **Exam tip** with the class. Students answer the questions in pairs, then elicit answers from the class. Check students understand the idea of *downsize* (to move to a smaller home).
- 2** Play the recording twice. Go through the answers.
- 3** Read the question and, if students want you to, replay the recording. Ask students to discuss the question in pairs then elicit a few opinions about each.

#### Answers

- 2** Task 1 1 G 2 C 3 H 4 E 5 D  
 Task 2 6 G 7 F 8 B 9 E 10 D

## Vocabulary

### expressions with *space* and *room*

#### Aim

- to expand students' knowledge of expressions with *space* and *room*

#### Additional activity

Ask students to write their own sentences with *space* and *room*, and then work in pairs to share their sentences and try to give their own explanations of how the words are the same, and what differences there are. Conduct whole-class feedback. (Suggested answer: the words are different in the contexts they can be used in, which is what this activity aims to practise).

- 4** Students complete the activity, then compare in pairs before you check as a class.

#### Additional activity

Ask students to take turns to guess who each speaker in Activity 4 might be talking to and what the situation is, e.g. *I think the first speaker might be talking to her partner or flatmate. Maybe they have a really cluttered flat and are having a big clean out*. Then ask each pair to choose one of the phrases and role-play the next part of the conversation. Invite pairs to share their conversations with the class.

As an extension, get students to try and articulate how the words *space* and *room* are different. (i.e. *space* talks about an area, *room* often talks about what an area can be used for).

- 5 Students turn to p.144 and work in pairs to ask and answer the questions using expressions with *space* and *room*. Elicit an answer to each question, along with the meaning of the words in italics: *room service*, *room temperature*, *no room to swing a cat*, *roomy*, *room and board* and *leg room*.

#### Answers

- 4 1 both 2 both 3 room 4 room 5 both  
6 space 7 room 8 space

**ADDITIONAL PRACTICE** | Maximiser p.10, Listening | MEL Unit 1, Listening | MEL Extra practice, Listening 1 Speaker purpose | Active Teach Game: Noughts and crosses

## Reading focus ▶ p.10

### Multiple choice (Part 5)

#### Aim

- to complete an exam-style multiple-choice reading task (Reading and Use of English Part 5)

#### Teaching tip: The Reading and Use of English paper (Part 5)

Refer students to the **Exam focus** on p.179 and give them a few minutes to familiarise themselves with the section on Part 5.

- Students discuss the questions in pairs. Elicit a few ideas for each question. Then ask: *How has technology changed the way people navigate?* Try to use or elicit words which are coming up in the reading text: *GPS*, *coordinates*, *Google Earth*, *interactive*.
- Give students a minute to read the title and first paragraph, then elicit a few predictions of what the whole article will be about. Give students five minutes to read the article quickly to check their predictions.
- Read the **Exam tip** with the class.

#### Additional activity

As an example of the Exam tip, give students the following statement: *The writer of this article thinks that we rely on technology so much that we would easily get lost without it.* Get students to try and guess what the answer would be based on their own beliefs, and then skim read to find out (answer = *no*). Then ask the class whether students' own feelings about the question affected their decision.

Ask students to read the questions and underline key words before reading the text one more time. Tell students that as they answer each question, they should find and mark the part of the text that each question relates to, then reread it in detail. After students have answered the questions, they compare their answers in pairs. As you go through the answers, elicit evidence for each one.

- Students discuss the questions in pairs. Conduct whole-class feedback.

#### Answers

- 2 C  
3 1 C 2 B 3 D 4 B 5 A 6 B

- Tell students that working out meaning from context is an important reading skill. Brainstorm strategies for deducing the meaning of an unknown word, e.g. understand the context, read the whole sentence, work out the word class (is it a verb, noun, etc.?), look for connections to words in other languages you know. Students match the underlined words with the meanings. They compare their answers in pairs, then as a class.
- Remind students that writing their own examples is a good way to help them remember words and phrases.

#### Answers

- 5 1 frequent 2 detachment 3 feat 4 archly  
5 reconnaissance 6 fabric 7 parameters  
8 intersect

**ADDITIONAL PRACTICE** | Maximiser p.8, Reading | MEL Unit 1, Reading | MEL Extra practice, Reading 1 Predicting the text A | Active Teach Extra activity Reading Focus – meanings in context

## Vocabulary focus ▶ p.12

### Compound words

#### Aim

- to expand students' awareness of compound words

#### Warmer

Ask students to show each other a photo (on their phones) of their town/city or a well-known landmark, and get their partner to describe it.

- 1 Put students into pairs or small groups to discuss the questions. If all students are from the same city, they could each choose another city they are familiar with to discuss.
- 2 Give students a few minutes to read the text and clarify any unknown vocabulary. Elicit the meaning of a *mecca* (a place that attracts a lot of people), *endowed* (with a good quality), *asset* (something that is useful), *slogan* (a short phrase used in advertisements) and *bylaw* (a law which applies to a city or small area rather than the whole country).
- 3 Read through the **Language tip** with the class. Point out that compound words can combine a range of word classes, e.g. noun, adjective, adverb, verb. Ask students to look at the first underlined word in the text (*landmark*), elicit the word class of the word (a noun), and the words it combines (the nouns *land* and *mark*). Direct students to the next underlined word (*world-renowned*). Elicit the word class (adjective) and the words it combines (the noun *world* and the adjective *renowned*). Ask students to look at the remaining underlined compound words and answer the question. Elicit the answer.
- 4 Tell students that this list is of some other common compound adjectives. Students match the adjectives to the nouns then check as a class.
- 5 Students complete the activity, then compare answers in pairs before you check as a class.
- 6 Focus on the first word *air-conditioned* and elicit some possible sentences using it, e.g. *My apartment isn't air-conditioned; When I go on holiday, I always ask for an air-conditioned room.* Encourage students to write and compare their own sentences.

### Additional activity

Students could turn their sentences from Activity 6 into gapped sentences by removing one part of each compound word (or for more of a challenge, the whole compound), then swap these with a new partner. They try to guess the missing item in their partner's sentences.

### Teaching tip: Recording vocabulary

Suggest students choose a place to record new vocabulary and collocations. It could be a digital record or physical notebook, but it is important that it is in one central place and doesn't get lost!

### Answers

- 3 landmark, theatre-goers, bylaws
- 4 1 E long-standing friendship 2 F run-down area  
3 C cut-price airline tickets 4 D drop-down menu  
5 B middle-aged man 6 A part-time job
- 6 1 air 2 mass 3 far 4 highly 5 high 6 life  
7 interest 8 built

**ADDITIONAL PRACTICE** | Maximiser p.8, Vocabulary | MEL Unit 1, Vocabulary | Photocopiable 1B *Matching halves* | **Active Teach Game:** Pelmanism

## Grammar focus ► p.13

### Warmer

Write *take a trip down memory lane* on the board, and elicit what it means (when you spend some time remembering the past). Ask students to take a moment to think back to their childhood and choose a place that has happy memories for them, e.g. a holiday spot or place they used to play or somebody's home. Divide students into small groups to briefly describe that place and its significance to them. Finish by asking: *Have you been back to that place? How has it changed?*

- 1 Put students into pairs to discuss the statement then conduct whole-class feedback.
- 2 Give students a few minutes to read the text and clarify any unknown vocabulary.
  - 1 (Suggested answer) What happened in the past would not happen now. The way things are now is very different from the way they were in the past.
  - 2 (Suggested answer) The house itself had changed, so had the garden and so had the beach. The new owners didn't seem to care about preserving what was appealing about the house.

## Conjunctions

### Aim

- to use a range of conjunctions which show contrast, give conditions and add information

Ask students to read the **Grammar reference** section on conjunctions on p.150 and complete the exercise on p.151.

### Grammar reference answers

1 yet 2 whereas 3 provided that 4 As 5 If only  
6 as 7 nor

- 3 Students match the conjunctions to their function, then check answers as a class. Elicit other conjunctions that are used for each function (referring students back to the [Grammar reference](#) on p.150 if necessary).
- 4 Students complete the activity, compare answers in pairs, then check answers as a class.
- 5 This exercise showcases a number of useful phrases using as that function as conjunctions. Ask students to read the sentences and match each phrase to its meaning from the box. Check answers as a class. Tell students that they could consider using some of these as phrases in their essay in the next lesson (on p.14).

### Additional activity

Ask students to work in teams to think of ideas to improve the city they are currently in. Each team should decide on an idea, and prepare to present their arguments to the class in a formal way, e.g. using some of the conjunctions from the lesson.

### Answers

- 3 1 whether, whereas 2 Provided, as long as 3 nor
- 4 1 nor 2 as yet 3 As long as 4 whereas  
5 Provided 6 as long as
- 5 1 While 2 Regarding 3 until now 4 current 5 Since  
6 Starting on

**ADDITIONAL PRACTICE** | Maximiser p.10, Grammar | MEL  
Unit 1, Grammar | Photocopiable 1C *What's the link?* | MEL  
Extra practice, Use of English 9 Connectors | **Active Teach Game:**  
Stepping stones

## Writing focus ▶ p.14

### Essay (Part 1)

using the task input to help you plan

#### Aim

- to plan and write a well-structured exam-style essay (Writing Part 1)

#### Warmer

Students discuss the following question in pairs: *How well do you know your neighbours? Do you think knowing neighbours is important?*

### Teaching tip: The Writing Paper

Point out that the writing paper is in two parts: Part 1 is a compulsory essay; Part 2 is a choice of three tasks which could include an email/letter, a report/proposal, or a review. For more information, refer students to the [Writing reference](#) on essays on p.168.

- 1 Play the recording and elicit a few opinions on how people in students' neighbourhoods would react to such a scheme.
- 2 Students work in pairs and follow the instructions. Conduct whole-class feedback.
- 3 Ask students to read the plans and the checklist on p.166. Students discuss the question in pairs. Then elicit the answer.
- 4 Tell students to use Plan A in Activity 3 as a model as they plan the essay in Activity 2. Give them a few minutes to make their plan individually, then put them into small groups to compare ideas.
- 5 For this plan, give students a five-minute limit to read and plan the task. Emphasise that the plan should follow the same structure as Plan A in Activity 3 although the points can be in note form rather than full sentences. Read the [Exam tip](#) with the class. Point out that this is so that students can show their range of language. Elicit some paraphrases for each opinion in the discussion.
- 6 Set the essay as homework. Encourage students to show their draft to two other students for advice and make changes before you collect the essays in to provide individual feedback.

### Teaching tip: Align your feedback

When giving feedback on written work, make it more meaningful by matching it to the lesson content. For example, for this essay, provide feedback on whether students have planned their essays before writing, or whether their essays show signs of good organisation.

#### Answers

- 3 Plan B is poor: It only addresses one side of the argument, i.e. the writer's opinion and it doesn't assess the potential effectiveness of the plan.
- 6 Model answer  
Too much traffic is a major headache for everyone in the city due to the noise, pollution and, of course, terrible delays during the rush hour. How can the government reduce traffic and dissuade people from driving their cars into the centre every day? In this essay, I will discuss two possible approaches to this pressing yet complex issue.

The first option to consider is an education campaign which could comprise visual and radio advertising, presentations to businesses and special designated days such as 'Walk to Work Day'. Compared to the high cost of significantly upgrading our public transport system, advertising is relatively low-cost and straightforward to implement. On the other hand, it is difficult to gauge the effectiveness of such a campaign in advance because it relies on individuals changing their ingrained habits.

A second alternative would be to levy a tax on parking in the city. This could be applied both to businesses and directly to consumers. While I acknowledge that it may be unpopular, it would have immediate gains in revenue and would likely make residents reconsider other transport options.

In my view, a multi-faceted education campaign would be the most effective starting point. In the future, a tax could be a possible option but it would be tolerated better once citizens are educated about the benefits of fewer cars and a more pedestrianised centre.

**ADDITIONAL PRACTICE** | Maximiser p.11, Writing | MEL  
Unit 1, Writing | MEL Extra practice, Writing 1 Understanding the marking criteria

## Review ► p.15

### Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 1

- 1–3** 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 the review activities for fast finishers during other lessons and make the answers available in your online space for students to mark themselves.

#### Answers

- 1** 1 smell 2 is tasting 3 am seeing 4 is smelling  
5 are thinking 6 tastes
- 2** 1 is not enough room to  
2 provided (that) it doesn't rain  
3 has been ironing/doing his ironing  
4 will have been living  
5 as long as I have  
6 and I do
- 3** 1 D 2 B 3 A 4 D 5 C 6 C 7 A 8 B