

GOLD experience

2ND EDITION

TEACHER'S BOOK

B1+

Pre-First
for Schools

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1

The true you

READING

topic: early-morning activities

skill: making inferences

task: multiple matching

GRAMMAR

present simple and continuous

present perfect simple and continuous

VOCABULARY

follow your dreams

adjectives ending in *-able* or *-ible*

compound nouns

LISTENING

topic: achievements

skill: avoiding the obvious choice

task: multiple choice

USE OF ENGLISH

key word transformation

multiple-choice cloze

SPEAKING

topic: getting to know each other

skill: giving interesting answers

task: interview

WRITING

topic: city vs. countryside

skill: giving a reason, explaining a result

task: opinion essay

SWITCH ON

video: circus squad

project: design a promotional poster

Lead-in SB p9

Before the lesson, think of two interesting things about yourself that you are willing to share with your students (e.g. *I used to have two pet rabbits, I used to work in a museum*) and make up one false piece of information. Start the lesson by telling the students your three pieces of information. Ask them to talk in groups and agree together which one is false. Elicit from each group which one they think is false and ask them how they made their decision.

Read the quote with the class and discuss what *be yourself* means. Give students a few minutes in pairs to come up with a definition. Conduct feedback with the class. Then ask students: *What might prevent you from being yourself?* Some useful language here includes *reputation* (what other people think about you) and *peer pressure* (doing things because other people of your age are doing them).

Put students into small groups to discuss the second question, and say how similar or different they are to people of their own age. Share ideas with the class.

Possible answers

1 The quote means 'try to behave in a way that is natural for you, and don't pretend to be different'. It can be difficult to be yourself when you need to work in a team, or when you need to follow rules, or meet other people's expectations.

2 Students' own answers.

extra

Teach the phrasal verbs *fit in* (to be accepted by other people in a group) and *stand out* (to be very easy to see or notice). Ask students: *Is it better for us to be ourselves, or is it better for us to try and fit in with other people, and not stand out?*

To start

Write the following phrases from the text on the board: *horse surfing, golden hours, language exchange, capture nature*. Students will probably know the individual words but not what they mean when put together. Ask them to work with a partner to guess the meaning of these phrases. Suggest they use modals as they are not sure, e.g. *capture nature might mean hunting animals*. After a few minutes of discussion in pairs, elicit their ideas. Tell them that they will be able to see the words in context when they read the text.

Power up

- 1** Tell students whether or not you are a 'morning person'. Explain how easy it is for you to get up in the morning, and how easy it is for you to do anything at this time of the day. Put students into pairs to discuss the questions, using the activities in the box. Conduct feedback as a class. Decide which is the most and least productive time of day for the class.

Possible answers

- 1 I go to bed at around ten o'clock, and wake up at seven in the morning. I think this is typical of people my age, who have to go to classes in the morning.
- 2 Personally, I function better in the evening. It takes me about an hour to really wake up. I'm much more friendly and sociable in the evenings.
- 3 I prefer to do all of these things in the evenings, although at the weekends, I usually go out with friends or do sport in the afternoons. I don't do any of these things in the mornings.

Read on

In the B2 First for Schools exam the reading text does not have a lead-in. Here there is a short lead-in to engage the students, and to encourage them to think about the topic of the text before they look at the task.

- 2** Write the phrase *early bird* on the board. Ask students to guess what it means but don't tell them the answer at this stage. Give them two minutes to skim read the article for a general sense of what it is about. Ask them to guess what the expression is for people who like staying up or working late (a night owl).

people who get up early in the morning

exam tip

- 3** This refers to Part 7 of the Reading and Use of English paper. Read the first paragraph in the exam tip box with the class. Introduce the concept of 'inferring' meaning. For example, say you're very tired this morning and yesterday was your best friend's birthday. Ask students: *Do you think I went to bed early and got plenty of sleep?* (probably not). Explain that the ability to infer is essential in reading in general and in the B2 First for Schools exam in particular. Ask students in pairs to do the task in the exam tip box. Go round monitoring and noting any issues. Check the answers as a class and go over any problems they had.

Antonio lives in Mexico (and China is fifteen hours ahead of this part of Mexico.)

Yes, he likes Li Wei. (it's awesome getting to know someone from a completely different culture)

exam task: multiple matching

- 4 e** Discuss with the class how they should approach this task. You can elicit ideas, but make sure they understand they need to read the text once very quickly. Tell them to move their eyes quickly across the whole text to get a sense of what it is talking about, and also to read the first sentence of each paragraph or section. Then they should read again carefully and note the main idea(s) in each text or section. Then they should read through the questions. Explain that the ideas in the questions will not be expressed in exactly the same words in the texts.

Then ask students individually to read each text and after each one they should choose the questions that refer to that person. Ask them to highlight the section of the text where they found each answer. Go round monitoring. Check the answers as a class and ask them to say which part of the text is relevant for each question.

- 1 D I've been selling bread to neighbours for the last three months, to help me pay for a school trip to Kenya ...
- 2 A We got into it after seeing an online video clip. The guy in the video does incredible jumps ...
- 3 B ... my brain is a bit slow at that time in the morning.
- 4 A It's only possible to go horse surfing on an empty beach – we don't want to crash into anyone. That means early mornings, unfortunately ...
- 5 B But we're both improving fast ...
- 6 A It's getting more popular every year.
- 7 D I often feel pretty exhausted later in the day, though. I could definitely do with an early night tonight!
- 8 C ... nine times out of ten I don't get a good photo.
- 9 B I practise my Chinese, which is really useful because it's my ambition to study it at university
- 10 C The 'golden hours' – that's what photographers call the hour after sunrise and the hour before ... capturing nature in all its beauty

- 5** Point out that this exercise practises an important reading skill: working out meaning from context. In this case, the definition is given and students have to use clues in the text to identify the word.

- 1 worm 2 saddle 3 ahead of 4 shots 5 disturb
6 come across 7 sleep in 8 pretty

extra: fast finishers



Ask fast finishers to find the phrases you looked at in the *To start* section, and to try and write new sentences using these phrases. When everyone else has finished Ex 5, ask the fast finishers to read their sentences to the class as extra examples.

Sum up

- 6** Start by checking students' use of the phrases by eliciting examples about the students in your class. For example, *Both Jaime and I like football. Neither of us are good at it. In our group, all of us are Spanish. Only Roberto speaks French.*

1 The true you

READING (Continued)

Give students up to five minutes to find similarities and differences between the four people in the text. Then put them into pairs to compare ideas.

Possible answers

- 1 Neither Antonio nor Josh do something that involves animals.
- 2 None of them say they like getting up early.
- 3 Only Josh makes money from the activity.
- 4 Both Camille and Petra are outside in the early morning.
- 5 Three of them do their early morning activity with other people.

Speak up

7 Go through the exercise with the class, then ask students to discuss the questions in small groups. Conduct feedback as a class and have a short discussion on any similarities and differences.

Possible answers

- 1 You can get more done, without being disturbed by other people.
- 2 Activities could include: homework, sport, cleaning the house, preparing food.
- 3 I would love to try horse surfing. It sounds like an amazing sport. It's good to be outdoors and near the sea. It might not be good to do later in the day, because there would be too many people on the beach. It's better to do this early in the morning, when you have the beach to yourself.

Fun footer

Read through the footer with the class. Ask students: *What is your usual morning routine? What would you like to change about it?*

To finish

Put students into groups. Give them two minutes to read through the text a final time. Then ask them to close their books. Tell them you are going to say a phrase from the text with a word missing. Where the missing word goes, either make a 'bleep' sound or say a random word (e.g. *banana*). Give the first student to say the missing word a point.

Suggested sentences with gaps.

- Teenagers are _____ in the mornings (useless).
The early bird catches the _____ (worm).
It's a mix between surfing and _____ (waterskiing).
The guy in the video does incredible _____ (jumps).
China is fifteen hours _____ of this part of Mexico (ahead).
I'm always making silly _____ (mistakes).
When the sun is low in the sky, the light can be _____ (spectacular).
Capturing _____ in all its beauty (nature).
It takes about an hour every Friday evening to prepare the _____ (dough).
I often feel pretty _____ later in the day (exhausted).

Presentation tool: Unit 1, Reading
Workbook / Online Practice: WB pp6-7
Extra Practice App

GRAMMAR SB p11

To start

Use the start of the lesson to assess students' knowledge of the target grammar point.

Think of a job that students are likely to know the name of. Tell students you are thinking of a job. They have to ask present simple questions to try and guess the job, e.g. *Do you wear a uniform? Do you work in an office?*

Put students into groups, and ask them to take turns to think of a job and ask and answer questions to find out what it is.

alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

explore grammar

SB 144

1 Give an example of the present simple and present continuous from your immediate environment, e.g. *Our class starts at 8 o'clock. Today we're studying grammar.* Put the sentences on the board and underline the verb forms. Ask why there is an -s at the end of *start* (because *our class* is singular).

Point out that the present continuous has two parts (the auxiliary verb *are* and the *-ing* form of the verb).

Elicit the reasons why these verb forms are used (we use the present simple for habits, facts and repeated actions, and the present continuous for actions happening now).

Go through the explore grammar box with the class. Ask students to complete the sentences in the box. Check the answers and elicit further examples of each use. For F and G, elicit other frequency adverbs (e.g. *always, sometimes, usually, never, etc.*) and some more adverbial phrases (*after the class, near the school, etc.*).

A get B does C smell D 'm E making F feel, are
G takes, don't

watch out for


Students sometimes confuse verbs that can be used as state or active verbs.

I'm having a headache
I have a headache. ✓


Remind students that state verbs describe beliefs, feelings, and things we possess (*I understand French. I have a car.*).

Some verbs change their meaning when they are used as state verbs or active verbs:

I think English is difficult = this is my belief
I'm thinking about my grandmother = I'm doing this right now.

- 2  1.1 Ask students: *What are your dreams?* Give some examples (to be a famous footballer, to travel the world, etc.). Tell them to listen and write down what Dan's dream is. Ask: *Would any of you like to be a writer? What kind of books would you like to write?*

Dan's dream is to be a writer. He spends a few hours every week working on his novel.

- 3  1.2 Ask students to read the five sentences. Ask them to predict what might go in the gaps. Play the recording, and if necessary, pause the audio after each sentence or play it all the way through twice.

Check the answers as a class before moving onto the second part of the task. Tell students to cover the explore grammar box and try to elicit the three uses of present simple and two uses of present continuous. Check their understanding of each one again and ask them to match the five sentences to the five uses.

- 1 are you doing, D
2 work, A
3 escapes, B
4 sounds, C
5 'm always changing, E

- 4 Write sentence 1 on the board. Ask what tense it uses (the present simple) and which use from the explore grammar box (A). Ask where *in summer* can go. There are two possibilities (*In summer, my sister spends all her free time kayaking/My sister spends all her free time kayaking in summer*). The first is probably more likely. After students complete the exercise individually, get them to compare answers in pairs.

- 1 My sister spends all her free time kayaking in summer. (OR In summer, my sister spends ...)
2 She usually gets to the river at about 9 a.m.
3 I work on my idea for a new game most weekends. (OR Most weekends, I work on ...)
4 My brother is always borrowing my boots – it's so annoying!
5 I didn't read the last chapter. Does Annie follow her dream in the end? (OR In the end, does Annie follow ...?)

- 5 Ask students to look quickly at the post and elicit the context (a girl writing to an 'agony aunt' – someone who gives advice in a magazine, newspaper or website). Ask *What is the girl's problem?* (Her mum probably won't want her to join a football club further from home due to the driving involved.) *Is her problem in the past, present or future?* (present).

Do a quick review of questions and negatives in the present simple and present continuous. Remind students to use the auxiliary *do* for questions and negatives with the present simple. *Do you like football? He doesn't want to play.*

Students work individually to complete the gaps with the correct form of the verbs. Give them time to check their answers with a partner.

- 1 need
2 Do you know
3 joins
4 don't understand
5 train four times a week
6 is looking
7 is always complaining
8 doesn't like
9 always works

extra: fast finishers

Fast finishers can match the uses of the present simple and present continuous to the uses in the explore grammar box (1 A, 2 C, 3 B, 4 C, 5 A, 6 D, 7 E, 8 C, 9 A).

Speak up

- 6 Write the phrase *dreams don't work unless you do* on the board. Underline *do* and ask what it refers to (*work*). Read through all the questions as a class. Put students into pairs to discuss the questions. Go round monitoring and helping, if necessary. If you heard any interesting ideas, invite the students to share them with the rest of the class.

Possible answers

- 1 If we want our dreams to come true, we have to work hard to make it happen.
2 I'd like to become fluent in a foreign language. I study a little every day, and take every opportunity to speak in that language.
3 Some people's dreams might be unrealistic. People might be trying to follow other people's dreams (e.g. their parents').

To finish

Prepare a few present tense sentences with adverbial phrases but with the words in jumbled order. Write them on the board one at a time. For example:

It's / warm / sunny / usually / and / summer / in

(It's usually warm and sunny in summer.)

school / He / wears / trainers / always / to

(He always wears trainers to school.)

My / asking / always / without / borrowing / my / sister / clothes / is

(My sister is always borrowing my clothes without asking.)

Organise students into small groups. Write the first sentence on the board. Challenge students to see which group can be the first to put the words into the correct order. Then ask groups to write some jumbled sentences of their own. The groups should take it in turns to come up to the board and write their sentences while the rest of the class puts the words in the correct order.

Presentation tool:	Unit 1, Grammar
Workbook / Online Practice:	WB p8
Grammar reference and practice:	SB p144
Audioscript:	SB p179
Photocopiable:	1A
Grammar PowerPoint presentation	

VOCABULARY

SB p13

To start

Tell students about something that you (or a friend) have done to help others such as volunteering, raising money for charity, etc. Ask: *Have you done anything similar?* Elicit different causes they might support (environmental causes, children's and animal charities, raising money for someone's medical care, etc). Ask: *Are there any causes you feel particularly passionate about?*

- 1 Tell students that they are going to read some advice about achieving dreams. Ask them to look at the words in the box. Check the meaning of the words. Point out that *be worth it* and *take pride in* are fixed phrases. Ask questions to get students using the phrases, e.g. *What do you take pride in? What activities would you like to get into?*

Students complete the exercise individually. Point out that they might have to change the form of the verb.

1 get into 2 encourage 3 is worth it 4 take pride in
5 put (you) off 6 give up on


- 2 Refer students to the title of the article and ask what it could mean. If they are not sure, ask where you wear *slippers* (at home). The suggestion is that there are things you can do for others without leaving home. Give students a minute to look at the whole text and then elicit what form most of the verbs are in (the imperative). Strong advice is often given in this form. Students complete the exercise individually. Then check answers as a class.

1 raise 2 charity 3 care for 4 survey 5 campaign
6 poverty 7 contribute 8 help out 9 volunteer


extra

Ask students to react to the text by discussing these questions with a partner:

- Which ideas do you think are useful?
- Which of the ideas would you like to try?

- 3  1.3 Ask students to read through the list of activities. The first time they listen, they just have to choose which activity the speaker is talking about. Remind them that they probably won't hear the exact words they see in the exercise but have to listen for clues to help them identify the activity. Play the recording as students listen and choose the answers.

1 F 2 A 3 C

- 4  1.4 Tell students that they will listen again and choose an adjective from the box. Tell them to be careful to choose the word the speaker uses to describe their experience not just the words they use. Play the recording again. Check answers as a class.

Ask students: *Would you feel the same way as the speakers about the activities they describe?*

- 1 incredible (NOT scary – he uses that word to describe real space travel)
2 relaxing (NOT tiring – she uses that word to describe her day at school)
3 stressful

explore vocabulary

- 5 Go through the vocabulary box with the class. Ask students to look at the table. Model the pronunciation of the noun/adjective and verb/adjective pairs. Write one of each on the board and mark the stressed syllables.

fashion *fashionable* *respond* *responsible*

Students should notice that the nouns are stressed on the first syllable, while the verbs are stressed on the last syllable. The adjectives generally stress the same syllable as their root word. Remind students that the suffixes (*-able*, *-ible*) do not usually carry any stress. Ask students to complete the exercise and compare answers in pairs.

- 1 responsible (noun: response and verb: respond)
2 understandable (verb: understand)
3 memorable (noun: memory)
4 comfortable (noun: comfort and verb: comfort)
5 sensible (noun: sense and verb: sense)
6 fashionable (noun: fashion)

watch out for

Students might be familiar with the word *able* (as in *be able to*) and may pronounce the suffix in the same way. Encourage them not to do this.

Students who speak Latin-based languages often confuse *sensible* and *sensitive*. *Sensible* means to behave in a responsible, mature way. *Sensitive* means 'easily hurt'. A person can be *sensible* or *sensitive* (or both) but they've got different meanings.

Speak up

Write the phrase *reach for the stars* on the board. In pairs students discuss their ideas about the meaning of the phrase and whether or not that is something they do or plan to do. For stronger classes you could add *Don't settle for second best* and *be the best version of you* to further develop their vocabulary.

reach for the stars = to aim for something that is very difficult to achieve

Fun footer

Go through the footer with the class. Encourage students to say what the quote means, and whether they think it is true.

To finish

Write about 10 words or phrases from the lesson on the board (for example, *be worth it*, *put off*, *give up on*, *contribute to*, *campaign*, *volunteer*, *survey*, *memorable*, *sensitive*). Put students into groups. Ask one member of each group to come to the board. Give a definition of the word. The first student to touch the correct word wins a point for their group. If they touch a wrong word, they have to sit down.

Presentation tool:	Unit 1, Vocabulary
Workbook / Online Practice:	WB p9
Audioscript:	SB p179
Photocopiable:	1B
Extend Vocabulary:	SB p162
Extra Practice App	

LISTENING SB p14

To start

Put students into pairs. Ask one person in each pair to turn round so they can't see the board. Write the word *annoyed* on the board. Ask the students who can see the word to talk about the word, explain it, or act annoyed. The students who can't see the word must guess what the word is. The first student to say the word wins.

Repeat this with a few more words (*complain, unhappy, worried*), with students swapping roles.

If your students are preparing for the B2 First for Schools exam, tell them that in this lesson they will practise Part 1 of the Listening paper, in which they hear eight short, unrelated texts and answer a multiple choice question with three options about each. In this part of the test, they will often need to identify a speaker's opinion or attitude.

Power up

1 Ask students to look at the bullet points. Explain that in the UK, a 'Saturday job' is something young people do to make some extra money. It often involves working in a shop or café. Ask students if this is something students do in their country. If not, do they do 'holiday jobs'? Put students into groups to discuss the question. Encourage them to give reasons to justify their opinions.


Possible answer

I would like to make a successful movie. I'd like to write the script, and star in it, too! I don't think I'd ever have enough time or money to do this, but I'd like to do it, because it's a good chance to show off my creativity, and I've always been interested in making amateur films.

Listen up



exam tip

In the B2 First for Schools exam each extract is played twice but there is no pause between the first and second extract. Here students read the exam tip and then listen to extract 1. This is to help them avoid the mistake of being distracted by hearing a particular word in an option. They then complete the rest of the task by listening to the other extracts.

2  1.5 Ask a student to read out the first part of the exam tip. Explain that if a word from an option appears in the text, it is unlikely to be the right answer. Read out the first question. Ask what an *outdoor activity holiday* is. Elicit some words they would expect to hear in a text about this topic (camping, fun, tiring, climbing, etc.). Ask them to read the three options. Point out that students may hear a word from one of the options, but should not jump at that option. Play the recording for students do the task. Check the answer as a class.

Weather (option A) and clothing (option C) are mentioned, but B is the correct answer.

exam task: multiple choice

3   1.6 Give students two or three minutes to read through all the questions and highlight the key words. Give them a chance to clarify any unknown words. Play the recording through without stopping and for students to answer individually. After listening, give them a chance to compare their answers and give reasons for their choices. Play the recording again. If they still have problems, let them read the audioscript on SB pp179–180. Check the answers as a class.

- 1** B It was a bit disappointing that we didn't manage to climb a different mountain every day. That was the idea.
A is incorrect: We were quite lucky – it was mostly cold and sunny.
C is incorrect: I'd packed lots of winter clothing, which kept me warm.
- 2** A Then I fell over on stage and everyone laughed at me.
B is incorrect: I'll probably fail (i.e. she hasn't taken the exam yet.)
C is incorrect: I was wearing these trousers that were really tight and uncomfortable on my legs and I couldn't dance properly.
- 3** B I hope there aren't any storms, because I don't want to get seasick.
A is incorrect: a charity is paying towards my place on the trip, so we don't have to pay much.
C is incorrect: 'Will your parents let you go?' 'I don't think it'll be a problem.'
- 4** B The company has agreed to his food request. (*And earlier*: How many times do people need to share this message for me to get free food for a year?)
A is incorrect: Although he's not reached 18 million ...
C is incorrect: Let's hope he doesn't break any records for putting on weight! (News reporter's joke)
- 5** C I'm always spilling coffee on my shirt
A is incorrect: It's never dull working there
B is incorrect: We have to wear a kind of uniform – a smart white shirt and a black skirt. It's not too bad.
- 6** B I think he got annoyed because I spent a lot of time practising the guitar, so I couldn't meet up with him much.
A is incorrect: We still share a lot of interests.
C is incorrect: We weren't in the same class, but we were always together outside school. (i.e. not being in the same class isn't the reason their friendship ended.)
- 7** C 'He's already made a film that's been shown at an international film festival! That's amazing!' 'Wow! I'm sure it isn't easy to get into film-making.'
A is incorrect: 'I bet he gets a lot of help from his parents, though, or other adults.' 'No, I don't think so.'
B is incorrect: 'I guess that's the best way to get successful when you're a teenager.' 'Not for him! Not many people saw those videos.'

1 The true you

LISTENING (Continued)

- 8 A That's not good enough, Jen! You have to treat your stuff better.
B is incorrect: let's put your kit in the wash right now (i.e. in time for the match tomorrow.)
C is incorrect: I haven't seen your kit. (i.e. her daughter never gave it to her to wash.)

4 Ask students to do the exercise in pairs, then check the answers as a class. Encourage students to make a note of the words and expressions they did not know.

- 1 Something *disappointing* is not as good as you hoped or expected.
- 2 If a situation is *embarrassing*, it makes you feel uncomfortable and your face often goes red.
- 3 *Breaking a record* is when you do something better or faster than anyone has ever done it before.
- 4 If you *spill* something, it falls out of the container that it should be in.
- 5 If you *hardly* talk to someone, you almost never talk to them.
- 6 *I bet* means *I'm fairly sure*.
- 7 The *final* of a competition is the last race or match, which decides the winner.

Speak up

5 Write the word *priority* on the board. Elicit the plural form, *priorities*. Elicit the verb, *prioritise*. Elicit the meaning of this (to put several things, problems, etc. in order of importance, so that you can deal with the most important ones first). Ask students to complete the exercise in pairs. Conduct feedback as a class.

Possible answers

Things we often prioritise are: work, studies, family, friends, sport, hobbies, pets, sleep.

To finish

Refer students back to the words in Ex 4. Ask them to make new sentences using each word. Then put them into pairs to compare sentences. Remind students that a good way to learn new words is to use them as often as possible.

Presentation tool:	Unit 1, Listening
Workbook / Online Practice:	WB p10
Audioscript:	SB pp179–180
Extra Practice App	

USE OF ENGLISH 1 SB p15

To start

Tell students that this lesson will focus on present perfect tenses. Elicit that we often use the present perfect to talk about experiences. Choose a topic which you know your class is interested in, e.g. *travel*. Write *Have you ever ... ?* on the board. Give students one minute to write as many questions as they can using this prompt. For example:

- Have you ever flown on a long flight?*
Have you ever been to Australia?
Have you ever stayed in a really expensive hotel?
Have you ever eaten anything really unusual in a foreign country?

Conduct feedback, and write students' questions on the board. Students should then circulate, asking each other the questions. Encourage them to ask follow-up questions where they can.

1 Tell students that jokes can be one of the most challenging aspects of learning a language. Explain that when talking about jokes we often ask *Do you get it?*, which means 'Do you understand why that's funny?' Getting a joke is not the same as finding it funny. Students do the exercise individually then check with a partner. As they check, get them to ask each other *Do you get it?* If they do, ask them to try and explain the joke to someone who doesn't get it. Ask: *Which jokes do you like/dislike? Which are clever? Which are silly?*

- 1 C (The second speaker has misunderstood which use of the present perfect continuous that the first speaker was using. The first speaker has not been singing non-stop since they were two.)
- 2 E (*something they haven't done* implies that the student is innocent until he says it's his/her homework that he/she hasn't done)
- 3 A (This joke relies on a misunderstanding of who is riding the bike. In sentence 3, it could refer either to the dog or the man.)
- 4 F (The man is surprised to get different answers, but obviously if you ask the time repeatedly 'all day' you will get different answers.)
- 5 D (This is between a dentist and patient. The dentist doesn't realise s/he is hurting the patient by standing on his/her foot.)
- 6 B (This relies on cultural knowledge: that carrots are good for your eyesight and that rabbits eat carrots.)

explore grammar

SB 144

2 Read through the explore grammar box with the class and check any problems or queries. All the jokes contain an example of the present perfect simple or present perfect continuous. Ask students to do the exercise and match each joke to the uses in the explore grammar box. Check the answers as a class.

- 1 I've been singing (G)
- 2 they haven't done (A)
- 3 it's been chasing (see comment)
- 4 I've been asking (H)
- 5 I haven't (even) touched (E)
- 6 Have (you) ever seen (A)

3 Although this is a gap-fill task, students are given the words to fill in the gaps. In the B2 First for Schools exam there are no words to choose from.

Remind students that the adverbs in the box are often used with the present perfect simple and/or continuous. Elicit examples with some of them (*I've already done my homework; Have you ever been to Spain?*). Remind students to read the whole text before they attempt to complete any gap-fill exercise. Give students a few minutes to read the text, ignoring the gaps for now, and check understanding. Ask: *What fashion item does he design?* (bow ties); *Who helped him learn to make his own clothes?* (his grandmother); *How old is he?* (15); *What are his future plans?* (to study fashion design and start selling suits and jackets). Students complete the gaps individually and then check with a partner.

1 ever 2 since 3 just 4 already 5 for 6 still
7 yet 8 never

exam tip

This refers to Part 4 of the Reading and Use of English paper. Read the first part of the exam tip with the class. Make sure they know what a contraction is (when two words are made into one, like *isn't* or *hasn't*). Point out that contractions always count as two words in this part of the exam.

exam task: key word transformation

In the B2 First for Schools exam, the first item in the sentence transformation task is always an example, to help students understand what to do. In this unit (and similar tasks in later units) there is no example, as the teacher can provide any help needed. This task is only testing the structures taught in the unit, but in the exam a wider variety of structures is tested.

4 e Focus students on the first question. Elicit that the answer could be *I have ever worn* or *I've ever worn*. Point out that both of these options would count as four words.

Ask students to complete the other sentences alone, before comparing answers in pairs. Go through the answers, explaining where there is sometimes more than one possible answer.

- 1 time I've worn OR time that I've worn OR time I've ever worn OR time I have worn OR time that I have worn OR time I have ever worn
We use the present perfect simple with *it's the first time*.
- 2 has been studying fashion for OR 's been studying fashion
We use the present perfect continuous for actions that started in the past and are still continuing.
- 3 often comes to/into OR regularly comes to/into
comes is in the present simple, for a repeated action. An adverb of frequency is needed to reflect the meaning of the word *regular* in the original sentence.
- 4 have not (haven't) seen you for
We use the present perfect simple with *for* + a period of time

5 has just given OR just gave

We use the present perfect simple with *just*, for recently completed actions. In informal speech, the past simple can also be used.

6 is always forgetting OR 's always forgetting

We use the present continuous with *always* for something that happens often and is usually annoying

Fun footer

Nominate a student to read out the joke. Give the class a few minutes in pairs to discuss what it means. Elicit that this joke works because of the double meaning of *hang* (to put a hat on a hook) and *hang around* (to wait somewhere, doing nothing).

To finish

Put students into small groups. Ask: *Can you translate any jokes from your language into English?*

Conduct feedback and ask students to say whether it was possible to translate the jokes or not.

Presentation tool: Unit 1, Use of English 1
Workbook / Online Practice: WB p11
Grammar reference and practice: SB p144
Extra Practice App

USE OF ENGLISH 2

 SB p16

To start

Tell your class what one of your students is wearing (do not look at the student as you describe his/her clothes). Say something like:

This student is wearing dark blue jeans with a pair of colourful trainers. This student has a hoodie with a logo on the front.


Ask the class to name the student you are talking about. Then nominate a student to choose someone else's clothes to describe. The rest of the class need to listen and guess who is being spoken about.

1 Ask students to discuss the questions in small groups. Conduct feedback as a class. Ask: *What kind of clothes/bags/shoes are in fashion at the moment? What other kinds of things go in and out of fashion?*

2 Focus students on the photos. Ask them to complete the exercise individually. Do not check answers at this point.

alternative

Ask students to cover Ex 2 and to describe the people in the pictures in as much detail as possible. Can they add adjectives to describe the items they are wearing? Then play the recording (Ex 3) to check.

3  1.7 Students listen and check their answers.

1 A 2 B 3 A/B 4 B 5 B 6 A/B 7 B 8 B 9 A 10 A/B

explore vocabulary

4 Ask if students know what a compound noun is. Tell them it is a noun made up of two other nouns. Give some examples your students will know (*toothpaste, swimming pool*). Ask them to look at the examples in the explore vocabulary box. Ask whether they are written as one word or two.

Ask students in pairs to think of any more compound nouns they know. Bring the class back together to share ideas and write the nouns on the board.

5 Read through the words in the box with the class and check they understand all of them. Students complete the exercise individually. Then check answers as a class.

1 Pale 2 outfit 3 accessories 4 bold 5 cute
6 smart, casual

extra

Ask students: *Do you agree with sentences 1–6? Review some expressions for expressing agreement and disagreement (I agree up to a point, I totally disagree with that, I'm not quite sure about that, etc.). Put students into pairs to discuss each sentence, making sure they give reasons for their answers.*

exam tip

6 Go through the exam tip and remind students of the importance of reading the whole text through quickly before starting to fill in any of the gaps. This part of the exam tests vocabulary, particularly collocation. All four options are the same part of speech. Ask students to read the sentence the first gap is in. The answer has to fit after *item of ...*. Ask students to cross out any options that they think are definitely wrong.

A, C and D are incorrect, as they are not part of a fixed phrase with *item of*.

exam task: multiple-choice cloze

In the B2 First for Schools exam there is an example (0) given in the first sentence. Here there is no example.

7 **e** Students do the exercise individually. Remind students to read the whole sentence and take particular note of the words before and after the gaps. They should start by crossing out any they are sure are wrong and then say the sentence to themselves with each remaining option in the gap. Which one sounds more natural? Why are the others wrong? Check the answers as a class.

- 1 B *Item of clothing* is a collocation. The other words never follow *item of*.
- 2 A If you are *responsible for* something, you make it happen. The other words don't fit the meaning of the sentence.
- 3 B *Customers* buy things. The other words are for people who sell or produce things, so don't fit here.
- 4 D *Suitable* is often followed by *for*, and means that the trousers are a good choice for the situation. *Comfortable* is not possible here because the sentence later talks about how strong the denim was. *Comfort* was not the customers' aim.
- 5 C If you are *into* something, you're interested in it. The other words don't fit the meaning of the sentence.
- 6 A An *outfit* is a set of clothes, and is the best word to describe the jeans, t-shirt and jacket worn together. *Dress* can mean a set of clothes that we wear for a specific occasion, but doesn't fit here. *Set of clothes* would work here, but not *set* on its own. An *accessory* is a bag, necklace, etc., but not clothes like jeans.
- 7 C A *zip* joins together the top front parts of a pair of trousers. The other words are parts of different types of clothes, but aren't found on trousers.
- 8 A People *own* clothes and *wear* clothes, but we don't usually talk about *using* clothes. Clothes *belong* to people, but people can't belong to clothes. You can *wear* jeans, but not seven pairs at the same time!

watch out for



Students often get confused with the word *dress*. It is a verb which can mean what you are wearing (*He always dresses in nice clothes.*). As a noun, it refers to one piece of clothing worn by women (*She's wearing a nice dress*). Common errors include 'I changed my dress' instead of 'I changed my clothes'. This could be a potential source of embarrassment to male students. *Dress up* means to wear smart clothes for a special occasion (*I'm going to dress up for the end-of-year party.*).

Speak up

8 Refer students back to the two photos and ask them to give their opinions as part of a class discussion.

Fun footer

Ask a confident student to read out the footer. Allow the class to discuss what it means and whether they think it is funny or true for them.

To finish

Ask students to find a photo online (using their phones or other devices) of a style, or items of clothing, that they like. Give them two minutes to prepare a description of the photo. Then put them into pairs to share their photos and give their opinions.

Presentation tool: Unit 1, Use of English 2
Workbook / Online Practice: WB p12
Audioscript: SB p180
Extra Practice App

SPEAKING SB p17

To start

Write these topics on the board: *clothes, music, films, holidays*. Ask each student to think of one question for each (e.g. *Where do you usually buy your clothes?*). Then put students into groups to take turns to ask and answer their questions.

Power up

1 Ask students: *Do you enjoy meeting new people? How do you normally start a conversation with someone you don't know?*

Give an example: if you were at a party you could say *This music is brilliant, isn't it?*

Focus students on comments A–F. Ask students which comments are suitable when you meet someone for the first time.

A Yes, but point out that this would be appropriate in a new class or if someone introduces you. If you meet someone at a party or bus stop, it would be more appropriate to make a comment about the weather or the food.

B No.

C Yes.

D No.

E Yes.

F Yes. A compliment is often a good way to start a conversation.

2 Put students into pairs. If possible, put students with people they haven't met before. Ask them to take turns introducing themselves. Encourage them to use the appropriate questions from Ex 1 and any others they know.

useful language: expressing likes and dislikes


3 Read through the useful language box with the class. Get students to tell you what they are interested in, good at, etc. Give some examples of how the phrases are used (*I love animals. Actually, I want to be a vet when I'm older. I'm really good at sports. In fact, I play for my school basketball team*). *Especially* is used to say you like one thing more than others, e.g. *I like all team games, especially baseball*.

To be honest is sometimes used if you think the answer might not be what the listener wants to hear, e.g. *To be honest, I hate Italian food*.

Elicit any other phrases that students know, and write them on the board.

1 The true you

SPEAKING (Continued)

4  1.8 Explain to students what they will be listening to and give them time to read through both the texts. Play the recording. Students read and note their answers. Play the recording a second time for students to check. Ask which phrases both speakers use (*to be honest, especially*).

- 1 a big fan of
- 2 especially
- 3 into
- 4 to be honest
- 5 In fact
- 6 To be honest
- 7 can't stand
- 8 actually
- 9 especially
- 10 enjoy

5 In the B2 First for Schools paper the follow-up questions are only used if a candidate does not say enough in their answer to the examiner's questions. The exam tip reminds them of this.

Ask students what they think is meant by a 'follow-up question'. Point out that a follow-up question is one that you ask based on the response to your initial question.

For example,

A: *What is your favourite animal?*

B: I like dogs.

A: Have you got one?

Students complete the exercise and compare answers in pairs.

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

extra

Ask students to guess what the answers were to the questions in Ex 5. Share ideas with the class.

Sample answers:

- 1 It depends on the day – either go for sports training or play video games
- 2 Mainly swimming and diving.
- 3 Yes, I love the beach, especially in summer.
- 4 Yes, I go at least once a week.
- 5 Whatever is in fashion.
- 6 My cousins from Italy.

exam task: interview

↪ SB 164

7 **e** You might want to group communicative students with shyer students for this activity as the more talkative one can encourage the quieter one to speak. Tell students that the aim is to keep the conversation going, so they could ask several follow-up questions to develop the initial question into a conversation. Give students plenty of time for this. Go round monitoring and helping, if necessary.

Assess students on the following points.

- *Do they use a range of complex and simple grammatical structures?*
- *Do they show good control of their language, i.e. do they use it accurately enough?*
- *Do they use a range of appropriate vocabulary?*
- *Can they cope with a wide range of familiar topics?*

Give feedback to the class on any general points you have noticed. If necessary, ask students to repeat the task, telling them what to focus on.

Speaking extra

8 As students did the previous activity in pairs, for variety you might want to put them into small groups of 3 or 4. You could ask each group to appoint a chairperson or monitor, who has to ensure all members of the group have contributed. Give this job to the strongest speaker.

If you don't have dice, put the topics on small slips of paper and fold them up. The group picks one out and talks about that topic. As this is fluency practice, don't worry about accuracy unless you hear any very obvious errors. If so, note them down and do a brief error-correction focus with the whole class after they finish.

To finish

Ask students to choose one of the subjects from Ex 8 and write about 100 words, giving their opinion, for homework. In the next lesson, you could ask students to read each other's work and ask follow-up questions based on what they read.

Presentation tool:	Unit 1, Speaking
Workbook / Online Practice:	WB p13
Speaking file:	SB p164
Photocopiable:	1C
Audioscript:	SB p180

Speak up

exam tip

6 This refers to Part 1 of the Speaking paper. Tell students that in the speaking test, they will be marked on 'discourse management', which includes assessing whether they are able to keep speaking for an extended period. This means that they should answer the questions and follow up with extra information. Ask them to read the short dialogue in the box. In pairs, they ask the same question and give their own extended response.

Possible answer

Well, I normally go straight home and do my homework so that I have enough time to go and play football in the park before it gets dark. On Tuesdays, I stay on at school for Chess Club and on Fridays I go to swimming lessons at the leisure centre.

To start

Divide the board in half. On one side, write the heading *City* and on the other side write *Countryside*. Underline them and under *City* write *crowded*. Under *Countryside* write *peaceful*. Ask students to come up one by one and add any other words they associate with *city* and *countryside*. Tell them to check what others have written because you don't want the same word written twice. They can write nouns (*shopping mall, farms*), verbs (*shop, relax*) or adjectives (*busy, calm*). When they return to their seats, they can copy the table or take a photo of it.

Power up

- 1 Read through the questions with the class. Elicit examples of outdoor activities (walking, cycling) and indoor activities (playing video games, reading). Ask students to discuss the questions in pairs and encourage them to give reasons for their answers. Then ask a few students about their partner's answers.
- 2 Read through the opinions and make sure students understand them all. Remind students that they should extend their answers and give reasons and examples. They could refer to their own villages or cities. Give students plenty of time. This is an opportunity for critical thinking, as students can reflect on why they hold certain opinions and consider other people's points of view. Choose one or two of the opinions you think your class engaged with most to discuss as a class.

Plan on

- 3 Tell students to read the task. Tell them that this is similar to a question in Part 1 of the Writing paper. This is the compulsory question, so if they are taking the exam, they will definitely have to write this kind of essay. The essay question asks for the student's ideas and opinion. It always provides two bullet points and the students have to add a third idea of their own. Ask them to work in pairs to make notes under the headings *Transport* and *Things to do*. Together, they come up with a third idea. The essay could be written in favour of either the city or country. The third point will probably depend on which side the student has decided to favour.

Possible answers

Transport: good transport in cities (taxis, buses, etc.); can be difficult to drive and park; the city is more congested and polluted

Things to do: cities have cinemas, theatres, art galleries, concerts, clubs, sports facilities

Countryside: activities include hiking, mountain climbing, cycling, sailing (healthier and less expensive than cities)

Possible ideas for third topic: educational opportunities, health facilities, cost of living

- 4 Ask students to read Alessandro's essay and say whether he agrees or disagrees with the statement (disagrees). Ask: *Where does he give his opinion?* (the first paragraph). *Were any of your ideas the same as Alessandro's? What was his extra idea?* (the friendliness of the people). *Would you use this idea if you were arguing city life was better?*

- 5 Ask students how many paragraphs are in the essay (five). Remind students that paragraphing is very important when writing an essay, and each paragraph should have a single topic. Ask students to do the exercise individually.

1 E 2 A 3 B 4 C 5 D

extra

Ask students to highlight the 'topic sentence' in each paragraph, i.e. the sentence that introduces the main idea of the paragraph. This is often, but not always, the first. In this essay, it is the first in each paragraph. Explain that the other sentences in the paragraph should support and give examples of the main point.

explore language

- 6 Go through the explore language box with the class. Focus students on the linking words in bold in the essay in Ex 4, and ask them to decide whether each is used to give a reason or to explain a result. Check answers together as a class.

Put students into pairs to discuss sentences 1-4.

Explain to students that they should be using linking words like these in their own essays. This allows them to create longer, more complex sentences, and to give their opinions more clearly.

giving a reason: because, since, owing to, as, due to
explaining a result: as a result, so, therefore

- 1 because
- 2 owing to, due to
- 3 so, as
- 4 since, as a result, therefore

- 7 This exercise checks whether students are able to identify the correct linking word, according to meaning and grammar. Ask students to complete the exercise individually. Check answers as a class.

- 1 because
- 2 Due to
- 3 so
- 4 As a result
- 5 Since
- 6 as
- 7 owing to
- 8 Therefore

Sentences that support the idea that city life is better: 1, 3, 6, 7, 8

Write on

- 8 Focus students on the task. Brainstorm ideas for the missing point, and then share ideas as a class. Put them into pairs to think about what they could say about pollution and entertainment.

Possible answers

Ideas for an extra point: job opportunities; chances to meet more people; cost of living.

1 The true you

WRITING (Continued)

exam tip

9 This refers to Part 1 of the Writing paper. Read through the tip and point out that students will lose marks if they don't cover the bullet points and add a point of their own. Ask students to discuss the task in the exam tip box in pairs, and then conduct feedback with the class. The essay in this part of the test should ideally have five paragraphs. It may be possible to combine two of the paragraphs, for example if both of them are either for or against the argument.

Five paragraphs – also need an introduction and conclusion

10 Encourage students to use a checklist so that they don't forget anything when they write an essay. In the B2 First for Schools exam it is important that they include all three points in their answer, as they will lose marks if they don't.

Ask students to plan their essay individually. Go round monitoring and helping, if necessary. Then ask them to check their plan with a partner and help each other improve their plans by going through the checklist.

exam task: opinion essays

→ SB 167

11 **e** Students can complete the essay for homework or in class. Remind them to write between 140 and 190 words and to use the linkers of reason and result covered in this unit.

Model answer

Many people believe cities are bad places for young people to grow up. However, I think they can be an excellent environment for teenagers.

Cities usually have more air pollution than the countryside, due to all the traffic. It's true that this is not very good for young people, but the air quality in many cities is improving, and it's usually possible to avoid walking in the places with the dirtiest air.

In my opinion, it's good for young people to have interesting lives, and life is much more interesting in a city owing to the wider choice of entertainment. I'm really into music, so going to concerts is really important to me. Since I wouldn't be able to do this easily if I lived in the countryside, I would find life there very boring.

Another advantage for teenagers in cities is that they're more likely to live near their friends. As a result, they can get together more easily at weekends and build stronger friendships.

In conclusion, I don't believe that city life is bad for young people. For most teenagers, cities are very good places to live.

Improve it

12 Ask students to reflect on the questions and think about how they might improve their essay.

13 Encourage students to identify and correct their own errors as much as possible.

Explain to students that in the exam, their writing will be assessed on Language, Content, Organisation and Communicative achievement. For this essay task, you could focus on Language when assessing their work. Focus on these questions as you mark students' work.

- Does the letter use a range of appropriate vocabulary?
- Does the letter use a range of simple and complex grammar?
- Is the language accurate with only occasional mistakes?

Fun footer

Nominate a student to read out the fun footer. Discuss as a class what 'lung-washing' is. Ask: *Is it a good idea? Do you think you need this?*

To finish

Have a 'City vs. Countryside' debate. Put students into two teams sitting opposite each other. One team has to argue why the city is better and the other why the countryside is better. They won't need much preparation time, as they have already thought about the subject during the lesson.

Appoint a chairperson who controls the turns. Have an object (e.g. a ball, a board rubber) to pass around. The person holding the object is the only person with the right to speak. If they want to speak, they raise their hand silently and the chairperson will pass the object to them. Don't force anyone to speak if they are not confident enough, but encourage as many people as possible to join in.

Presentation tool:

Unit 1, Writing

Workbook / Online Practice:

WB p14

Writing file:

SB p167

SWITCH ON SB p20


Circus squad

- 1 Ask students to look at the photo and in pairs discuss the questions. Conduct feedback as a class.


Possible answers

Names: Circus Vargas (USA); Cirque de Soleil (Canada); Cirque Medrano (Paris); Moscow State Circus; (plus any local ones the students can suggest)

Acts: trapeze, aerial acrobatics, clowns, high wire, juggling

- 2  Explain to students they will watch a video with people who are in a circus squad. Play the video as students make notes and answer the question. Check the answers as a class.

- 1 meeting people from outside your normal friendship group
- 2 talking to other members about personal problems
- 3 learning to be more positive about other people

- 3  Go through the questions with the class, checking understanding. Play the video again as students make notes. Check the answers in pairs with the whole class.

- 1 Student's own answers
- 2 acrobatics, spinning plates, walking on balls (stilt walking, riding a unicycle, juggling are also shown but not mentioned)
- 3 Student's own answers. Possible answers: rock climbing, dancing, playing in an orchestra, etc.
- 4 a couple of weeks

- 4 Ask students in small groups to discuss the question, and make sure they give reasons why. Go round monitoring. Conduct feedback as a class. Decide which was the most popular activity and discuss reasons why some students would not want to do any of the activities.

Project

- 5 Explain the project to the students. In groups, they will have to decide what their activity centre is like and design an advertising poster for it. Go through each of the tasks with the class.

Ask students to think about any activity centres they have used and what they have like or not liked about them. Put the class into groups of around six students each, and allow them time to do research, either from their own knowledge or online and then do the rest of the task.

When they have finished, ask each group to present their poster to the class. The class can then decide on the best or most interesting activity centre and explain their reasons for their choice.

alternative

Students choose an activity centre that already exists and find out what it offers and design a poster for it that will attract young people. They then present their poster to the class and explain why their poster is better advertising than what exists already for the centre they have chosen.

Presentation tool:
Switch on videoscript:

Unit 1, Switch on
TB p166

INDEPENDENT LEARNING SB p20

Self-assessment

Ultimately, your learners' success will depend on their own independent learning and how engaged they are with the learning process. This will involve assessing what stage they are at, and what they can do to move to the next level. This might include being more organised, having a positive attitude and looking for opportunities to read, listen to, speak and write in English as often as they can.

In class, you can encourage independent learning in various ways. Give students plenty of opportunities to reflect on which activities they found easy/difficult and what they need to do to improve.

- 1 Write *Self-assessment* on the board and elicit the meaning. Ask students why they think it is important. Elicit that it is important to be able to assess your own progress in a realistic way, as a teacher won't always be there to guide you. Independent learning is also important to prepare students for university and lifelong learning. Give students time to read through the sentences and ask which are types of self-assessment.

They all are.

Students might think 4 and 7 are not, but it depends what students do with the feedback or results of a test. Ideally, they will use it to develop or adapt their own learning strategies.

- 2 Go through the words in the box. Ask students to complete the statements. Check answers as a class.

1 responsible 2 independent 3 positive 4 Understand
5 Choose 6 Improve

- 3 Students share their own practices and thoughts on the ideas given with a partner. Encourage them to choose one or two to try in the future. A whole class discussion on this afterwards might be useful.

- 4 Give students a few minutes to look back through the unit. They choose one to reflect on and complete the lists in the exercise.

UNIT CHECK SB pp20-21

Note on core language: The Unit Check tests adjectives and words related to clothes; present simple and continuous; frequency adverbs; and the present perfect.

extra: using the wordlist

- Encourage students to refer to the wordlist when they do their homework.
- Ask students to work in pairs and to test each other's spelling.
- Challenge students to write a short story using as many of the phrasal verbs as possible.
- Ask students to work in pairs. They take turns to say an adjective, and ask their partner to say something which that adjective describes.

Practice

- 1** 1 enjoyable 2 sensible 3 tiring 4 reliable 5 stressful
6 relaxing
- 2** 1 bow tie 2 wig 3 sleeves 4 zip 5 hood
6 wedding ring
- 3** 1 raise 2 poverty 3 bold 4 strap 5 comfortable
6 fashionable 7 accessories 8 worth

Review

- 1** 1 B 2 B 3 A 4 B 5 A 6 B
- 2** 1 I've been calling 2 have you been doing
3 I've been reading 4 Have you ever read
5 We've never seen 6 has been sitting
- 3** 1.9
A ill animals D early mornings E money F dirty clothes
- 4** 1.10
1 has enjoyed (OR have enjoyed) 2 like 3 doesn't wear
4 don't usually stay 5 has been caring 6 is always telling
7 are getting
- 5** **e** In the B2 First for Schools exam the first item in an open close is always an example (0). Here there is no example, and the task focuses only on the language from the unit.
- 1 ever 2 have 3 doesn't 4 since 5 been 6 already
7 was 8 is
- 1 We use the present perfect simple with *ever* to ask about any time up to now.
- 2 We use the present perfect simple with *never* to talk about things we haven't done up to now.
- 3 We use the present simple for present facts.
- 4 We use the present perfect with *since* + a date or time in the past.
- 5 We use the present perfect continuous to emphasise that an activity has been going on for a long time.
- 6 We use the present perfect with *already* for something that happened before now.
- 7 We use the past simple for states and actions in the past when we know/mention the time.
- 8 We use the present continuous for actions that are happening now.

6 Model answer

Hooray! Autumn is here so I can finally put away my shorts, swimsuits and flip flops, and swap my tops with thin straps for ones with long sleeves. In autumn I love dressing in casual clothes such as jeans and sweatshirts, although my parents are always telling me to wear something more feminine – it's so annoying! When I have to wear a smarter outfit, I put on my favourite pale blue dress, which I've had for a couple of years. I don't often wear accessories, but I have a cute necklace that looks great with that dress.

GRAMMAR FILE SB p145

- 1** 1 love 2 helps 3 practise 4 'm learning
5 don't understand 6 is making
- 2** 1 want 2 think 3 are becoming 4 decide
5 'm trying 6 go
- 3** 1 We usually go somewhere warm for our holidays.
2 I'm trying to write a song at the moment. (or: At the moment, I'm trying to write a song.)
3 My brother is often late for school.
4 I go to the cinema most weekends. (or: Most weekends, I go to the cinema.)
5 You can't play tennis outside in winter. (or: In winter, you can't play tennis outside.)
6 My sister is always asking if she can borrow my laptop!
- 4** 1 We have been living in this house for ten years.
2 Rob hasn't been feeling very well this week.
3 How long have you been waiting?
4 My brother has been studying at university for two years.
5 I haven't been working very hard recently.
6 How long has it been raining?
- 5** 1 just scored 2 have you been writing 3 have ever ridden
4 has stolen 5 has been playing 6 've always thought
- 6** 1 has been teaching 2 has produced 3 has been studying
4 have known 5 have ever made 6 have just won

Presentation tool:	Unit 1, Unit check
Workbook / Online Practice:	WB p15
Audioscript:	SB p180