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books

# **GOLD** **experience**

**2ND EDITION**

**B1**

**Preliminary  
for Schools**

TEACHER'S BOOK

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# Identity

# 1

## READING

**topic:** identities

**skill:** matching information

**task:** multiple matching

## GRAMMAR

**talking** about the present: present simple and continuous

**adverbs** of frequency, time phrases

## VOCABULARY

**personality** adjectives

**adjective** + preposition collocations

## LISTENING

**topic:** cities

**skill:** understanding agreement and disagreement

**task:** multiple choice

## SPEAKING

**topic:** giving personal information

**skill:** giving reasons and examples

**task:** introductions – social interaction

## WRITING

**topic:** a personal profile

**skill:** getting started, reacting, finishing

**task:** email

## SWITCH ON ▶

**video:** no more girls and boys

**project:** give a presentation

## Lead-in SB p9

Read through the Unit Overview before starting each unit. This will give you information about what topics, themes, language points and skills will be focused on in the unit, as well as particular exam preparation and practice. This will be of main benefit to you while preparing your lessons. However, if you have students who like to know what they will have covered by the end of the unit you may wish to read through it with them. This might be of particular interest to those preparing for the B1 Preliminary for Schools exam.

Write the unit title *Identity* on the board. Put students into pairs. Ask them to read the title and think of ideas of what makes up a person's identity (e.g. culture, family, hobbies, job, skills, beliefs, family, friends). Conduct whole class feedback. Ask pairs to discuss which of the things on their list they think has had the most impact on their identity. They could rank them from most important (1) to least important. Ask one or two students to tell the class how they're similar or different to their partner in terms of identity.

Ask learners to read the quote *Be who you are* and discuss what they think it means in pairs (Be yourself without worrying what other people think).

Find out if the class thinks the girl in the photo looks the same or different in her photo and why. Ask if we try to present ourselves differently in photos than in real life. Ask the class to think of adjectives to describe the girl's character and note them on board, e.g. friendly, fashionable, unusual.

Give students time to think of answers to the discussion questions before they discuss them in pairs. Conduct feedback with the whole class, asking one or two pairs to share what they discussed.

## To start

On the board, write *Identity – who are you?* Then demonstrate the activity by telling the class who you are, e.g. *I'm a father, a brother, a son, an uncle, a cousin, an F1 fan, a chocolate lover, a gym member, a great chess player*, etc. Put students into pairs and ask them to come up with as many things to describe them in two minutes. Conduct feedback in open class, asking one or two pairs to share what they had in common.

## Power up

1 Closed books. Ask students if they can guess what an *identity box* is. Open books. Ask students to look at the pictures and read about what an identity box is to check their predictions and answer questions 1–3. Check answers with the whole class.

1 It's a box where you put things (photos, objects, etc) that you think represent you or your life.

2 & 3 A – a silver box with jewellery, a photo of a mum smiling, a child's ballet shoe;

B – a wooden box with a photo of a family with two children, a postcard of the Taj Mahal, a book;

C – a basket-type box with a photo of a boy on skis, a mini football on a key ring and a portable games console

Possible answers: A – Girl who likes ballet and jewellery, or a mum who enjoyed ballet when she was younger. B – A person whose family who visited the Taj Mahal and enjoy reading Indian fairy stories. C – A boy who likes skiing, football and playing computer games.

## Read on

2 Note that this is a B1 Preliminary for Schools multiple-matching reading task. Ask students to read Marla's profile and to say why some information is highlighted (it tells us the key information about her). Ask what kinds of words give us key information (e.g. a noun, a verb, an adjective). This will help students when they highlight key information in profiles 2–5. Check answers with the whole class, reiterating the kind of words/phrases highlighted.

1 music, socialising/being with friends

2 being outdoors, reading

3 music, drama/acting

4 being outdoors, sports

5 cooking, travel, clubs

## Key words

2 I live in a village near the mountains with my parents and all my cousins. I spend a lot of time outdoors but I also like reading at home. I want to be an author.

3 I live in the city with all my brothers and sisters. We're very musical – we always fight about who gets to play! We go to a lot of shows. We're taking part in a TV programme.

4 I'm living with my grandma by the sea this summer but I go back home every weekend. I love being outdoors and I do lots of sports.

5 I know everyone because I live in a very small village! I like cooking for my family. I travel a lot and I'm a member of several clubs. I like organising people.

## exam tip

3 Elicit from students what information they know about Marla. Ask them to read the exam tip and do the first task, i.e. choose the correct information. Check answers with the class and explain that some of the information in Marla's profile will match a few different identity boxes but only one box will match all of her information. Ask students to complete the second task in the box. Conduct feedback in open class, asking students to justify their answer.

1 city 2 music 3 with friends

## exam task: multiple matching

4 e Ask students to match the remaining profiles 2–5 with the identity box descriptions to complete the exam task. Remind students to make sure all the information in the profiles matches the descriptions and point out that there are three descriptions that students do not need to use. Put students into pairs to check and justify their answers. Check answers with the whole class and ask students to justify their answers.

1 G *huge city* = 'skyscrapers and huge buildings', *play the guitar* = 'CD of pop singer' and 'music teacher', *hang out with friends* = 'students together in a park'

2 A *a village near the mountains* = 'house at the bottom of a valley', *parents and all my cousins* = 'eight children', *time outdoors* = 'walking boots', *author* = book with the title 'how to write'

3 C *with my brothers and sisters* = 'several boys and girls', *very musical* = boy holding a guitar, *we go to a lot of shows*, *taking part in a TV programme* = a programme for the theatre, a page from an entertainment guide

4 H *grandma* = 'old lady', *by the sea* = 'surfboard', *lots of sports* = football (and he surfs) NB both outdoors

5 F *small village* = little houses around a square, *cooking* = saucepan, *travel a lot*, *member of clubs* = diary with timetables and notes

## extra: fast finishers



Ask fast finishers to write a profile for one of the remaining identity box descriptions which doesn't match a profile. They can work in pairs if possible to agree on their ideas.

5 Ask learners to read the definitions and see if they can guess what the words might be in pairs. Tell students they need to read both the profiles and descriptions to find the correct words. Conduct feedback with the whole class. Check students' understanding of the vocabulary by asking these questions: *Is a valley flat or hilly?* (hilly); *Where do teenagers often hang out?* (e.g. shopping centre, at someone's house); *What kind of stickers do children sometimes collect?* (e.g. football stickers/Disney stickers); *What's the opposite of background?* (foreground); *What are teenagers often members of?* (e.g. sports clubs, drama club).

1 valley (paragraph A)

2 hang out with (Marla's profile)

3 stickers (paragraph F)

4 background (paragraph H)

5 member (Coco's profile)

**alternative:** mixed ability

On a piece of paper, write the paragraph number that each word in the exercise can be found in (1 – A, 2 – Marla's profile, 3 – F, 4 – H, 5 – Coco's profile). Pin this information on a wall. Students who need more support can look at it to help them do Exercise 5 more easily.



**extra:** digital



There are some videos on YouTube of students showing their identity boxes and talking about them. Students could watch one of these videos and note down what's in the box and why the person chose it. Search for *identity box*. Students could then create their own digital box and video themselves talking about it. They could create their videos using a free app such as WeVideo or iMovie.

## Sum up

- 5** Closed books. Write the names of the people in the reading task on the board (i.e. *Marla, Sandip, Sandra, Paolo, Coco*). Highlight the example given to help demonstrate the task. Students work in pairs to complete the task. Choose a student to summarise each of them in open class and ask the other students if they agree with that summary or not.

### Possible answers

Marla's box is painted with pictures of skyscrapers and huge buildings. There's a CD and a card with the address of a music teacher on it. There's a photo of Marla and her friends at the park.

Sandip's box is made of paper. There's a photo of his large family near a house at the bottom of a valley. There's a pair of walking boots and a book about how to write.

Sandra's box is painted with lots of colours. There's a theatre programme, a page from an entertainment guide and a photo of boys and girls. They're walking on a bridge and one boy is holding a guitar.

Paolo's box is very big. It has a basketball in it and a photo of a boy surfing and an old lady. There's a photo of a football team on a bus with mountains in the background.

Coco's box has got stickers of different places on it. There's a photo of houses in a square near a river. There's a small saucepan and a diary with timetables and notes in it.

## To finish

Ask students to create an identity box for their class or for their school. Ask them to decide ten things to put in it which represent the class in some way. Put them into groups to come up with ideas first, and then ask the class to work together to agree on the top five items.

Presentation tool:

Unit 1, Reading

Workbook / Online Practice:

WB pp6-7

Extra Practice App

## Speak up

- 7** Model the task by telling the class what you would put in your identity box and why. Give students time to plan what to put in their own boxes. Put students into small groups to share their ideas. Ask groups to share any particularly interesting items discussed with the whole class. Deal with any common errors you heard while monitoring the discussion.

### Possible answer

My identity box is quite large. In it, there's a photo of my family on holiday in Florida because we went there when I was young and it's a special memory. There's also a pair of dancing shoes because I love dancing and take lessons twice a week. There's a necklace which my parents gave to me for my last birthday. It's very pretty and I like it a lot. My tablet is in there because I use it all the time. I can't live without it.

## To start

Write these questions on the board: *What are some things you do every day outside school? What is something you eat almost every day? What projects are you working on at the moment, in or out of school? What are you looking forward to at the moment?* Ask students to work in pairs and discuss the questions. Monitor and assess how well students use the present simple and present continuous and any particular issues of use, form or pronunciation that you feel you need to address and spend more time on in the lesson. Ask a few students to share what they learned about their partners, again assessing their use of the present tenses.

### Possible answers

I help my parents clean the kitchen after dinner every day.  
I don't like it, but I have to do it.

I have corn flakes for breakfast almost every day. I sometimes have toast but not very often.

I'm working on a project for my history class. I have to research the life of the Romans and give a presentation with my group.

I'm looking forward to my birthday next month because my parents are organising a weekend away.

### alternative

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

### explore grammar

SB 126

**1** Write an example sentence in the present simple and present continuous (e.g. *I help my parents clean the kitchen after dinner every day. I'm working on a history project at the moment.*). Underline the present simple and present continuous verbs. Elicit the two tenses from the class and ask why they're used. Ask students to read the explore grammar box to check their ideas. Clarify the use of the two tenses and how each tense is formed with the class. Give students time to complete the examples with the given verbs. Conduct feedback in open class.

- 1 go
- 2 spend
- 3 are taking part
- 4 like
- 5 want

### watch out for



Remind students that some verbs can describe both states and actions, e.g. *think, feel, see, have*. Read out these pairs of sentences and elicit which describes an action and which describes a state. Give students ten seconds to think before asking the whole class to hold their thumbs up for action or their thumbs down for state.

- 1 A I'm thinking about joining a gym.  
(= action/brain process)  
B I think you're wrong (= state/opinion).
- 2 A I feel this is a waste of time. (= state/opinion)  
B I'm feeling sad. (= action/a feeling)
- 3 A I'm seeing the doctor later. (= action/meeting)  
B I see what you mean. (= state/understand)
- 4 A We have a barbecue every Sunday. (= action)  
B We have a new car. (= state/own)

**2** **1.1** Explain that students will watch or listen to some British teenagers talking about their lives. Ask students to read the questions in the exercise before you play the recording/video. Explain that they'll first hear seven answers to one question and then eight answers to the other. Set the task and play the video if you're able to do so once. Otherwise, play the recording. Check feedback in open class.

A 1, 7, 9, 10, 2, 6, 3

B 1, 2, 3, 4, 5, 6

C 8, 11

**3** **1.2** You could ask students to predict the missing verbs and verb forms before they listen to help them process the sentences and better prepare for what they'll hear. Play the video/audio so that students can complete the sentences. Play it again if students need, asking students who have all the answers to listen for additional information. Conduct feedback in open class, asking why the tense is used in each sentence.

- 1 do (habit/repeated action)
- 2 play (habit/repeated action)
- 3 have (habit/repeated action)
- 4 'm looking after (action happening around now)
- 5 'm playing (action happening around now)
- 6 'm watching (action happening around now)
- 7 'm studying (action happening around now)
- 8 'm doing (action happening around now)

### extra



Play the recording again and ask students to note down at least six activities that the speakers mention that are not mentioned in Exercise 3. Check answers with the class. Then, put students into pairs and ask them to compare the teenagers in the video with themselves and their friends. Are they similar or different? How? Conduct feedback in open class.

do homework, watch TV, watch YouTube, read, play on a Playstation, talk to friends online, do gymnastics, play a sport called rackets.

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4 Ask the class what kind of text this is (an online conversation). Ask students to read it quickly and then ask the class who the two people are (two friends), where they are (one is in Argentina) and what they're talking about (their school day). After students complete the gaps, put them into pairs and compare and justify their verb choices. Conduct feedback in open class.

- 1 are you doing (action happening now)
- 2 am/'m sitting (action happening now)
- 3 do, finish (repeated action)
- 4 ends (repeated action)
- 5 am/'m relaxing (action happening now)
- 6 starts (repeated action)
- 7 doesn't finish (repeated action)
- 8 Are you studying (action happening now)
- 9 am/'m doing (action happening now)
- 10 are/'re practising (action happening now)

### extra: fast finishers



Ask fast finishers to read the conversation for two minutes and try to remember it. They should then close their book and work with another fast finisher to have the conversation orally, as if they're on a video call.

## Speak up

5 Model the activity yourself or draw students' attention to the example given. Give students time to think about a few things they could say. Monitor and assess students' use of present tenses as they share information in pairs. Ask students to share the most interesting thing they learnt about their partner in open class. Deal with any common errors you noted down when monitoring, focusing on use of the present tenses.

### Possible answers

My alarm goes off an hour before I actually get up. I always have a cup of hot milk before I go to bed. I hate peas. I listen to music when I do my homework.

### extra



Ask students to rate their use of the present tenses and note down a number in their books (1 = needs work, 5 = very good). Quickly walk around the room and get a sense of how students feel about their ability to use the grammar. Direct weaker or less confident students to the grammar reference exercise on page 127.

## To finish

Ask students to answer the questions in Exercise 3, using appropriate tenses. Monitor and encourage corrections on the spot. Ask one or two students to share what they learned about their partner with the whole class.

|                                 |                 |
|---------------------------------|-----------------|
| Presentation tool:              | Unit 1, Grammar |
| Workbook / Online Practice:     | WB p8           |
| Photocopiable activity:         | 1A              |
| Grammar reference and practice: | SB pp126–127    |
| Audioscript:                    | SB p167         |
| Grammar PowerPoint presentation |                 |

# VOCABULARY

SB p13

## personality adjectives

### To start

On a piece of paper, write down five adjectives of personality that your class are likely to know, e.g. *creative, friendly, honest, polite, smart*. Put students into teams. Write the first letter of each adjective on the board. Tell teams that they must write down what they think each adjective is. Start the game. When a team has finished guessing, they put up their hands. You check their answers and tell them which are correct and which aren't. Keep doing this until a team guesses all five correctly.

1 You could ask students to work in pairs, cover the definitions and discuss what they think the words mean in pairs. Students then uncover the definitions to complete the task. Encourage them to use a dictionary to check words they're unsure of, e.g. the Longman Exams Dictionary or the Longman Dictionary of Contemporary English online. Conduct feedback in open class. Drill the pronunciation of the words, focusing on challenging pronunciation, e.g. *lively* and *calm*.

- 1 bossy 2 lazy 3 lively 4 noisy 5 rude 6 funny  
7 clever 8 confident 9 sporty 10 serious  
11 shy 12 calm

### alternative: mixed ability



Ask stronger students to cover the adjectives in the exercise and try to complete the definitions without them. Once they've done that, they can then look at the adjectives to compare their answers or fill in the definitions they couldn't complete.

2 Give students time to answer the questions on their own and then compare their ideas with their partner. Conduct feedback in open class. Find out how students might organise the adjectives differently and why.

- 1 because they are positive (A), negative (B) and neutral (C)  
2 Students' own answers

### critical thinking



Write these sentences on the board:

My brother's *ambitious*. He wants to be CEO one day.  
My sister's *generous* with her time. She helps everyone.  
My uncle's *easy-going*. He doesn't worry about anything.

Check students understand the meaning (*ambitious* – determined to be successful; *generous* – willing to give money/time to help people; *easy-going* – not easily upset, annoyed or worried) and drill the pronunciation. Students work in pairs and discuss whether the adjectives are positive, negative or both. Check as a class.

### Possible answers

Ambitious is positive when it describes working hard to achieve success but it can be negative if a person hurts others to get what they want.

Generous is generally positive but if people take advantage of that person, it could be negative.

Easy-going is often considered to be positive but if a person is too easy-going, sometimes they don't get things done. Stress can be a positive motivator in our lives. Too much is negative.