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books

GOLD experience

2ND EDITION

B1+

Pre-First
for Schools

TEACHER'S BOOK

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The true you

1

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.

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	

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 – she uses that word to describe real space travel)
 2 relaxing (NOT tiring – he uses that word to describe his 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:

Workbook / Online Practice:

Audioscript:

Photocopiable:

Extend Vocabulary:

Extra Practice App

Unit 1, Vocabulary

WB p9

SB p179

1B

SB p162