

**LBRIS**

We know  
books

# **GOLD** **experience**

**2ND EDITION**

**B2**

**First for  
Schools**

TEACHER'S BOOK

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## Wake up your senses!

### READING

topic: trying new things

skill: referencing clues

task: gapped text

### GRAMMAR

present tenses

comparative forms: adjectives and adverbs

### VOCABULARY

describing experiences and feelings

phrasal verbs

suffixes; introduction to collocations

### LISTENING

topic: synaesthesia

skill: listening for specific information

task: sentence completion

### USE OF ENGLISH

word formation

### SPEAKING

topic: comparison of experiences

skill: comparing photos

task: long turn

### WRITING

topic: activities for teens

skill: opinion and recommendation

task: review

### SWITCH ON ►

video: chef tests

project: presentation on food in world festivals

## Lead-in SB p7

Read through the Unit Overview before starting the 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. 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. For students who are preparing for the exam, point out that the items labelled 'task' will give exam-style practice.

The lead-in page allows you to introduce the topic of the unit to your class, and to find out what students know about the topic.

Focus students' attention on the photograph on page 7 and ask the following questions. *What does it show? What is the person doing? How might they be feeling?*

Read the quotation *I love the buzz of doing something for the first time!* Check understanding of the word *buzz* (a feeling of excitement). Ask the class what gives people *a buzz* and give some examples, like *praise for something you've done, an achievement, being driven in a fast car*, etc.

Put students into small groups to discuss the questions. Encourage them to give examples or reasons when answering. Monitor and contribute to the discussions. Ask someone from each group to report back to the class.

### Possible answers

- 1 Visiting a new country or a new city gives me a buzz. It's always exciting to see new things, try new food and meet different kinds of people.
- 2 I think it's very important to try new things. If we don't, then we just get into a pattern of doing the same things all the time, and then we never learn anything new or grow.

## To start

Tell students some things you enjoy doing (for example, reading books, cooking, playing tennis). Put students into small groups to list some of their favourite activities. Then ask someone from each group to report their lists to the class. Collate their results on the board and ask students: *Which of these activities would you like to try? Which would you not like to try?* Encourage students to give reasons.

Tell students that the topic of this lesson is trying new activities, and the aim of the lesson is to complete an exam-style gapped text task.

## Power up

- 1 Ask students to look at the photo. Elicit a description of what the person is doing. Students then discuss these questions in pairs. 1 *How do you think the person feels?* 2 *Would you enjoy the experience?* 3 *What would the challenges be?* Elicit responses from the class.

### Possible answers

The activity in the photo shows someone with a backpack, and it looks like she's been camping in the wild.

- 1 I think she feels relaxed and free in the countryside. She seems to be enjoying the open space and fresh air.
- 2 I would enjoy wild camping because I like being in the fresh air. I have done a lot of camping and think it's fun to cook and live outdoors. It's also good not to rely on technology for a while.
- 3 I think for some people they may not like the dark at night and they may not know how to light a fire. I don't like not having hot water to wash myself every day, but it's OK if you only camp for a few days.

Ask students to compare the photo with the photo on page 7 and discuss the questions in pairs. Elicit a few responses.

### Possible answers

- 1 I think both activities suit people who enjoy being active and outdoors.
- 2 I like the idea of the zip wire because I've never done it before. I'm not scared of heights and I like sporty activities, so I think I'd enjoy it.
- 3 I think the camping is more challenging because it lasts overnight and you have to live in the wild. It can be tough camping in the wild when the weather is bad and you get very wet and cold.

## Read on

- 2 Write a *challenge* on the board and elicit the meaning of the word (something that is difficult to try or do). Ask students to read the title and introduction to the blog on page 8 and ask: *What do you think the 7 Day Challenge is?* Check understanding of *step out of our comfort zones* (do something that we would not normally do because it is difficult, or outside our experience).

Ask students to read the rest of the blog to check their ideas. Give them a time limit of 1–2 minutes depending how strong your class is. Tell them that some sentences are missing from the blog (gaps 1–6), but they should ignore these for the moment.

The *7 Day Challenge* is a challenge in which you encourage your friends to try activities they've never tried before.

## exam tip

- 3 Explain this exam task to the class. Six sentences are removed from a text and they have to choose which ones are missing from a list of seven (including one that they do not need). If your class is strong ask: *What do you think can help you find the right sentences?* Then read through the first part of the exam tip with the class (not the final section yet). Check if any students had the right ideas. Give examples of referencing clues (time words such as *before*, *after*, *then*, *later*, etc. and pronouns such as *it*, *she*, *he*, *them*, etc.). Explain that as well as looking for these referencing clues in the gapped text, they should also look for them in the list of sentences.

Ask students to read through sentences A–G in Ex 4 and underline any referencing clues. Ask them to work with a partner to decide which sentence fits gap 1. Elicit the sentence they chose and the reasons why.

- 1 E *She had a point as we never sign up for anything new.* She refers to Sophia who is the person who makes the comment that comes directly before the space. Then, *we* refers to the three friends. The fact that they never sign up for anything new follows on from the idea that they are always moaning about having a dull life.

## exam task: gapped text

In the Cambridge exam the reading text does not have a detailed lead-in. Here there is a lead-in to interest and engage the students.

The equivalent reading task in the Cambridge exam does not have a gapped sentence in paragraph 1.

- 4 e Ask students to complete the exam task. Remind them that there will be some unknown vocabulary, but they should not focus on this as the context should make the meanings clear, and that finding the correct answers will not usually depend on understanding single unfamiliar words. If students are at a lower level, allow them to check their answers in pairs before you elicit answers from the class.

- 2 G *It hasn't actually been that difficult* refers to what is expressed in the previous sentence: *We each come up with an activity we enjoy, but that the other two friends haven't tried before.* *We* and *close friends* in G refer to *we* in the previous sentence.
- 3 B *Rob doesn't actually get the part* refers back to the audition challenge set by Sophia, described earlier in this paragraph; *at least he's brave enough to go through with it* compares Rob's bravery in having a go at the difficult challenge with the narrator's own reaction which was not at all brave, described in the previous three sentences – *it's too overwhelming. I leg it ... I've fallen at the first hurdle.*

- 4 F *it's not an idea with huge appeal* refers to wild camping, as described in the previous sentence: *not pitching your tent anywhere near a toilet or hot shower*. The writer wouldn't like having no toilet or hot shower as he is someone who *loves his creature comforts*. The following sentence in the blog, *But it's only for one night so I'm willing to give it a go* contrasts with the narrator's dislike of these conditions.
- 5 A *Once there* refers to arriving at the lake mentioned in the previous sentence. The following sentence about how the people enjoyed cooking and chatting by the lake continues and expands on the idea expressed in A: *I kind of relax into it and my initial reservations start to disappear*.
- 6 C Sentence C is a summary of the writer's overall positive feelings so far about the challenge, and answers the question before it: *So is the '7 Day Challenge' a worthwhile experience?*

**extra: fast finishers**

Ask fast finishers to underline two more sentences that could be removed from the text. Then they should circle any referencing clues in the sentences before and after the 'gapped' sentence, as well as in the sentence they want to gap. This will help give them a better idea of how referencing words connect sentences together.

- 5 Put students into pairs to find the words and phrases in the blog. For weaker students, you could divide the list in half and ask different pairs to check for either the first five or the second five items. Elicit answers from the class.

1 cosy 2 dull 3 nerve-racking 4 overwhelming  
5 willing 6 reluctantly 7 pretty 8 worthwhile  
9 pigeonhole 10 dismiss

**extra: fast finishers**

Ask students to choose three words or phrases and write sentences which include them. However, instead of writing the word or phrase in the sentence, they should leave a gap. Then ask them to swap with another student, who should try and guess what the gapped word or phrase is.

**extra**

Give students a chance to check some other unfamiliar phrases from the blog. Put students into small groups. Write these phrases on the board:

- 1 *shy away from*  
2 *take on*  
3 *come across*  
4 *put off by*

Students find the items in the blog and discuss what each one means by looking at the context they appear in. Monitor and help where necessary. Elicit answers from the class (1 avoid because of difficulty; 2 accept or agree to do something; 3 find by chance; 4 to be discouraged).

**Sum up**

- 6 Read sentence C again with the class: *OK, I know it's early days, but so far I've found our challenge fun and actually a bit of an eye-opener*. Ask students to write, in one or two sentences, why Tom found the experience an 'eye-opener'. Ask them to compare their ideas in small groups and to choose whose idea summarises the answer best. Elicit each group's best ideas, and ask the class to vote on their favourite.

**Possible answer**

Tom describes the experience as being an 'eye opener' because it has made him realise that some things that he thought weren't 'typically him' were really enjoyable. It has made him realise how you shouldn't pigeonhole yourself or others, and that you should be more open-minded about trying new things.

**Speak up**

- 7 Put students into small groups to discuss the questions. Monitor to encourage students to put forward their ideas. This is a fluency activity so do not overcorrect them while they are speaking, but note down common mistakes which you can deal with later.

Ask students to report their ideas back to the class. Encourage students to notice what similarities and differences there are between each group's ideas.

**Possible answers**

- 1 I like to set myself challenges, because I think it's important to have goals.
- 2 Trying a new sport, like surfing or mountain climbing would make me feel a bit uncomfortable, because I've never done anything like that before, and I think they might be dangerous.
- 3 I tried riding a motorbike recently. I thought it would be easy, because I know how to ride a bike. But it was completely different, and I realised it will take me a long time before I can ride one properly.

**Fun footer**

Read the footer with the class and elicit what it means (we need challenges to be able to progress, change or move forward). Ask students to give their own examples of something difficult they have done, which has changed them for the better.

**To finish**

Ask students to work in small groups to think of a challenge. Point out that it should have a positive effect on the people taking part, for example *Try a day without using your smartphone* or *Give up meat for one week*.

Go round the class and help with ideas. Ask groups to share their ideas with the class, and explain why other people should take up their challenge. Ask the class to vote on the best challenge and, if appropriate, suggest students try it and report back later on how they felt doing the challenge.

Presentation tool:

Unit 1, Reading

Workbook / Online Practice:

pp4-5

Extra Practice App

## To start

Use the start of the lesson to assess students' existing knowledge of the target grammar point. Tell students a fact about yourself, which may be true or false, for example, *I usually have three cups of coffee at breakfast*. Students have to guess if it is true or false. Write some more sentences about yourself on the board, some true, some false. In your sentences, use the present simple and the present continuous rather than other verb forms.

Students guess whether the sentences are true or false. Give feedback, and then ask students to write similar sentences about themselves for their partners to guess whether they are true or not. Elicit some of the students' true sentences and write them on the board. Underline the present tenses in the sentences and elicit the names of the tenses. Elicit that we use the present simple for habits, facts and repeated actions, and that we use the present continuous for actions happening now.

- 1 Focus on the uses of the present simple and continuous and ask students to check rules A, B and C against their previous ideas. Then read through rule D with the class and explain that although we usually use past tenses to tell a story, if we want to be more dramatic, we can use present tenses.

Ask students to look again at the two sentences in Ex 1 and match them to the correct rules (E or F). Elicit the difference by asking: *Are we still deciding about the challenge?* (No, it's a finished activity.) *Are we still doing the challenge?* (Yes, the activity is still continuing.)

1 E 2 F

## extra

Read the sentence in D and say it out loud, to show how using present tenses add dramatic interest. Write another example on the board: *I went home last night. I opened the door. It was windy and the door shut quickly. It hit me on the head and I fell down. My friend was watching me. He didn't do anything. He just laughed!* Elicit how this can be rephrased using present tenses: *I go home. I open the door. It's windy and the door shuts quickly. It hits me on the head and I fall down. My friend is watching me. He doesn't do anything. He just laughs!* Model for students to repeat for dramatic effect. Students write their own stories in pairs to tell each other in small groups.

## explore grammar

SB p142

- 2 Students complete the sentences in rules E and F with the correct verb form. If necessary, check students understand how the present perfect simple is used. Ask: *Do we know when we saw the film?* (No.)

With a lower-level class, remind students that we often use *for* and *since* with the present perfect continuous. Write the following examples on the board: *I've been watching this film for an hour* (a period of time). *I've been watching this film since 8.30* (a point in the past).

1 've (have) seen 2 's (has) been teaching

The Grammar file covers present tenses, in their simple and continuous aspects. Get students to read the explanations on page 142 and complete Exs 1–3 on page 143. Organise fast finishers into pairs. Ask them to discuss something new they have started in the recent past, what they do now, and what effects it is having.

## watch out for

Remind students that some verbs cannot be used with the continuous tenses if they describe states: *I've had the red car since 2017* (not ~~*I've been having*~~ ...); *I've known James since we were children* (not ~~*I've been knowing*~~ ...).

## extra

Tell students three things you have done so far this morning, for example: *I've taught two English classes. I've spoken to the head teacher. I've marked ten essays*. Elicit students' own examples from the class.

Then elicit some things that you (and they) have been doing in the lesson since it started. For example, *We've been learning about present tenses for half an hour*.

- 3 1.1 Read through the questions with the class. Then play the recording. Students discuss their answers in pairs. Elicit the answers and ask students to give reasons.

Speaker 1: D  
Speaker 2: A  
Speaker 3: B  
Speaker 4: C

- 4 1.2 With a strong group, ask students to work in pairs to complete the sentences, before playing the recording. With a weaker group, play the recording and ask students to complete the sentences with what they hear. After conducting class feedback, put students into pairs to discuss the questions in Ex 3.

1 've sold, 're moving 2 're embarking 3 know  
4 depends, don't 5 don't do

- 5 Focus students on the title of the text, as well as the picture, and ask what they think a *gut feeling* is (an instinct, rather than a logical thought). Point out that *gut* is another word for *stomach*. Explain that they need to complete the text with the correct present form of the verbs in the box. Elicit suggestions for the first gap before asking students to complete the task individually. Conduct class feedback.

1 Have, had 2 's 3 is sending 4 doesn't feel 5 has, said  
6 call/have called 7 have 8 have been trying  
9 has found 10 don't spend

## Speak up

- 6 Put students into pairs to discuss different situations. Then, put pairs with other pairs to compare their answers. Conduct feedback with the whole class.

## Possible answers

We often have a gut feeling when something is wrong, or something bad might happen. I think it's best to follow these feelings. For example, if you meet someone, and you don't trust them, then you should trust your instincts instead, even if they're very well-dressed or polite.

## Fun footer

As a follow-up to Ex 6, read through the quote in the fun footer. Ask students whether following a gut feeling is always a good idea.

## game on

Read through the task with the class and give students five minutes to write down their statements, individually. Then put students into small groups to play the game. Go round and monitor for correct use of the present perfect simple and continuous.

## To finish

Tell students you are a famous person and they must guess who you are. Give them some information using grammar structures from the lesson, for example: *I'm a singer. I'm in a band. We go on tour a lot. I'm English but I've been living in the USA for a long time. I've made lots of albums. At the moment I'm working on ...*

Ask students to think of a famous person, or someone in the news at the moment. Give them some time to think about or write similar information about this person. In pairs, they give their partner the information for them to guess the person.

## extra

Ask students to go online to research someone they admire. They should note down some facts about this person's life at the moment, and about their experiences, and then write a short profile, summarising who the person is and what he or she does. Point out that students should try to use all the present tenses covered in this lesson. In the next lesson, students can present the profile to the group, or hand it in to you to check their use of present tenses.

|                                 |                 |
|---------------------------------|-----------------|
| Presentation tool:              | Unit 1, Grammar |
| Workbook / Online Practice:     | p6              |
| Photocopiable activity:         | 1A              |
| Grammar reference and practice: | SB p142         |
| Audioscript:                    | SB p175         |

## VOCABULARY SB p11

describing experiences and feelings

## To start

Tell students about an experience you have had recently and how you felt at the time. For example, *I lost a favourite earring and I was really upset*. Ask students to work in pairs and think of experiences they have had recently and an adjective to describe how they felt. They can talk about positive or negative feelings. Nominate a few students to say what adjectives they used to talk about feelings.

- 1  1.3 Focus students' attention on the words in the box. Model the pronunciation of the words for students to repeat chorally and individually. With a strong group, play the recording for them to choose the adjective that best describes the feelings of each person. With a weaker group, elicit a definition of each adjective, then play the recording for them to match them with the speakers. You could also ask students to give other examples of situations when people might feel these different ways.

1 relieved 2 offended 3 sympathetic 4 petrified  
5 determined 6 tense

- 2 Check understanding of *take a penalty* (have a free kick at goal after a rule has been broken in football), *give someone a hug* (put your arms round someone) and *make a speech* (talk for a period of time, usually at a formal occasion). Students complete the gaps individually and then compare answers in pairs. Conduct class feedback.

1 determined 2 tense 3 petrified 4 thrilled 5 moved  
6 sympathetic 7 relieved 8 offended

- 3 Students match the words from Ex 2 with the synonyms.

anxious – tense  
delighted – thrilled  
insulted – offended  
strong-willed – determined  
terrified – petrified  
understanding – sympathetic

- 4 In pairs, students ask and answer the question. Encourage them to use as many words from Ex 3 as they can.

## Possible answers

I'm quite a strong-willed person. If I know I want to do something, then I'm usually determined to try and achieve it. Sometimes, I get tense or anxious if someone or something tries to stop me.

## explore vocabulary

- 5 Write *Phrasal verb* on the board. Ask students to give you an example of a phrasal verb and elicit explanations of what a phrasal verb is. Then read through the explore vocabulary box with the class to check their ideas. Ask for more examples of phrasal verbs that students already know. Write them on the board and elicit their meanings from the rest of the class.

## Possible answers

take on, turn out, come across