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Listening and Vocabulary focus ▶ p.6

Aim

- to introduce the topic of friends and family, and provide speaking practice

Warmer

Put students into pairs. Explain that they are going to introduce their partner to the class. Allow a few minutes for students to find out their partners' names, where they are from if you have a multinational class, what they are studying/do for a job and what they like doing in their spare time. Ask each student to briefly introduce their partner to the class, e.g. *This is Pedro. He's studying Political Science, and enjoys hiking and yoga.*

If students already know each other, ask them to find out what their partner finds easiest and most difficult about learning English.

- Point out the phrase *circle of friends* (all the friends someone has) and point out that the opposite of a *wide circle of friends* is a *small circle of friends*. Put students into pairs to discuss the questions. Elicit some ideas.
- Give students a few minutes to answer the survey questions individually. Elicit a few answers to the first question, and write them on the board. Elicit or share an example of how the answers could be compared, e.g. *Elisa thinks that the best way to make new friends is to join a club or sports team, but/while I think it is easier to meet people online.* Ask students to ask each other the questions, and compare their answers.

Alternative activity: Move around

Instead of comparing answers in pairs, ask students to move around the classroom, asking and answering each question from Activity 2 with a different partner.

- Play the recording for students to match the speakers with the questions.

Additional activity: Guess the question

Put students into small groups of three or four (they should not be working with anyone they compared survey answers with in Activity 2). Students take turns to give their answer to one of the questions from the survey, and the other students guess the question.

Answers

- Students' own answers
- Speaker A 5
Speaker B 7
Speaker C 2
Speaker D 1

Multiple choice: short extracts

Aim

- to use the strategy of underlining key words in an exam-style multiple-choice listening activity (Listening, Part 1)

Teaching tip: Exam information

Use the Exam information summary on pages 4–5 of the Student's Book to give students an overview of any part of the exam, or to refresh their memory.

- In the multiple choice: short extracts exam task, students will hear eight short extracts of one or two people talking, and answer a multiple-choice question about each. Focus students on the task and the underlined key words in question 1. Point out that these key words will help them identify what they have to listen out for. Play the recording and elicit the correct answer, A, B or C. Go through the **Exam Tip** with the class.
- Give students a minute to read the questions and underline key words. Play the recording twice (each recording will be played twice in the exam). Students will check their answers in Activity 6.
- Students compare their answers in pairs and discuss whether the underlined words were helpful. Check the answers with the whole class.
- Ask students to discuss in pairs which of the speakers in the recording they would most like to meet and why, then elicit a few responses.

Answers

- C** (*But there's one close relative I don't see at the moment – although we often chat online – and it really upsets me. That's my twin brother, Mark.*)
 - C** (*But for me, well, I like to keep in touch with people I meet on holiday.*)
 - B** (*But I've got a few new friends: new mums I've met through our children. So, a couple of times a week we get together during the day and have a coffee or go for walks.*)
 - B** (gist question)
- Suggested key words:
- You hear a woman talking about friends from other countries. How does she meet people from other countries?
- A through her school
 B through websites
 C through travelling

3 You hear a woman talking about meeting people. The woman often meets up socially with

A old school friends.

B people in a similar situation to her.

C family friends.

4 You hear a man talking about making friends. What is he doing?

A giving advice about friendship

B comparing how age groups make friends

C complaining about being alone

6–7 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.6, Listening 1 | MEL Unit 1, Listening 1

Vocabulary

collocations: communication, family relationships

Aim

- to consolidate and expand knowledge of collocations related to communication and family relationships

- Elicit the meaning of *collocation*, and explain if necessary. Point out that sentences 1–8 contain collocations with the verbs in the box. Ask students to complete the sentences and compare their answers in pairs. Ask students to check their answers by finding the sentences in the audioscript on page 194. Finally, elicit each of the collocations and write them on the board so that students can see and record them (*chat online, meet someone face to face, lose touch with someone, keep up with someone, make new friends, get together, keep in touch, get to know someone*).

Teaching tip: Collocation

Collocations are combinations of words which occur naturally in written and spoken English. They are important for sounding natural, and will help students speak more fluently and do well in the exam.

When students are recording new vocabulary, encourage them to note collocations, rather than individual words.

- Students work with their partner to match the words/phrases and meanings. Check the answers as a class. Point out that a *sister-in-law* could also be your spouse's sister.

- Students share their answers in pairs. Encourage students to give extra information and if possible, use some of the family relationship words from Activity 9. Ask a few pairs to tell the class what they talked about.

- 8 1 chat 2 meet 3 lost 4 keeps 5 make 6 get
7 keep 8 get
- 9 1 C 2 F 3 A 4 E 5 D 6 B
- 10 Students' own answers

Additional activity: Family vocabulary

Ask: *What other extended family member relationships can you think of?* Elicit some ideas from the class, e.g. *niece, nephew, great-aunt, half-sister, ex-husband, second cousin, partner, grandchildren, great grandmother.*

ADDITIONAL PRACTICE | Maximiser p.6, Vocabulary 1 | MEL Unit 1, Vocabulary 1 | **ActiveTeach Game:** Pelmanism | **ActiveTeach Game:** Sheep Out!

Grammar focus ▶ p.8

Present simple and present continuous

Aim

- to review the form and use of present simple and present continuous

- 1 Put students into pairs to discuss the questions. If most students have already left school, ask them if they keep in touch with old school friends. Elicit a few answers from the class.

Refer students to the **Grammar Reference** on page 145 and ask students to read through the notes and complete Exercise 1.

Teaching tip: Using the Grammar Reference

The Grammar Reference contains notes, examples and a consolidation exercise for each grammar lesson. You could read through it in detail with the class or ask students to read through it and complete the exercise at their own pace.

Alternatively, try a 'flipped classroom' approach. Ask students to read the Grammar Reference on page 145 and complete Exercise 1 for homework. A flipped classroom approach is when students receive instructional content outside of class (e.g. reading the Grammar Reference, or watching a lecture video) to free up more face-to-face class time for practical exercises and discussion in class.

Grammar Reference answers

Exercise 1

- don't enjoy
- are the girls crying
- does this tablet belong
- Are you waiting
- is your brother staying
- uses / is using
- Do you always finish
- smells
- doesn't usually call
- is that boy looking

- Give students one minute to read the interview with Jane Turner and answer the questions without completing the gaps yet. Elicit the answers.
- Focus on the first gap as an example. Look at the verb in brackets (*talk*) and elicit the answer (*am talking*, present continuous) and the reason why this form should be used (the interview is in progress). Ask students to complete the remaining gaps in pairs before checking as a class. Play the recording for students to check their answers.
- Ask students to match the uses with the examples in the interview. Students compare answers in pairs before you do a class check.
- Check students understand the difference between a verb which describes a state (something that doesn't change) and a verb that describes an action (or event). While students complete the table, write the following gapped rule on the board for students to complete: *State verbs _____ usually used in the continuous form.* Elicit the answer (*are not*). However, point out that some verbs can be used to talk about both a state and action, e.g. *think*. *I think it is true.* (This is a state. This is what I always think.) *I'm thinking about getting in touch with an old friend.* (This is an action. This is what I'm thinking about at the moment.)
- Students add the verbs in the box to the table in Activity 5. Do a class check. Extend stronger students by asking them to add a few more verbs to each column.
- Ask students to quickly read the comment from a magazine reader to find out what the magazine is and what the reader's opinion is. (It's an online magazine for people who used to attend the reader's school. The reader likes the magazine.) Encourage students to use what they have learned about present simple and continuous in this lesson to complete the gaps accurately. Students compare their answers in pairs before checking as a class.

8 Students discuss the question in pairs then elicit a few responses.

9 Students read the task on page 140. Put students into pairs to talk about the job that they would most like to do. Students then prepare six questions to ask their partner such as *Where do you work? What do you like about your job? What is the most difficult aspect of your job? Do you get on well with your colleagues?* Circulate, checking students' question forms. Students should also plan some details of the job they want to talk about before role-playing the interviews.

Teaching Tip: Recording spoken tasks

If students have mobile devices, encourage them to record themselves talking in Activity 9. Then ask them to listen to the recording and reflect on what they did well and what they could improve on. Encourage students to save the recording to play to themselves later in the course so that they can hear their own progress.

Answers

- 1 Students' own answers
- 2 She produces an online magazine for ex-students. The magazine is very popular.
- 3 1 am talking 2 produce 3 write 4 are working on
5 goes out 6 is getting 7 are getting
- 4 A 3 B 2 C 1 D 7 E 5 F 4 G 6
- 5 State: has, think, love, know, like
Action: help, work, email
- 6 State: belong, hate, need, prefer, understand, want
Action: produce, receive, text, write
- 7 1 think 2 gets 3 am looking 4 has 5 are doing
6 is 7 is going 8 is looking forward to
- 8-9 Students' own answers

Additional activity: Personal examples

Ask students to turn to the Grammar Reference on page 145. Under the heading *Present Simple and Present Continuous*, there are four uses listed. Ask students to write a personalised example for each use, then compare their sentences in pairs.

For example:

- 1 habits, routines or regular repeated actions: *I call my grandmother every Sunday.*
- 2 permanent situations: *I live in Buenos Aires.*
- 3 state verbs: *The red bag belongs to me.*
- 4 spoken instructions, systems and processes: *First I wake up, then I have a shower.*

ADDITIONAL PRACTICE | Maximiser p.7, Grammar 1-4 | MEL Unit 1, Grammar 1-4 | Photocopiable 1A *All present and correct* | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Stepping Stones

Use of English

focus ▶ p.9

1 Focus students' attention on the picture and elicit some words to describe how the person is feeling, e.g. *frustrated, annoyed, irritated, fed up, has had enough.* Put students into pairs to discuss the questions. Elicit a few responses.

Possible answers

- 1 computer crashing, a computer virus, phone not working, phone battery dead

Teaching tip: Mixing up students

Swap pairs around regularly so that students get the opportunity to work with different people.

Multiple-choice cloze

Aims

- to become familiar with the types of language tested in the multiple-choice cloze
- to complete an exam-style multiple-choice cloze (Reading and Use of English, Part 1)

In the multiple-choice cloze exam task, students will read a short text with eight gaps and choose the best word for each gap from a list of four possible options (A, B, C or D). It tests vocabulary and vocabulary-related grammar. For a summary of all parts of the exam, refer to the **Exam information** on page 4 of the Student's Book.

- 2 Read the first sentence aloud and ask students to predict words that could fit in the gap without looking at the answers (e.g. *strange, long, short, odd, confusing*). Then go through each option (A-D). Tell students that all the words have a similar meaning but only one can be used correctly in this sentence (C). Students complete the remaining sentences, then compare in pairs before checking as a class.
- 3 Students work in pairs to decide why the other choices in Activity 2 are wrong. Then, they should match each sentence with A-E. Check answers as a class.
- 4 Read the title of the article with the class, and elicit some ideas of what it might talk about. Then give students a minute to read the article.

Point out to students that reading for gist (reading quickly to understand the main idea of a text without worrying about the small details) is an important strategy for the Reading and Use of English parts of the exam. Students will usually be able to answer individual questions more quickly and accurately when they already understand the main idea in the text.

- 5 Look at the first gap (0) as a class and elicit why (B) is the correct answer (it's part of the fixed phrase, *the age of ...*). Students work through the remaining gaps and then compare their answers in pairs before checking as a class.
- 6 Check students understand what a *gadget* is (a small, useful, and cleverly designed machine or tool, usually with one particular usage, e.g. a neat gadget for sharpening knives). Elicit a few gadgets that students might use in their everyday lives. You may like to widen the discussion question to include apps. Students discuss the question in pairs, then invite some students to share their favourite gadget or app with the class.

Additional activity: discussion

Ask students to discuss the following additional questions in pairs then elicit a few responses.

- 1 Do you agree that we are too dependent on our phones and computers?
- 2 How would you feel if you had to live without your phone or computer for a week?
- 3 What advice would you give to someone who is too dependent on their phone?

Answers

2 1 C 2 D 3 B 4 B 5 D

3 1 The other options all have a similar meaning, but they cannot be used to describe an email.

2 Only *heavy* collocates with *traffic*.

3 *Look up* is a phrasal verb.

4 Only *keen* can be followed by *on*.

5 This is a fixed phrase (idiom): *drop someone a line*.

A 1 B 3 C 4 D 2 E 5

4 Suggested answers

how easy/difficult it is to live without your phone; what people do or how they react when their phone isn't working

5 1 B 2 D 3 B 4 D 5 A 6 C 7 B 8 B

ADDITIONAL PRACTICE | Maximiser p.7, Use of English 1 | MEL Unit 1, Use of English 1 | MEL Extra practice, Use of English 2
Plurals and articles: The right choice

Reading focus ▶ p.10

Warmer: Discussion

Tell students to think of a new place they have visited recently (for example, on holiday). Put students into pairs to talk their experiences. If your class requires encouragement to speak, write some questions on the board, e.g. *Where did you go? How did you find out about the place? What did you do there? Who showed you around? Would you go back?*

- 1 Ask students to work in pairs and discuss whether they agree with each comment and why. For each statement ask for a show of hands of who agrees and elicit some reasons. Then ask some who disagree to share their reasons.

Teaching tip: Giving students thinking time

Make it easier for shy or weaker students to participate in class discussions by giving them plenty of time to prepare and think of ideas before putting them in pairs to talk, and time to talk in pairs before sharing an idea in front of the class.

Multiple choice

Aim

- to find specific information in an article, in an exam-style multiple-choice activity (Reading and Use of English, Part 5)

In the multiple-choice exam task, students will answer six multiple-choice questions about a longer text.

- 2 Focus students' attention on the text title and elicit what students notice about it. (The title is a variation of the phrase *pleased to meet you*. We would not normally use the phrase *pleased to greet you* – but in this case, it is a clever title because the article is about greeters.) Ask students to read the first paragraph then elicit what a *greeter* is.
- 3 Go through steps 1–4 and the **Exam Tip** with students, before students read the article and follow the steps. Students compare their answers (with reasons) in pairs, then check as a class.

Ask students to discuss the following questions in pairs, then elicit a few ideas.

- 1 Which of the greeter experiences in the article appeals to you most?
- 2 What benefits might there be of being a volunteer greeter or going on a greeter tour?

Answers

- 2 a local person who volunteers to show people round their town or city
- 3 A
Suggested key words
1 Visitors using the Greeter Network
A are expected to make a small payment.
B get in touch with the volunteers directly.
C want to go on popular tours in another country.
D have different interests from normal tourists.
2 Why has Nick come to Melbourne?
A He wants to meet his great-uncle.
B He'd like to find out if he has any relatives there.
C He's thinking about moving there.
D He's interested in Australian national sports.
3 What are Sylvie and Stéphane doing this evening?
A They're going to a typical tourist destination.
B They're visiting an unusual museum.
C They're meeting someone who shares one of their interests.
D They're looking at some old French buildings.
4 What do we learn about Anthea's tour?
A It visits places all over London.
B It is for one particular family.
C It always leaves on time.
D It finishes at a railway station.
B
1 paragraph 1
2 paragraph 2 ('Her guest today is ... a traditional board game.')
3 paragraph 3 ('Today he is looking after ... one of the usual tourist places.')
4 paragraph 4
C
1 D ('Are you tired of taking guided tours? Do you want a travel experience that's a bit different?')
2 B ('Nick hopes to find someone who knew his great-uncle who settled in Melbourne seventy years ago, and maybe even bump into a distant cousin or uncle.')
3 C ('this evening they are meeting up with another volunteer. This is another tango fan, who promises to take them dancing.')
4 C ('The tour leaves at ten o'clock exactly and she never waits for late arrivals to turn up.')

ADDITIONAL PRACTICE | Maximiser p.8, Reading 1–5 | MEL Unit 1, Reading 1–6 | MEL Extra practice, Reading 1 Reading for gist: Shooting Scotland | **ActiveTeach** Extra activity: Reading Focus; Game: Noughts and Crosses

Vocabulary

phrasal verbs in context

Aim

- to identify and use phrasal verbs from the text

Teaching tip: Phrasal verbs

Check students know what a phrasal verb is: a group of words that is used like a single verb and consists of a verb with an adverb or preposition after it, for example *set off* or *look after*. The meanings may be quite different to the literal meaning of the individual words. Some phrasal verbs have more than one meaning. For example, the meanings of *turn up* include to turn a switch on a machine such as an oven, radio, etc. so that it produces more heat, sound etc., or to arrive at a place, especially in a way that is unexpected.

- 4 Point out that phrasal verbs 1–7 have more than one possible definition, e.g. *find out* may mean to discover by chance, or learn information. Students need to decide which meaning is used in the article by locating the word and using the words around it to deduce the correct meaning. Students compare their answers in pairs, then check as a class. Point out the **Phrasal verbs list** on pages 175–177 of the Student's Book.

Answers

- 4 1 learn information
- 2 meet unexpectedly
- 3 meet someone to do something
- 4 meet up with friends regularly in one place
- 5 start a journey
- 6 arrive
- 7 come and collect

Additional activity

Ask students to work in pairs and tell their partner about:

- a city they would like to find out about;
- a place where they like to hang out;
- a time they met up with a friend recently;
- what time they set off from home this morning;
- what time they turned up to class.