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B1 Preliminary

NEW EDITION



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Grammar focus ▶ p.6

Aims

- to get to know each other
- to use a range of language to talk about yourself

Warmer: Name mingle

If the students in your class are new to each other, you may want them to introduce themselves and learn each other's names. Ask students to mingle, telling each other their names until they are able to stand in a line or circle in alphabetical order. When they have finished, go around the class and elicit the name of each student from the other students in the class.

- 1 Start by directing students to the unit title, and elicit what *identity* means (someone's identity is their name or who they are, or the qualities and attitudes that a person or group of people have, that make them different from other people). Direct students to the adjectives in the box and elicit the meaning of each one. In particular, check students understand that *nervous* /nɜ:vəs/ means worried or frightened about something (it doesn't mean 'angry' or 'annoyed'). Drill the pronunciation, focusing on correct syllable stress. Then get students to read the social media post and discuss in pairs what kind of personality Sara has. Conduct whole-class feedback.

Ask: *What does chocoholic mean?* (someone who likes chocolate very much and eats a lot of it). Ask if there are any *chocoholics* in the class.

Additional activity: Phrases for talking about yourself

Ask students to find and underline in the social media post the different phrases that Sara uses to talk about herself. Encourage students to use some of these phrases in Activity 2. Elicit the following phrases: *I'm a/an ...*, *I'm really keen on ...*, *(I'm) a fan of ...*, *I belong to ...*, *I'm a member of ...*, *I prefer to ...*.

- 2 Ask students to use the same headings as Sara used for their post: *My relationships*, *My work*, *My interest*, *My groups*.

Additional activity: Ask the teacher!

Write your own social media post following the model in Activity 2, and put it on the board. Give students the opportunity to ask questions about your profile to find out more about you. Answer the questions (show students how to extend your answers, rather than giving very short ones), and put some of the questions on the board to provide a model for students to use in Activity 3.

- 3 Put students into pairs to swap posts. Circulate, providing assistance as students write their questions.

- 4 Point out that there are two stages to this activity. First, students ask and answer their questions in pairs. Point out that students should try to extend their answers as in the example given. Secondly, students need to decide what kind of personality their partner has (using the words from Activity 1 and any other words they know). Conduct whole-class feedback, asking each student to give an adjective for another student and give a reason.

Answers

- 1 Suggested answers: active, confident, creative, easy-going, sociable (although, not all the time, as she prefers running alone so perhaps not)
2-4 Students' own answers

► p.7

Question forms

Aim

- to review different question forms, and practise using them

- 1 Ask students to tick the questions they can answer (they don't need to write answers for the questions). Then ask students to read their results. Put students into pairs to compare their answers and discuss whether they agree with the results or not. Conduct whole-class feedback.
- 2 Go through the first two questions in Activity 1 as an example with the class and elicit which of the types listed they are. Question 1 follows the pattern: question word (*What time ...*) + auxiliary (*did*) + subject (*you*) + main verb (*arrive*) + the rest (*in the world*). Question 2 follows the pattern: question word (*Which ...*) + auxiliary verb (*are*) + the rest (*you*).

Point out that a *question word* can be a single word, (e.g. *Which*) or a phrase (e.g. *What time, How many*). Students identify which word order is used in the remaining questions then check as a class. Read the first **Language tip** with the class. Refer students to **Grammar reference** section 1.1 on p.139 for more information about the different question forms.

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 and complete the exercises there 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 1.1

- 1 do
2 are
3 Is
4 –
5 did
6 –
7 Do
8 does

- 3 Students form questions. Check their answers as a class.
- 4 Form the first question with the class as an example, ensuring that they understand that they need to add words here (as opposed to the previous activity which was ordering the words given). Put students into small groups to discuss the questions.
- 5 Go through the second **Language tip** with the class, drilling the pronunciation. Play the recording for students to listen and check their answers. Then play the recording again and ask students to repeat the questions. Make sure that they are using weak forms appropriately.
- 6 Put students into pairs or small groups to discuss the questions. Encourage them to give full answers, rather than one-word replies.
- 7 Give pairs a couple of minutes to write their two questions. Monitor for accuracy of question forms. Ask students to move around the classroom (with pen and paper), asking and answering their questions, and taking notes on interesting answers (but not writing them down word for word). Organise students back into their pairs to share what they find out.

Answers

- 1 Students' own answers
2 Type 1: Questions 1, 3, 5, 7, 8
Type 2: Questions 2, 4, 6, 9, 10

- 3
- 1 Who was your first friend on social media?
 - 2 What street did you first live in?
 - 3 What was the name of your first school?
 - 4 How much money do you have in your pocket?
 - 5 Do you know your closest friend's birthday?
 - 6 What were your first words?
 - 7 How tall are you?
 - 8 Do you own more than ten pairs of shoes?
- 4
- 1 Where did you first go on holiday?
 - 2 Are you afraid of any animals?
 - 3 What do you enjoy doing in your free time?
 - 4 Who do you spend the most time with?
 - 5 Did you go anywhere special last weekend?
 - 6 What's your biggest dream?
 - 7 When and where do you usually have your best ideas?
 - 8 What's your favourite time of day?
- 5-7 Student's own answers

ADDITIONAL PRACTICE | Maximiser pp.6-7, Grammar 1-8 | MEL Unit 1, Grammar 1-8 | MEL Extra practice, Grammar 9 Making questions | ActiveTeach Extra activity: Grammar Focus 1; Game: Pelmanism

Reading focus ▶ pp.8-9

Aim

- to identify key information and complete an exam-style reading task (Reading, Part 4)

Warmer: Your profile picture

Introduce the topic of profile pictures on social networking sites by showing your own profile picture on a website (or explaining why you don't use one). Ask students to tell each other about or show each other their current profile picture (or lack of picture) and ask them to say what they think it says about their identity.

- 1 Ask students to read the profiles. Then put them into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.
- 2 Refer students to the **Exam focus** on pp.166-167. Read through it with the students, making sure they understand what happens in this part of the exam. Read the first **Exam Tip** with the class, then give students a couple of minutes to quickly read the article and answer the questions. Elicit the answers.

- 3 Check students understand what pronouns and reference words are by directing students to sentence A and asking them to identify a reference word (*one*) and pronouns (*me*). Explain that a reference word is a word that refers to a previous word without repeating it, (e.g. *this, these, it, one*). A pronoun is a word that is used instead of a noun or noun phrase, e.g. *he, she, it, me*. A pronoun can be a reference word. Get students to work through each sentence doing the three things listed in the rubric.
- 4 Read through the second **Exam tip** with the class. Point out that the colours in the example sentence show examples of how the sentences match. Encourage students to use the information they identified in Activity 3 to help decide which sentence goes in each gap. Don't check the answers until after Activity 5.
- 5 Take the opportunity to explain the benefits of comparing answers in pairs (see teaching tip below). Then elicit the answers and the clues which helped students to work them out.

Answers

- 1 Students' own answers
- 2 1 To help you build a career.
2 Searched for his name online; compared network profiles to make them the same; took a new profile photo, wrote a short biography to tell people who he is.
- 3 All the sentences except F are in the past simple.
A one; shorts, beach
B They, it; difficult decision
C I, I; care, the things, posted
D I; other interests
E It, them; not good, similar
F These; better, expected
G that; old pictures
H them, they; changed, the same
- 4-5 1 C (*the things I posted* refers to *sharing photos and comments with my friends*)
2 A (*The worst one* refers to *photos which appeared*)
3 H (*them* = *user names*; *the same* relates to *different user names* – antonym)
4 G (*old pictures* refers to *new profile photo* – antonym + synonym; *that* = *make him look responsible but friendly and warm*)
5 D (*then* tells us it's part of a sequence; *mentions* follows *saying* and is a synonym to avoid repetition; *other interests* refers to interests in addition to *work*)

Teaching tip: Peer checking

Checking their answers in pairs can encourage students to collaborate and share knowledge. By explaining answers to each other, they help to consolidate their knowledge and strengthen their memory of the language and of exam techniques. It also gives them confidence when nominated to answer questions in open class.

It can also be a useful strategy to deal with students who finish a task early. They can check their answers in pairs, while slower students are still doing the actual task.

ADDITIONAL PRACTICE | **Maximiser** p.7, Reading 1 | **MEL** Unit 1, Reading 1 | **MEL Extra practice**, Reading 4 What is the key information? | **ActiveTeach** Extra activity: Reading Focus | Photocopiable 1A *What's the word?*

Vocabulary ► p.9

deducing words in context

Aim

- to practise guessing the meaning of unknown vocabulary in context

- 6** Read out the **Language tip** and elicit what kinds of things can help you to guess the meaning of a word. These questions can help: *Is it a noun, adjective, etc? Is the meaning positive, negative or neutral? Do you understand part of the word? Is it similar to another word you know? Do the other words in the sentence explain the meaning?*

If you have stronger students in the class, ask them to underline the words/phrases in the text and to guess the meaning without seeing the two choices. Once students have chosen the correct definitions, ask them to compare their answers in pairs and then check answers with the class.

- 7** Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.

Answers

- 6** 1 noun, A, it's important for the meaning of the text.
2 verb, B, it's not important for overall meaning of the text or the exam task.
3 verb, A, it's important as it comes before a gap.
4 adjective, B, it's not important as *responsible* and *friendly* provide a sufficient understanding of the meaning of the sentence.

5 verb, A, it helps with the exam task as it appears after a gap but the first half of the sentence is probably sufficient to allow filling of the gap.

- 7** Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.8, Vocabulary 1–2 | **MEL** Unit 1, Vocabulary 1–2 | **MEL Extra practice**, Reading 7 What do the unknown words mean?

Listening focus ► p.10

Multiple choice, pictures (Part 1)

Aim

- to complete an exam-style listening task (Listening, Part 1)

- 1** Refer students to the **Exam focus** on pp.167–168. Read it through with the students, making sure they understand what happens in Part 1 of the listening paper. Put students into pairs to discuss the questions. Elicit answers from one or two pairs in open class and check students understand the meaning of *fair* and *dark* in preparation for Activity 2.
- 2** Ask students to read question 1 in Activity 5. Play the recording twice (as will happen in the exam) so students can answer the question in Activity 2. Put students into pairs to compare and discuss their answer and then check the answer with the whole class.
- 3** Read out the **Exam tip** to students and make it clear they must listen to the whole recording, as there will be distracters in the recording which they need to avoid. Play the recording twice for students to answer the questions. Put them into pairs to compare and discuss their answers before checking with the whole class.
- 4** Give students time to read questions 2–7 and discuss in pairs what vocabulary they might hear. Then elicit key vocabulary and build up a list on the board (e.g. *toothpaste, towel, sun cream*).
- 5** Play the recording twice, allowing students time to discuss their answers in pairs before they listen for a second time. Check answers with the whole class and discuss what information gave the answer in each.

Additional activity: Using the audioscript

Direct students to the audioscript on p.187. Ask students to underline the parts which gave them the answer to each question in Activity 5.

- 6** Put students into pairs to discuss the questions. Elicit answers in open class and invite students to share their ideas for question 1 in particular.

Answers

- 1** 1 Girl A has short, fair hair and sunglasses. Girl B has long, fair hair. Girl C has long, dark hair and glasses.
 2 Girls A and B both have fair hair but Girl C has dark hair. Girls B and C have long hair but Girl A has short hair. Girl A is wearing sunglasses, Girl C is wearing glasses and Girl B is not wearing glasses of any sort.
 3 blond/fair/dark hair, short/long hair; sunglasses, glasses, looks like, haircut
2 We learn that she's got a sister who used to have dark hair but is now fair. (So, C can be eliminated.)
3 1 B
 2 *She was going to get it cut shorter; I'm glad she decided against it; ... the glasses. They've gone too.*
4 Suggested answers:
 2 toothpaste, towels, sun cream, packed, suitcase, put in, take out
 3 eggs, onions, cheese, shop, buy, need, list, meal, recipe
 4 trip, monkey, bird watching, look at birds, boat trip, dolphin
 5 weather report, rain(y), wet, dry, stormy, wind(y), snow(y), snowfall, number of centimetres of rainfall/snowfall
 6 male solo singer, short hair, girl band, instruments (guitar, drums), female dance group, street dance/dancing
 7 dentist's, toothache, teeth, check-up, library, borrow/return a book, dry cleaner's, coat/dress, etc., take to, go first, after that
5 2 C (*I had everything ready this morning but you took the toothpaste out again ... I put them [the towels] back in the bathroom.*)
 3 C (*I love it, though – can you put some in mine? I'll pick some up for you.*)
 4 C (*I woke up too late for the early morning trip, but the other one was brilliant.*)
 5 A (*... rain ... will stay with us overnight and into the next morning*)
 6 A (*He's got a good voice, though, so I'll probably choose him in the final.*)
 7 B (*If I leave now, I'll be able to get to the library.*)
6 1 Students' own answers
 2 It's important to understand the key words. These words are often stressed, so can be easier to listen for.

Useful resources

www.ello.org is an online listening library. It has over 2,000 recording clips with people talking about many different kinds of topics. The clips are graded according to level and most have a recording script with accompanying listening and vocabulary activities.

ADDITIONAL PRACTICE | Maximiser p.8, Listening 1 | MEL Unit 1, Listening 1 | MEL Extra practice, Vocabulary 1 Clothes

Vocabulary focus ► p.11

Describing people

Aim

- to understand and use adjectives describing character and appearance

Warmer: Adjective brainstorm

Put students into pairs or small groups and ask them to brainstorm as many words that describe personality as they can in two minutes. Draw three columns on the board labeled: *positive*, *negative* and *it depends*. As you elicit the adjectives, get students to nominate a column for each word. Compile the words on the board, in the table, and at the end, ask students to write the table in their notebooks.

- 1** Put students into pairs and ask them to discuss the questions. If students have photos of their family on their mobile phones, they could show each other as part of the discussion. Elicit answers from one or two students in open class.
- 2** Direct students to the list of character types and get them to predict in pairs what each type is like. Tell students not to worry too much about the exact meaning of each word at this stage, as it will be checked in the next exercise.
- 3** Students could work in pairs to share knowledge about which words they know and which ones they can guess the meaning of. Then play the recording for students to check their answers.
- 4** Play the recording for students to notice the syllabic stress and underline it. Play the recording again for students to listen and repeat. Give students time to practise saying the words.

- 5 Give an example from your own family (real or imagined), e.g. *My brother is very ambitious, but he isn't very organised!* Then put students into pairs to discuss whether anyone in their family could be described with each adjective.
- 6 Get students to read the email and complete the gaps. Check as a class.
- 7 Students categorise the underlined words/phrases in the email, either in pairs or on their own. Check answers with the whole class, making sure that students understand all of the vocabulary.

Read through the **Language tip** with the class. Check their pronunciation of the words/phrases, especially *beard* /bɪəd/ and *bald* /bɔːld/.

Teaching tip: Spidergrams

Encourage students to draw a spidergram to categorise the words/phrases that describe appearance. Put them into pairs and ask them to talk about the benefits of organising vocabulary this way and whether they think it will help them to remember groups of words better.

- 8 Put students into pairs to discuss the questions. Encourage students to discuss why they are similar or different to the people they talk about and to use character and appearance adjectives. Elicit answers from one or two students in open class.

Answers

- 1 Students' own answers
- 2 Open people are curious and want to know more about things. They ask a lot of questions. They're creative and like art. They can be unusual, though. They may have unusual beliefs or interests and other people can think they're a bit strange sometimes.

Conscientious people are organised and work in an ordered and effective way. They're also ambitious and want to succeed. They're punctual so they're never late, and you can trust them because they're reliable. They never make quick decisions, though.

Extroverted people tend to be cheerful so they always seem happy. They love doing interesting or exciting things. They always have energy, they talk a lot and they love meeting new people.

Anxious people are sensitive so they care about other people's feelings but it also means they can get upset easily. They care about details and want to get things right. Sometimes they can get a bit nervous and worry about things. They're often quite shy so they don't usually talk very much when there are lots of people, especially if they don't know them.

Agreeable people are friendly and generous. They give time and money to others. They believe that everyone is good and

that people are generally honest, so they expect people to tell the truth.

- 3 1 punctual 2 ambitious 3 generous 4 nervous
5 curious 6 organised 7 cheerful 8 strange
9 honest 10 sensitive 11 shy 12 reliable
- 4 ambitious, cheerful, curious, generous, honest, nervous, organised, punctual, reliable, sensitive, shy, strange
- 5 Students' own answers
- 6 1 punctual 2 organised 3 shy 4 cheerful 5 reliable
6 honest 7 ambitious 8 sensitive
- 7 Age: middle-aged (between about 40 and 60), in his teens (between 13 and 19)

Looks: bald (no hair), have a beard (have hair on your face), smartly dressed (wears neat clothes), good-looking (attractive)

Size: overweight (too heavy), medium-height (not short, not tall), well-built (big, strong body)
- 8 Students' own answers

Additional activity: Write about your family

Ask students to write their own short post describing their family (or a member of their family) or a close friend, similar to the email in Activity 6. If you have a private class online area, students could post their description (with an optional photo). Get students to read each other's posts and find something their family has in common with three other posts, and post a reply.

Teaching tip: An online area for your class

Set up a private class online area for your class, in which you can post resources and notices, and students can post short writing responses and respond to each other, or ask questions.

ADDITIONAL PRACTICE | **Maximiser** pp.9–10, Vocabulary 1–4 | **MEL** Unit 1, Vocabulary 1–4 | **MEL** Extra practice, Grammar 1 Adverbs of frequency | **ActiveTeach** Games: Sheep out!; Stepping Stones | **Photocopiable 1B** *What kind of person am I?*

Grammar focus ▶ p.12

Present simple with adverbs of frequency

Aims

- to discover the rules for forming and using indirect questions, and to practise using them

- 1 Put students into pairs and ask them to discuss the questions. Elicit answers from one or two students.