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Speaking focus ▶ p.6

Vocabulary

free-time activities

Aim

- to use a range of language to talk about free-time activities

Warmer

Put students into groups of three to discuss these questions. *What free-time activities are popular where you live? Why do you think they are popular?*

Elicit some responses and write the free-time activities mentioned on the board.

- Ask students to think of at least three free-time activities they enjoy doing by themselves and three things they enjoy doing with friends or family. In pairs, students discuss their answers. Elicit some ideas.
- Ensure students understand *gig /gɪg/* (a performance by a musician or a comedian). Students suggest verbs which can be used with the activities in the box. Ask students if more than one verb can be used with an activity. For example, *listen to, make* and *play* can all be used with *music*.
- Share an example for the first sentence of something you like doing, e.g. *I quite enjoy playing computer games*. Point out the use of gerund *playing* after the verb *enjoy* and explain that the gerund is also used after the verbs: *like, love*, or *can't stand*. Explain that we can omit the gerund, e.g. *I quite enjoy computer games*, however adding the gerund provides more detail, e.g. *I like playing / watching sport*. Ask students to complete the sentences with their own answers.
- Students compare their sentences in pairs, before reporting back to the class.

Answers

- Students' own answers
- go clubbing; play computer games; do/take exercise; have friends round, spend time with friends, see friends; go to / play gigs; play/learn the guitar; go to/visit museums; play/listen to music; go out for/make (a) pizza; go on social media; play/watch/do sport; watch TV; go shopping; do yoga
- Students' own answers
- Students' own answers

ADDITIONAL PRACTICE | Maximiser p.6, Vocabulary 1–2 | MEL Unit 1, Vocabulary 1–2 | ActiveTeach Game: Sheep Out!

asking and answering questions

Aim

- to practise asking and answering questions

5 Ask students to read the questions. Write the first one on the board. Play the first question and elicit the stressed words. Play the rest of the recording and ask students to underline the stressed words. Elicit the stressed words and whether they are mainly grammar or content words.

Point out that the stress in *relax* is on the second syllable. Play the recording again, pausing after each question for students to repeat them, copying the stress.

6 Play the recording and ask students to complete the sentences. Ask students to check their answers in pairs and then replay the recording, pausing after each sentence for the whole class to check.

Additional activity

Ask students to rewrite the sentences in Activity 6, completing each one so that it is true for them.

7 Ask students to read the **Language Tip**. Write the following sentences on the board and elicit what adverbs/adverbials could go in the gaps.

I watch online shows on Friday nights. (hardly ever/always/usually/never)

I go to a yoga class (every week/now and again/from time to time)

In pairs, students ask and answer the questions in Activity 5. If time allows, put students into new pairs to repeat the exercise to increase their confidence. Monitor, noting any errors with word order.

Ask students to turn to the **Grammar Reference** section on Adverbs of frequency on page 140. Go through the explanations and examples. Then, do Exercise 1 in class, or ask students to do it for homework.

Grammar Reference answers: Exercise 1

- 1 Does she generally come by car?
- 2 Always take care when using this machinery.
- 3 They're sometimes a little nervous at the beginning.
- 4 I don't usually go to the gym on Fridays.
- 5 They've often been told that.

Teaching tip: Using the Grammar Reference

For each grammar point in this course, the Grammar Reference includes notes, examples, and additional practice exercises. These exercises may be completed in class or set for homework.

Answers

- 5** Content words are stressed, mainly.
- 1 How do you usually relax when you have some free time?
 - 2 What do you do when you stay in? Where do you go when you go out?
 - 3 Do you like being in a large group or would you rather be with a few close friends?
- 6** 1 watching TV, my mood 2 stay in, have friends round 3 Playing the guitar 4 Doing yoga 5 computer games 6 for a pizza
- 7** Students' own answers

ADDITIONAL PRACTICE | Maximiser p.6, Speaking 1 | MEL Unit 1, Speaking 1 | Photocopiable 1A *If this is the answer, what's the question?*

Interview (Part 1)

listening to and answering questions

Aim

- to practise giving personal information and opinions in an exam-style discussion (Speaking, Part 1)

8 Refer students to the **Exam Focus** on page 189. Tell them that they will be practising the first part of the Speaking exam, which consists of giving personal information and opinions. Read through the **Exam Focus** with students. In particular, clarify that the focus on *general interaction and on social language skills* tests students' ability to listen and respond appropriately in a conversation.

Focus on Strategy 2 on page 189, and elicit some ways to sound interested and interesting (e.g. vary tone, body language, use a range of language). With Strategy 5, elicit some phrases for asking someone to repeat something, e.g. *Could you repeat that, please?* *Would you mind saying that again, please?*

Give students a few minutes to match questions 1–6 to topics A–F. Students compare their answers in pairs before you do a class check.

9 Put students into pairs and ask them to write two more questions for each topic (A–F). Elicit questions from some students and check that their question formation is accurate.

10 Give students a minute to read the questions and then play the recording. Ask students to discuss their answers in pairs before you do a class check.

11 Tell students that they are going to assess Julia and Stefan's answers in three areas, giving them a score between 1 and 5. Check that students understand *hesitation* (when people pause before saying/doing something because they are nervous or not sure). Read the **Exam Tip** aloud. Play the recording again while students give Julia and Stefan a score. Ask students to discuss their scores in pairs or groups of three.

12 Put students into pairs. Ask them to take turns to ask and answer one of the questions from Activities 8 and 9. Monitor, providing feedback and encouraging students to provide full answers. For more practice, students could discuss a different question with a new partner.

Answers

- 8** 1 D 2 A 3 B 4 C 5 F 6 E/F
9 Students' own answers
10 1 Julia: 4 and 6; Stefan: 2 and 3
 2 *I'm sorry. Would you repeat the question, please?*
 3 She could have used synonyms such as *grades/results*, or said *I always did well in the subject*.
11 Julia was rather hesitant, with had a small range of language.
 Stefan used a wider range of language, but sounded rather 'flat' and monotonous.
12 Students' own answers

MyEnglishLab tip: Video introductions

There are video introductions to all of the exam papers in MyEnglishLab which students may find useful to watch for homework.

ADDITIONAL PRACTICE | **ActiveTeach** Speaking test videos | **MEL** Extra practice, Speaking 1 Part 1 Detailed answers: *What's missing?*

Reading focus ▶ p.8

Aim

- to practise exam strategies for approaching a gapped text activity (Reading and Use of English, Part 6)

1 Put students into pairs to discuss the questions. Elicit some ideas.

Cultural note

Coachella is one of the world's largest and most profitable music festivals, held in Coachella Valley, California. First held in 1999, it is now an annual event which attracts a crowd of around 99,000 people a day.

2 Ask students if anyone has heard of Coachella and what they know about it. Check that they understand that reading for gist means to read something quickly to understand the main idea without worrying about the small details. Focus students on the title 'How a music festival turned into a money-making monster'. Elicit the meaning of *money-making monster* (it makes a huge amount of money). Give students one minute to read the text for gist to find out how the Coachella music festival became so profitable. Emphasise that students should not worry about unknown vocabulary at this stage. Then ask students to read the text again while matching phrases 1–7 to paragraphs A–G. Elicit the answers.

3 Ask students to read the first two paragraphs again and answer the questions. Point out that referencing words are used to avoid repeating the same words or phrases again. In a gapped text activity, referencing words in the text may refer to ideas or things mentioned in the missing sentences, or vice versa. Students compare answers in pairs. Elicit the answers.

4 Ask students to look around the gaps and guess what information might be missing. Elicit the answers.

5 Read the **Exam Tip** aloud. Students underline referencing words around each gap and try to work out what they refer to. Elicit the answers.

Answers

- 1** Students' own answers.
2 1 D 2 C 3 G 4 A 5 F 6 E 7 B
3 1 *it* = the concert; *they* = Pearl Jam; *who* = Ticketmaster; *its* = Ticketmaster's; *Their* = Pearl Jam's
 2 *These issues* refers to the high temperatures and lack of campsite facilities.
What's more, a few more years, its
4 Students' own answers
5 2 iconic appearance ... the festival's success
 3 One smart move
 4 The costs don't stop ... most profitable
 5 place to see
 6 until recently been outside festival hours
 A (the appeal of) its location ...
 B the expense of attending rises dramatically
 C such memorable performance ... the following year
 D Lately, however ... stay away from the festival itself
 E these issues ...
 F On this occasion ...
 G their other idea was even more brilliant

Aim

- to complete an exam-style gapped text activity (Reading and Use of English, Part 6)

Refer students to the **Exam Focus** on page 187. Read it through with students, making sure they understand everything.

- Students choose the best sentence to fit each gap in the text.
- Ask students to compare their answers in pairs and give reasons for their choices. Then ask students to re-read the text with their answers to check it makes sense. Finally, do a class check.
- Give students two minutes to decide if they would like to go to Coachella or not, and to write down their reasons. Students discuss their answers in small groups. Remind students to focus on providing full answers. Do a class check.

Answers

6 1 E 2 C 3 G 4 B 5 A 6 D

7-8 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.7-8, Reading 1-7 | MEL Unit 1, Reading 1-7

Vocabulary

deducing words in context

Aim

- to practise using context to deduce unknown vocabulary

- Explain that using context to guess the meaning of unknown words is a useful skill in the exam. Complete the example with the class, finding *splash out* in the text and finding the clues of \$375 and *cost rises*. Emphasise that understanding the general idea is more important than getting the meaning exactly right. Ask students to match the remaining items.
- Ask students to compare their answers in pairs, then do a class check. Students choose five words from the article and try to work out the meaning.

Answers

9 1 splash out 2 confirm 3 resolve 4 flock
 5 exploit 6 take into account 7 overshadow
 8 cater for 9 inspire 10 ambitious 11 iconic
 12 irresistible 13 profitable 14 impoverished

10 Students' own answers

ADDITIONAL PRACTICE | ActiveTeach Extra activity: Reading Focus

Grammar focus ▶ p.10

Present time

simple and continuous forms

Aim

- to revise the use of present simple and continuous forms

- Put students into pairs and ask them to discuss whether each verb is in the present simple or continuous form. If necessary, clarify that 1 A is an example of the present simple and 1 B of the present continuous. Elicit answers from the class and discuss the reasons. For more information, ask students to turn to the **Grammar Reference** on page 140. Read through the section on Present time with the class, checking they understand everything. You could do Exercise 2 on page 141 in class, or ask students to do it for homework.

Grammar Reference answers: Exercise 2

1 go 2 are growing up 3 was 4 hasn't got
 5 appears 6 don't take 7 is 8 are getting

- Focus students' attention on the picture of the record player and elicit what it is and what students know about records. Ask students if any of them owns an LP or have heard one played. Read the question aloud and give students a minute to read through the text to find out the answer. Elicit some answers.

Cultural notes

Vinyl records, also known as LPs, are played on a record player. *Vinyl* refers to the special hard plastic which the records are made of. *LP* is short for *long-playing record*, a record that turns 33 times per minute, and usually plays for between 20 and 25 minutes on each side.

- Ask students to complete the activity. Put students into pairs to compare their answers, then do a class check.

Answers

- 1 A have = own/possess (stative verb); B having = taking (activity happening at this moment)
 2 A appears = seems (stative verb); B appearing = playing at (scheduled event around this time)
 3 A at this moment; B in general
 4 A it's affected by; B relying on (at this time)
 5 A it has a good flavour (stative verb); B trying (happening now)
 6 A criticism of something which is annoying; B habitual action/event

- 2 all kinds of people, men, older and younger people
 3 1 is enjoying 2 are beginning 3 appears 4 like
 5 comes 6 want 7 are 8 are changing
 9 are bringing 10 (are) making

ADDITIONAL PRACTICE | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Stepping Stones

present habit: *be used to/get used to*

Aim

- to use *be used to/get used to* to talk about things you are accustomed to using

- 4 If you have the facilities to do so, show a few photos from the internet of music festivals such as people camping, people queuing, crowds. Ask students to discuss the question in pairs then elicit some responses.
- 5 Ask students to read Sarah's messages and then decide which statements are true or false. Check the answers. Point out the noun phrase *peace and quiet* and check students understand that *a fortune* means a large amount of money and *on their own* means alone.
- 6 Focus students on Sarah's first two messages and ask them to underline *used to* and the verb which follows it. Elicit what type of verb form it is.

Ask students to turn to **Grammar Reference** on page 141 and read through the Habit in the past section with the class, checking that students understand everything. You could do Exercise 3 on page 141 and exercise 4 on page 142 in class or ask students to do it for homework.

Grammar Reference answers: Exercise 3

1 was 2 both 3 didn't 4 both 5 both

Exercise 4

- For many years, I used to take my little sister to school.
- What did you use to do during the school holidays when you were a child?
- My parents would often give me money for concert tickets.
- I used to stick photos of my favourite musicians on my bedroom walls.
- I didn't used to go out very often when I was younger.
- Every weekend we went to see my grandparents.

- 7 Give students about five minutes to write sentences. If you have a class of high-school students, you could adapt the activity to imagine that students have just started university.

- 8 Students compare their answers in pairs. Ask them to share any similarities or differences, e.g. *We both spend a lot of time in an office. Maria is saving up for a holiday but I am spending a fortune on work clothes. We're getting used to working for a boss but neither of us are used to getting up early yet.* Do a class check.

Answers

- 4 Students' own answers
 5 1 false 2 false 3 true
 6 *-ing* (also called a gerund)
 7-8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.8, Grammar 1 | **MEL** Unit 1, Grammar 1

Use of English focus

► p.11

Multiple-choice cloze (Part 1)

Aim

- to practise using the strategies of elimination and looking at surrounding words to complete an exam-style cloze (Reading and Use of English, Part 1)

Warmer: Fans

Elicit what a *fan* is (someone who likes a particular sport or performing art very much, or who admires a famous person).

Ask students to discuss the following question in pairs: *Are you a fan of anything or anyone? Why/Why not?*

Refer students to the **Exam Focus** on page 186. Read it through with students, making sure they understand everything.

- 1 Emphasise that it is always useful in the exam to read a text quickly for gist before worrying about what words are missing. Ask students to skim (read quickly for gist) and find out who Josh Freese is and what is unusual about the relationship with his fans.
- 2 Tell students that a process of elimination (a way of finding the right answer by gradually deciding that none of the other answers are possible) is a very useful technique when answering a multiple-choice cloze. Focus students on the example (0) and ask students to discuss in pairs why A, B and D are wrong. Elicit the answers.

- 3 Read the **Exam Tip** to students then complete these questions as a class.
- 4 Ask students to complete the activity individually. In the exam, students should allow eight minutes for this section. Set a time limit if you wish.

Teaching tip: Time limits

Set a timer for exam-style activities to help students prepare to work under pressure in the exam. Point out that in the Reading and Use of English exam, students will have 1 hour 15 minutes to answer the seven parts. Students should allow approximately one minute per mark.

- 5 Students compare answers in pairs. Check answers with the class.
- 6 Ask students to discuss the questions in pairs. Do a class check.

Answers

- 1 He makes money from offering meetings or lessons with his fans.
- 2 A and B are wrong because you use these verbs to describe the location of things rather than people. D is wrong because it would need to be *who lives*.
- 3 1 Students' own answers
2 C and D
3 C (it's not possible to use *know* in this way in the present perfect)
- 4 1 C 2 A 3 D 4 C 5 A 6 C 7 B 8 D
- 5-6 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.9, Use of English 1-2 | MEL Unit 1, Use of English 1-2 | Photocopiable 1B *Preposition squares*

Vocabulary

phrasal verbs with *take*

Aim

- to review phrasal verbs with *take*

Warmer: Who do you take after?

Write on the board *Do you take after anyone in your family? If so, who?* Elicit the meaning of *take after* (have similar characteristics to an older relative). You may like to give a personal example, e.g. *I take after my mother in personality – we are both friendly and outgoing, but I take after my father in looks. People always say that I look like him!* Give students a few minutes to discuss the question in pairs, then elicit a few responses.

- 7 Explain that in English there are lots of phrasal verbs (combinations of a verb and a preposition or adverb) which have many different meanings, often not literal at all. Ask students if there are phrasal verbs in their first language.

Ask students to match the phrasal verbs in the box with sentences 1-6. Go through the answers as a class, checking students understand the meaning of each one in this context: *take after* (to look or behave like an older relative); *take back* (admit you were wrong to say something); *take off* (to suddenly start being successful); *take over* (take control of something); *take up* (become interested in and start a new activity).

Read through the **Language Tip** with the class.

Answers

- 7 1 took off 2 takes after 3 took up 4 took up
5 took over 6 take back

ADDITIONAL PRACTICE | ActiveTeach Noughts and Crosses; Pelmanism

Listening focus ▶ p.12

Multiple matching (Part 3)

Aim

- to complete an exam-style listening exercise (Listening, Part 3) and to practise expressing opinions

- 1 Ask students to complete the activity, then put them into pairs to compare their answers. Go through the statements one by one and ask students to raise their hands if they said a statement was true. Elicit a few reasons. Check students have understood the vocabulary such as *album* (a CD or download containing a number of songs; artists also sometimes release a *single*, which is an individual song). Check the pronunciation of *varied* /veəriəd/.

Refer students to the **Exam Focus** on page 189. Read it through with students, making sure they understand everything.

- 2 Read the question aloud then play the recording. Elicit the answer.
- 3 Tell students that one of the extracts (1-4) has a similar meaning to one of the statements A-H in Activity 1. Ask students to underline the words which say the same thing in a different way. Elicit the answers. Point out the use of *will* in extract 3 and read through the **Language Tip** with the class.