

GOLD

first new edition

teacher's book

Annabell • Wyatt

PEARSON

GOLD

first

NEW EDITION
with 2015 exam specifications

g

teacher's book

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TESTMASTER

ALWAYS LEARNING

PEARSON

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Bands and fans

1

Speaking focus ▶ p.6

Speaking

Aim

- to introduce the topic of music and free time, and to give spoken practice

Warmer: A song that reminds you of something

Ask students to think of a song or a piece of music that reminds them of something, such as a person or a period of their life. It might be the first piece of music they bought for themselves, a song from a concert they attended, or a song a family member used to sing during their childhood. Give students a few minutes to think of a song and what it reminds them of. You could tell the class about a song you like and briefly what it reminds you of as an example. Ask students to move around the room speaking to as many people as possible to find out whether anyone has chosen similar or different memories. If students do not know each other, remind them to introduce themselves to each person before asking about the song they have chosen. Include yourself in the discussion. Allow about ten minutes for students to mingle. Finish the activity by eliciting any similarities students noticed between songs or memories that they chose.

- 1 Focus students on the photo, and elicit some descriptions. Ensure students understand the words *live* (a performance in person) and *gig* (a performance by a musician or a group of musicians playing modern popular music or a performance by a comedian). Put students into pairs to discuss the questions. Elicit a few answers to each question.

Answers

- 1 Students' own answers

Additional activity

Ask students what kinds of music styles they like and write them on the board. Elicit any other music styles students can think of, then get students to brainstorm words and phrases to describe the music with a partner. Add these words to the board.

Example styles: *jazz, country, pop, rock, soul, classical, R&B, hip hop*

Example descriptions: *rhythmic, loud, slow, has a strong beat, relaxing, catchy*

Vocabulary

free time activities: verb/noun collocations

Aim

- to review and expand students' knowledge of collocations related to free time activities

- 2 Students match the verbs in A with the activities in B. Ask students to compare their answers in pairs, then elicit responses as a class.

- 3 Elicit some additional free time activities and verbs that collocate. If students find this difficult, try eliciting activities that go with each verb in 2A, for example, *play football: What other sports could you play? (play tennis, play rugby, etc.)*

Answers

- 2 do yoga; go running, shopping; go to a film, a gig, the theatre; go out for a pizza; go on the computer; have friends round, a pizza; play computer games, football, the guitar; watch a DVD, a film, football, television.
- 3 Students' own answers

Sample answers

go rockclimbing, clubbing; go out for a meal; play basketball; have a nap; do an aerobics class

ADDITIONAL PRACTICE | Maximiser p.6, Vocabulary 1–2

Listening and speaking

asking and answering questions

Aim

- to practise asking and answering questions and to practise using phrases related to free time activities

- 4 Ask students to read the questions. Make sure they understand *underline* by demonstrating it on eText or the board. Play the recording of the first sentence and elicit the stressed words from the class. Play the rest of the recording and ask students to underline the stressed words. Elicit the answers, replaying with pauses as necessary. Drill the pronunciation by asking students to repeat each question after it is played on the recording. Pause and replay any questions that students find difficult.
- 5 Play the recording and ask students to complete the gaps. Play the recording a second time if necessary. Ask students to check their answers in pairs and then replay the recording with pauses to check as a class. Ask students to read the **Language Tip**. Write some example sentences on the board and elicit ways adverbs of frequency/longer adverbials could fit into the sentences. For example: *I watch a DVD on Friday nights. I usually/hardly ever/sometimes watch a DVD on Friday nights. I go to a yoga class. I go to a yoga class from time to time.* Then ask students to turn to the **Grammar Reference** on page 162 and go through it with them, displaying it on eText if you are using it.

- 6 Leave the **Grammar Reference** on eText as a reference and put students into pairs to ask and answer the questions. If time allows, put students into new pairs to repeat the exercise to increase confidence. Circulate, noting any issues with adverb placement for later practice.

Answers

- 4 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?
- 5 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
- 6 Students' own answers

Additional activity

If students find adverb placement difficult, write up a simple sentence on the board, e.g. *I play tennis on Mondays*, and elicit different ways to customise the sentence with different adverbs and adverbials, e.g:

I usually/never play tennis on Mondays.

From time to time, I play tennis on Mondays.

I play tennis on Mondays from time to time.

Interview (Part 1)

listening to and answering questions

Aim

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

Refer students to the **Exam Focus** on page 206 and turn to it on eText if you are using it. Tell them that this is the first speaking part of the exam and consists of giving personal information and opinions. These are also very useful skills in everyday conversations. Read through the **Exam Focus** with students, making sure they understand everything. In strategy section 2, elicit some ways to sound interested and interesting (e.g. vary tone, body language, use a range of language). You could replay the recording for Activity 5 and notice if the speakers sound interested. In point 5 of the strategy, elicit some phrases for asking someone to repeat something, e.g. *Could you repeat that, please? Would you mind saying that again, please?*

Audio scripts

Unit 1, Speaking, Activity 4

▶ 01

- 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?

Unit 1, Speaking, Activity 5

▶ 02

Speaker 1: I usually find watching TV quite relaxing but it depends on my mood.

Speaker 2: I tend to stay in on weekdays though I sometimes have friends round.

Speaker 3: Playing the guitar is good fun.

Speaker 1: Doing yoga helps me to switch off.

Speaker 2: I'm really into computer games.

Speaker 3: I go out for a pizza now and again.

Unit 1, Speaking, Activity 9

▶ 03

- 1 Yes, a sister.
- 2 I'm hoping to go on an activity holiday in this country and learn water-skiing and other things, but my parents want me to go to the beach with them in Spain.
- 3 His name is Thomas and I've known him all my life. He's the person I'd phone if I had any problems because he's always there for me and he gives me good advice. I'm really fond of him and I think we'll always stay in touch.
- 4 I'm sorry. Would you repeat the question, please?
OK, thanks. Well, some people think it's a bit boring, because there isn't a lot to do in the evenings, but I love it. It's near the mountains, but also not too far from the beach.

Unit 1, Listening, Activity 2

▶ 04

Speaker 1: I suppose I've always been mad about music. I used to listen to my dad's favourite rock bands from the

sixties but now I'm just into the same stuff as my friends – hip hop mainly. Some people I know always want to be different so they'll only listen to new bands that no-one's heard of. It's just a way of showing off, I think. My group of friends are always sharing music files and telling each other about new discoveries. I've found a lot of new bands that way. But it's the music I'm interested in, not the personalities of the band members – so I don't usually bother with Twitter or Facebook.

Unit 1, Listening, Activity 4

▶ 05

Speaker 2: Some people I know aren't prepared to pay anything for music, and that's fine. But I think you miss out a lot that way. I like to keep up with what's happening and Twitter's good for that. Artists'll tell you when they've got a song coming out, and when their next gig'll be on Facebook, too. I listen to music on my phone all day and I watch music videos before I go to sleep. I suppose you could say my taste in music's quite narrow but not everyone can like everything, can they?

Speaker 3: It doesn't matter to me what music my friends like. I think you can have other things in common with people besides music. I'm going out with a girl who has completely different tastes to me and we're quite happy! I used to pay for downloads but it's getting easier to get all the music I want for nothing. So I haven't actually bought anything for a long time. But I spend quite a lot on going to gigs. Small gigs are more fun than large ones. I usually go with a group of friends and it's really sociable.

Speaker 4: Whatever I'm doing, I'm listening to music. There's never a silent period in my day. I couldn't live without my iPod. I used to be obsessed with music videos but now I find they're all the same. At home I like playing music really loud. I'm lucky because my parents don't seem to mind. They've influenced me a lot. When I was growing up, my mum would often play seventies music and dance around the kitchen. I think that's what's made me so open to all kinds of music.

Speaker 5: I like being one of the first to discover a new band. I think artists are at their most creative when they're just starting out, so you probably won't be familiar with what's on my mp3 player. Once a band's become really famous and everyone's listening to them and following them on Twitter and Facebook, I start to lose interest. I try to see as much live music as I can because it's a completely different experience to watching a video. Often I'll download an album after I've seen the band play live.

- 2 Now divide your class into groups of four and give each group a copy of the activity, a die and two counters. Ask each group to divide into pairs and each pair to place a counter on any one of the shaded spaces.
- 3 Explain that the sentences in the shaded spaces form the *first* part of a short dialogue. The sentences in the white spaces are the *second* part of each dialogue. The aim is to collect as many complete dialogues as possible. They do this as follows:
 - Both pairs look at the sentence that their counter is on. They then look for the follow-on sentence that forms the second part of the dialogue.
 - Pairs then take it in turns to roll their die and move towards their follow-on sentence. They can move across the board horizontally or vertically (but they *cannot* cross the black spaces). They can move in any direction on one throw. For example, if they throw a five, they can move two spaces right, then three spaces up or down. They must throw an exact number to land on their follow-on sentence.
 - When they land on their follow-on sentence, students must complete it with an appropriate adjective form of one of the nouns in the box at the top of the activity sheet. In some cases they will need the prefix *un-* or the suffix *-less*. The pair should then read out the completed dialogue. If the other pair thinks there is a mistake, the group should ask you. If a mistake has been made, tell them so, but don't give them the correct answer.
 - If the dialogue is correct, the pair write their initials in both the shaded and unshaded spaces, thus 'claiming' that dialogue (which cannot be used by the other pair). They then roll the die to move to another shaded space and repeat the procedure.
- 4 Let your students do the activity for about 15 minutes, then tell them to stop and review their answers. The winning pair in each group is the pair with the most *correctly* completed dialogues.

Answer key

- 1 + 16 (cautious), 2 + 15 (uncomfortable),
 3 + 32 (personal), 4 + 25 (hopeful), 8 + 28 (predictable),
 10 + 21 (generous), 12 + 30 (pessimistic),
 13 + 31 (dramatic), 17 + 36 (adventurous),
 19 + 5 (harmless), 22 + 29 (thoughtful),
 23 + 7 (sympathetic/thoughtful), 24 + 18 (meaningless),
 26 + 14 (unreliable), 27 + 20 (unsociable),
 33 + 9 (different), 34 + 6 (unrealistic),
 35 + 11 (emotional)

2B Hit or miss

Aim

to practise the use of verb patterns with *-ing* and infinitive

Exam link

none

Activity type

completing sentences with an appropriate verb form in a 'Battleships'-style game of chance

Classroom dynamics

groups of four and pairwork

Time taken

15 minutes

When to use

after Grammar Focus Activity 7 on page 22

Preparation

Make one copy of the activity for each group of four students in your class. Cut it into two sections (Team A and Team B).

Procedure

- 1 Divide your class into groups of four and ask each group to divide into teams of two. Give each team a Team A or Team B paper.
- 2 Explain that they are going to complete the sentences on their paper by adding a verb. Allow them a minute or two to read their sentences and think in their teams about (a) what verb might be missing, and (b) what *form* that verb will take: an infinitive on its own; an infinitive + *to*, or an *-ing* form. You should also explain at this stage that they should ignore the words in the grid, as these refer to the *other team's* sentences.
- 3 Now tell them that the other team has the words they need. The aim of the activity is to complete their sentences as quickly as possible. They will do this as follows:
 - Team A gives Team B a grid reference, e.g. C3. Team B reads out the word(s) in that space on their grid. Team A should then decide if the word(s) can be used to complete one of their sentences. If so, they write it in the gap. Note that they should only write the word(s) they hear. For example, if Team B says *work*, Team A should not write *working* or *to work*.

My brother is absolutely mad about music.

- 1 (A)
- 2 (B)

Her favourite phrase is 'Turn that noise down this instant!'

- 3 (B)
- 4 (A)

He also watches a lot of music channels on television.

- 5 (A)
- 6 (B)

When there's nothing he likes on television, he surfs the internet for new and exciting stuff.

- 7 (B)
- 8 (A)

To tell you the truth, I think there are some he's never even heard all the way through..

- 9 (A)
- 10 (B)

He also loves going to concerts whenever he can, although he can't really afford to go very often these days.

- 11 (B)
- 12 (A)

He really loved meeting his favourite artists whenever possible.

- 13 (A)
- 14 (B)

His big ambition now is to play in his own rock band.

- 15 (B)
- 16 (A)

I can hear him now. He's a terrible musician!

Student A

(Do not show your sentences to Student B)

- As a result, they're always arguing!
- And he would queue for hours to get a ticket to see a band he really liked.
- He listens to part of one, then moves on to the next.
- He would wait outside the theatre after each concert, hoping to meet them.
- In fact, he's practising as I speak.
- He likes *JTV*, which is dedicated to reggae, and *Life!*, which specialises in dance music.
- He's probably got over five thousand songs stored on it.
- He's always listening to it on the radio.

Student B

(Do not show your sentences to Student A)

- However, his favourite one is *Rock Universe*, which shows all the latest rock videos.
- He's probably getting really good at recognising songs from the first few notes!
- Unfortunately, most of them used to ignore him!
- He plays the guitar, and he's learning to play the drums.
- When he finds a song he likes, he downloads it onto his MP3 player.
- My mum is always complaining that he plays it far too loud.
- Of course, he usually ignores her!
- He used to go to a concert once a week, sometimes twice.