

GOLD

B2 First

NEW EDITION



CONTENTS

	Introduction	3
Unit 1	Bands and fans	8
Unit 2	Relative values	16
Unit 3	Things that matter	24
Unit 4	Forces of nature	32
Unit 5	Eat your heart out	40
Unit 6	In the spotlight	48
Unit 7	A place to live	56
Unit 8	Moving on	64
Unit 9	Lucky break?	72
Unit 10	Friends for life	80
Unit 11	Nothing to fear but fear	88
Unit 12	Crime scene	96
	Audio scripts	104
	Teaching notes for photocopiable activities	122
	Photocopiable activities	145

- 5 Check students understand *subsidise* (if a government or organisation pays part of an activity's cost, then they subsidise it). Ask students to work with a new partner for the discussion, then elicit a few responses.

Answers

- 1 play, dislike; A
 2 1 no 2 yes, music is mentioned 3 no, only A
 4 lighting: semi-darkness, see clearly
 music: specially composed, welcome addition, helps to create costumes: jeans and hoodies
 5 But ... I just wish I'd been able to ...
 3 (key words in brackets)
 2 B (how, feel, arrangements) 3 C (what, kind, programme) 4 C (why, different) 5 C (why, retire)
 6 A (exhibition, what, agree, special) 7 A (actress, what, doing) 8 C (who, man)
 4–5 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.41, Listening 1 | MEL Unit 6, Listening | Photocopiable 6A *Listen carefully* | MEL Extra practice, Listening 5 *Listening to understand attitude: What did they say?*

Grammar focus ► p.61

Future forms

Aim

- to revise the use of the future forms *will*, *going to* and the present continuous

Warmer: *Next week, next month, next year*

Put students into pairs. Ask them to take turns to tell their partner about something they have planned for next week, next month or next year.

Rather than correcting any future forms at this stage, point out that there are a range of future forms and that this lesson will help students to select the most appropriate form to communicate different ideas about the future.

- 1 Refer students to the **Grammar Reference** on page 151. Go through the notes and examples, checking that students understand everything. You could do Exercises 1 and 2 on page 152 to check how much students know about this grammar, or set them for homework.

Grammar Reference answers

Exercise 1

1 ends 2 will get 3 is going to apply 4 will be
 5 will invite 6 Shall, tell 7 will find 8 are holding
 9 sees

Exercise 2

1 G 2 A 3 E 4 C 5 H 6 D 7 B 8 F

Tell students that the dialogue in Activity 1 is between two students talking about parts in an upcoming school show. Ask for two volunteers to act out parts A and B of the dialogue. Give students a few minutes to decide on the form of each underlined verb. Students can then compare answers in pairs before you do a class check.

- 2 Ask students to match the numbered future forms in the dialogue with their uses A–I, then elicit answers.
- 3 Elicit *may* and *might*. Tell students that, in English, *could*, *may* and *might* can be used interchangeably to indicate future possibility. The degree of probability of an event occurring is conveyed by context and the speaker's tone.
- 4 Give students time to complete the two dialogues. Students compare answers in pairs. Play the recording twice, pausing if necessary to give students time to check their answers.

Additional activity: Pronunciation

Play the recording again for students to listen to the pronunciation of the future forms. In pairs, students read out the dialogues from Activity 4.

- 5 Read the examples aloud then elicit answers to the questions.
- 6 Ask students to underline the correct options, then compare in pairs before checking as a class.
- 7 Give students a few minutes to complete the sentences, then share them with a partner.

Teaching tip: Giving personal examples

Many students enjoy it when a teacher shares a personal example. Consider modelling Activity 8 by giving your own examples, sharing them with the class before they do the activity.

- 8 Students discuss the activity in pairs. Circulate, listening and checking for correct future forms.

Answers

- 1 1 *will* 2 modal verb 3 *going to* 4 present continuous 5 *going to* 6 present simple 7 *will* 8 *will*
- 2 1 E 2 G 3 D 4 B 5 F 6 C 7 I 8 A
- 3 may, might
- 4 1 are you doing 2 'm going 3 's moving 4 'll enjoy 5 'm going to buy 6 'll get 7 does it start 8 'm going to leave
- 5 1 present simple 2 the future 3 either position 4 as soon as = immediately
- 6 1 leaves 2 finishes 3 finds 4 has 5 offers
- 7–8 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.42, Grammar 1–2 | MEL Unit 6, Grammar | ActiveTeach Extra activity: Grammar Focus 1

Reading focus ► p.62

Gapped text (Part 6)

Aim

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

- 1 Put students into pairs to discuss the questions. Ask each pair to report some of their ideas back to the class.

Teaching tip: Preparation time

Before some discussions, it may be useful to give students time to write down their ideas in note form. This allows students to be not so fluent or spontaneous to generate ideas, and think about the language they could use.

Elicit what students remember about Reading and Use of English, Part 6, asking them: *What do you have to do? What strategies could you use?* If students aren't sure, ask them to turn to the **Exam Focus** on page 187 and go through the notes together.

- 2 Read the **Exam Tip** aloud. Tell students that understanding the main ideas in a text first will help them fill in the gaps correctly. Ask students to read the article quickly to answer questions 1 and 2. Elicit a few responses.
- 3 Focus students on the text around the first gap, then put students into pairs to answer the questions. Elicit responses from the class.

- 4 Ask students to choose the option that best fits each gap. Remind students to check that the left-over sentence definitely cannot fit any of the gaps. Students compare answers in pairs. Then do a class check.

Additional activity: Compound words with self

Ask students to find and circle compound words in the article which begin with *self*, and to try and deduce their meaning from context: *self-obsessed*, *self-promotion*, *self-important*, *self-publicity*, *self-esteem*, *self-love*, *self-image*, *self-help*.

Ask students to discuss the following questions in pairs:

- 1 *Do you think people are more self-obsessed than people used to be in the past?*
- 2 *How can social media affect young people's self-esteem?*

- 5 Put students into pairs to discuss the questions.

Answers

- 2 1 a desire to be noticed, self-important view of themselves, superficial personalities, shameless self-publicity 2 C
- 3 1 Students' own answers 2 option D: reality TV ... back to ourselves **text:** fictional universe of situational comedy and soap operas 3 Then; It (reality TV) did this (turned the attention back)
- 4 1 D 2 G 3 A 4 F 5 B 6 E
- 5 Students' own answers

Vocabulary

word formation

Aim

- to use suffixes to change the form of words

- 6 Elicit how to change the verb *achieve* to an adjective by adding a suffix (*achievable*). In A/B pairs, students complete their respective parts of the activity individually.
- 7 Ask students to compare answers with their partner and check the underlined words in the article.
- 8 Tell students to complete the gaps with the correct form of the words. Point out that this is good practice for Reading and Use of English, Part 3 of the exam.

Answers

6–7 Adjectives from nouns/verbs: achievable, ambitious, cultural, destructive, excessive, hopeful, intellectual, scientific, therapeutic

Nouns from adjectives/verbs: approval, belief, choice, evidence, generosity, promotion, reality

8 1 hopeful 2 creative, scientific 3 ambitious
4 choice 5 approval 6 evidence

ADDITIONAL PRACTICE | **Maximiser** p.42–44, Reading 1–5 | **MEL** Unit 6, Reading 1–5 | Photocopiable 6B *Word formation round* | **MEL** Extra practice Reading 1 *Reading for gist: Choose the headings*

Additional activity: Pronunciation

Tell students that some words change pronunciation when they change form. Draw the table below on the board, filling in the 'nouns' column and underlining the stressed syllable for each word. Elicit the words for the 'adjectives' column and the stressed syllables.

Nouns	Adjectives
<u>science</u> , <u>scientist</u>	scient <u>ific</u>
<u>intellect</u> , <u>intellectual</u>	intell <u>igent</u>
gener <u>osity</u>	gener <u>ous</u>

ADDITIONAL PRACTICE | **ActiveTeach** Extra activity: Reading Focus

Grammar focus ► p.64

Future perfect and continuous

Aim

- to compare the future perfect and continuous, and to use these accurately

Warmer: Discussion

Write the following questions on the board for students to discuss in pairs.

- 1 Do you prefer to watch films at the cinema or at home?
- 2 How do you think cinema will change in the future?

Elicit responses to each question. Point out that the word *cinema* has two meanings: a) the building in which films are shown, e.g. *Why don't we go to the cinema tonight?*; b) the film-making industry e.g. *a leading figure in Italian cinema*

Focus students' attention on the picture on page 64. Ask students what it is (someone wearing a virtual reality headset). Ask: *How do you think virtual reality might change cinema in the future?*

1 Ask students to read the text quickly for gist. Elicit the director's views about the future of cinema and write these on the board (films will still be made; people will still be going to the cinema; some cinemas will have closed down; going to the cinema will be more expensive). Ask students to discuss in pairs whether they agree with each of these ideas.

2 Students complete the activity, then compare their answers in pairs before you do a class check.

3 Write the rules on the board and elicit the best way to complete them.

4 Students choose the correct alternative. Refer students to the **Grammar Reference** on page 152 for more information. Go through the notes and examples, checking students understand the main points. Do Exercise 3 in class, or set it for homework.

Grammar Reference answers

Exercise 3

1 will be travelling 2 will have constructed 3 will have pedestrianised 4 will be strolling 5 will have renovated 6 will have built 7 will have cleaned up 8 will be canoeing

5 Read the **Language Tip** aloud. Share or elicit more examples, e.g. *Do you think it'll be raining again tomorrow?* (It usually does).

Ask students to choose the correct verb forms in the article, then compare in pairs before you do a class check. Note that the verb *to project* has a different stress to the noun *project*. Other verbs/nouns that have the same emphasis change include *research*, *contrast*, *increase*, *decrease*.

6 Students complete the activity before comparing in pairs. Check students understand that *holographic* describes a kind of photograph made with a laser that looks as if it is not flat when you look at it from certain angles.

7 Ask students to tick the sentences they agree with. Students then discuss these sentences in pairs.

8 Write on the board: *In 2050 ...*. Elicit a few predictions. Write students' ideas on the board. Then put students into new pairs and ask them to make other predictions, using the ideas in the box. Ask each pair to report their predictions to the class.

than raw food so cooking helped people survive this harsh environment.

▶ 16

OK, well obviously both photos show restaurants but the similarity ends there, I think. The one on the right is a much more special kind of place. It's probably really expensive and the food will be more adventurous and interesting than in the other photo. The photo on the left shows a self-service restaurant so the atmosphere will be more casual and the food is probably more basic, such as burgers or pizza.

I'd imagine the young people at the expensive restaurant are there because they are celebrating a special occasion and they wanted to do something different. But actually, they would probably prefer to be eating in a less formal situation, like in the other photo. The people in the fast-food restaurant probably go there because it's cheaper, they can eat quickly, and they don't have to dress up.

Unit 6

▶ 17

E = Examiner R = Roberto B = Beata

E: Roberto, which do you think you need more of to succeed in the arts: luck or talent?

R: I think a lot depends on luck. You need the opportunity to succeed and not everyone gets the right opportunity, even if they're really talented. Then there are lots of examples of people who are really famous and successful but not very talented. I think these people need to have a lot of ambition and determination as well as luck. Would you agree with that, Beata?

B: I'm not sure. Basically, you're saying you don't really need talent to succeed. But you can't become successful without any talent at all.

R: Yes, I suppose you are right. You don't need a lot of talent to succeed but you do need a lot of luck.

▶ 18

1

It's one of my favourite plays so I was really excited about seeing it again. But I have to warn you – it's probably quite different from any other production you may have seen by this company. On the whole, I think it works. The futuristic set is stunning, very cleverly contrasted with the present-day jeans and hoodies the cast have on. The specially composed music is a welcome addition and really helps to create a threatening atmosphere. But for some reason most of the action takes place in semi-darkness, so I just wish I'd been able to see everything a bit more clearly.

▶ 19

2

A: OK. So shall we meet in the theatre café at 6.30? That should give us time to have a coffee first.

B: But the play starts at 6.45, which means it probably won't finish until ten. I'll be so starving by then I won't be able to concentrate on the last act!

A: Well, why don't we meet a bit earlier and grab something quick at a pizza place nearby?

B: Yeah. I can't get there earlier than six though. I'm not sure that'll give us enough time, will it?

A: We should be OK. We've already got our tickets, remember.

B: Have we? OK then. Anyway, it's irritating that it starts so early. I don't know why they've done that.

3

Next up, information about another popular actor – for all you Josh Willard fans, we have some exciting news. Josh's new film, set in nineteenth-century Scotland, has its premiere next week and Josh will be here in London to attend. This is the first time he's appeared on the silver screen for quite a while, and the action-packed movie might well be a contender for all the awards going, if the critics are to be believed. Josh, who famously doesn't do many interviews, will appear on Channel 3's *Live Tonight*, so make sure you don't miss him talking to Ned Bryan. Then it's back to New York where he'll be starring alongside Natasha Reynolds in *The Holly Tree* at the District Theatre from the end of April ...

4

Once again the comedy festival will be held in Lenbury, but with a few changes to the usual programme. The organisers have decided that this year it'll be held in the third weekend in July rather than the first. The main stage is also moving from the Lenbury Theatre to a tent in the park, where there will be much more seating availability, although most of the smaller gigs will continue to take place in the theatre. The implication of the move of course is that more tickets'll be available for the main events, which will be a very popular decision, especially with local students, who usually make up the large and enthusiastic majority of the audience.

5

A: So, Maria, is it true you're going to retire soon?

B: Yes. I'm shortly going to be thirty-five and I'm finding it's getting harder and harder for me physically. In fact, I still haven't totally got over that last back injury which kept me away from the stage for three months. But I could cope with that

– the main issue is that all the overseas visits keep me away from my little boy for weeks at a time. He's only two, and he's growing up so fast.

A: So you don't enjoy being on tour anymore?

B: Actually, if I could find a practical solution, I'd definitely carry on. It'll actually break my heart to give up dancing.

6

A: So, as usual, The View will be the biggest contemporary art event of the summer in terms of the number of artworks on display.

B: That's true, there'll be a huge collection. However, for me it's more the *range* of work which makes it stand out. Everything from landscape to abstract, and mostly by young artists who must surely be on the point of making a name for themselves in the art world.

A: That's right. Although it'll be the one or two big names which'll attract most art lovers.

B: Absolutely. It's a shame, though, that a permanent venue can't be found for the show. The museum's a bit old-fashioned and I don't think the displays are that imaginative really.

7

I'm really excited about the play. It's the first time I've worked with this particular director and that's always quite a challenge to begin with until you get used to each other's ways of working. Actually, I'm not sure how successful the show will be in this country because of course it tackles rather a depressing subject and people might prefer not to spend an evening at the theatre watching something that they may well find upsetting. But personally, I think the play addresses an important issue and I believe strongly that the theatre is an excellent way to do it. That's why I agreed to produce the play and I do hope people will support it.

8

A: So who do you think will get the main part in the next musical?

B: I expect it'll be Zoe. She's probably the best singer and dancer, although my mum thinks it could be Molly. I agree she did an excellent audition. Mr Paignton says he's going to tell us in our next drama class.

A: When do you start rehearsals?

B: On Friday. It's going to be really hard work because the show opens in three weeks' time. In fact, I think I'll go now and read the script.

A: I'll help you learn your lines, if that's any help.

B: That'd be great, actually. My sister said she'd do it but she's very busy with her new job.

▶ 20

1

A: What're you doing this weekend?

B: I'm going to the dance festival in the park. It's on all weekend.

A: Oh, I'd really like to go but my brother's moving house and I have to help him.

B: Oh, that's a shame!

A: Never mind. I'm sure you'll enjoy it.

B: Yes. It should be fun, especially as I think the weather's going to be good.

2

A: Hi, Ben! Are you going to the film festival at the weekend?

B: Yes, on Saturday. I'm going to buy the tickets online this afternoon.

A: How much are they?

B: Only £15. I'll get you one if you like.

A: That would be great. What time does it start?

B: At 7.30. But I'm going to leave home early, at six o'clock because of the traffic. I'll pick you up on my way if you want.

Unit 7

▶ 21

Well, I'm not absolutely certain what the place on the right is but it could be an underwater hotel. The other one seems to have been built in the trees and is a hotel too. The underwater hotel looks quite luxurious, whereas the treehouse appears to be more basic; but it's eco-friendly and it would definitely be less expensive to stay at.

It must be an interesting experience to stay at both of them, although I'd imagine the treehouse might not be such fun in bad weather. The hotel under the sea must feel a bit weird and scary at first, I think. Having said that, it would be wonderful to watch the fish without having to get wet.

Of the two, I think the treehouse would be more enjoyable to stay in because, although the underwater one would be the experience of a lifetime, guests would probably always be wondering what would happen if something went wrong.

▶ 22

1 Well, I'm not absolutely certain what the place on the right is.

2 It could be an underwater hotel.

3 The other one seems to have been built in the trees.

4 The underwater hotel looks quite luxurious.

<p>1 Oh no, I've spilt some orange juice down the front of my new shirt!</p>	<p>2 The restaurants in my town are good, but some of them really expensive.</p>	<p>3 There aren't calories in salad, so it's a good thing to eat if you're on a diet.</p>
<p>4 I love chocolate, even though I know can be bad for you if you eat too much.</p>	<p>5 I love seafood, but time I eat it, red spots appear on my face.</p>	<p>6 Who spilt their coffee my computer?</p>
<p>7 This restaurant is terrible. It's the time I come here!</p>	<p>8 The waiters stood the corner talking and ignoring the customers.</p>	<p>9 The pizza was tasty, but it wasn't well-cooked. (Do not use 'particularly' in this sentence.)</p>
<p>10 My uncle used to take me and my sister to Burger World, give us £10 and tell us to get whatever we wanted.</p>	<p>11 I like eating out, especially if someone else is paying! (Do not use 'do' in this sentence.)</p>	<p>12 People say that fast food is unhealthy, but not of it is bad for you.</p>
<p>13 We have very money, so I'm afraid we can't eat out.</p>	<p>14 Are there restaurants near here that serve good vegetarian food?</p>	<p>15 If you're hungry, there's a packet of biscuits the cupboard.</p>
<p>16 I'm afraid there's coffee left. Would you like tea instead?</p>	<p>17 I really like this restaurant, the terrible service.</p>	<p>18 He waited no one was looking, then started putting the sweets into his pocket.</p>
<p>19 I'm not sure exactly what's in this pie, but I taste chicken and some sort of herb.</p>	<p>20 There's an excellent Italian restaurant a kilometre away from our house.</p>	<p>21 It was hot in the kitchen that I could hardly breathe.</p>
<p>22 The soup's a bit tasteless, I'm afraid. Try putting salt in it.</p>	<p>23 I had £40 in cash on me, but it wasn't to pay for the meal, so I had to use my credit card.</p>	

Student A

The waiters were polite,
There wasn't a very big selection of
It is situated in the perfect spot,
The street was dark and a little isolated, so
Everything was a little
The meat was tender and cooked
It was very reasonably
It was rather
I'd highly
They couldn't have been
It's a great place for an affordable
The taste of the food was

Student B

efficient and helpful.
dishes on offer.
right in the centre of town.
it wasn't the easiest to find.
overcooked for my liking.
to perfection.
priced.
overpriced.
recommend the pasta.
friendlier.
meal out with friends.
authentically Italian.

Students A and B

Part 1

Situation 1

Speaker 1: So, what did you think?

Speaker 2: Disappointed, I guess. There were a few good moments, and I thought that bit at the end with the dog was great. But to tell you the truth, I'm not really sure what was happening most of the time.

Situation 2

Speaker 1: So, what did you think?

Speaker 2: I wasn't impressed. Nothing really happened, did it? And just when you thought something exciting *would* happen, the screen went blank, the credits rolled and the cinema lights went on! And that was it, you know?

Situation 3

Speaker 1: So, what did you think?

Speaker 2: Well, the first 70 minutes or so were great, but then nothing really happened after that. It was just people talking.

Speaker 1: I know. I don't understand why it didn't just end when the man finally found the person he was looking for.

A

Speaker 2: I agree. It certainly went on a bit, didn't it?

Speaker 1: Well, at least it had a happy ending. I love a happy ending.

Speaker 2: Yes, I have to say, it made me smile.

B

Speaker 1: Me neither. I mean, that long scene with the computer near the beginning of the film really confused me. And after that I couldn't follow the story.

Speaker 2: I guess we'll have to read the book to find out.

C

Speaker 1: Right. I was longing for the woman with the red hair to do something dramatic. But all she did was talk! And I had real problems understanding her accent.

Speaker 2: Yes, I'm not sure what the accent was supposed to be, but it was from nowhere I recognised.

Part 2

1 In their first situation, students C and D are talking about

- (a) ... a photograph.
- (b) ... a painting.
- (c) ... a statue.

2 In their second situation, students C and D are talking about

- (a) ... a photograph.
- (b) ... a painting.
- (c) ... a statue.

3 In their third situation, students C and D are talking about

- (a) ... a photograph.
- (b) ... a painting.
- (c) ... a statue.

Students C and D**Part 1****Situation 1**

Speaker 1: It's great, isn't it?

Speaker 2: I'm not so sure. To be honest, I could have done a better job myself. And I've only got a cheap camera.

Speaker 1: How?

Situation 2

Speaker 1: It's great, isn't it?

Speaker 2: Yes, it is. I wonder why it's painted.

Speaker 1: People used to do that hundreds of years ago.

Situation 3

Speaker 1: It's great, isn't it?

Speaker 2: I agree. I love the way the artist has just used different shades of blue and yellow. Who's it supposed to be?

Speaker 1: You mean the person in the picture? I don't know. He's standing next to a movie camera. That should be a clue.

A

Speaker 2: But it's only been painted on the front. If you go round to the back, it's just plain stone.

Speaker 1: Yes, that's a bit strange. Still, I like it.

Speaker 2: Me too. Go on, stand next to it, and I'll take your photo.

B

Speaker 2: Well, I would have taken it with the sun behind me, for a start. This has been taken looking into the sun, so you can't see any details.

Speaker 1: That's why I like it. It makes you study it more closely. You have to look closely to see if it's a man or a woman, if it's a real person or something made of wood or stone.

C

Speaker 2: There's a description underneath. OK, it says it's a portrait of film director Tom Carver by the artist Sara Walton.

Speaker 1: Tom Carver? Oh, he's the one who directed *The Dreaming Statues*, isn't he?

Part 2**1 In their first situation, Students A and B**

(a) ... thought the film was too long.

(b) ... didn't understand the film.

(c) ... didn't like the way the film ended.

2 In their second situation, Students A and B

(a) ... thought the film was too long.

(b) ... didn't understand the film.

(c) ... didn't like the way the film ended.

3 In their third situation, Students A and B

(a) ... thought the film was too long.

(b) ... didn't understand the film.

(c) ... didn't like the way the film ended.