

**ALWAYS
LEARNING**

Gold

Stay focused

Martina Grátová

Agenda

- **Do exam preparation books need to be boring?**
- **CLT**
- **Sporting methafor**
- **Variety**
- **Personalisation**
- **Digital support**
- **Activities**
- **Skills**

Do exam preparation books need to be boring?

In the past:

- Concentration on the minutiae of sentence structure, word formation, grammatical accuracy
- Focus only on teaching the task types required for the examination

Now:

- Students need to recognise that exams are no the same as real life.
- Exams have rules and special requirements which create a special challenge.
- The challenge is part of fun.



How did Manuel learn his English?



Exams have changed...

- Examination tasks are closer to real life communication tasks
- Recordings for listening tasks are often authentic
- Reading passages – more appropriate contexts
- Writing tasks relevant to students' personal lives

CLT: focus on...

- Communicating real messages
- Enough exposure to language
- Opportunities for language use
- Need for appropriacy (formal, informal...)
- Students motivation
- Communicative activities
- Real language
- Communication WITH the language

Most important grammar mistakes made by learners...

- Production of utterances which do not communicate their intended meaning

- Example:

Pierre: How long are you here for?

Ali: Two years.

Pierre: What...! You are already here since two years?

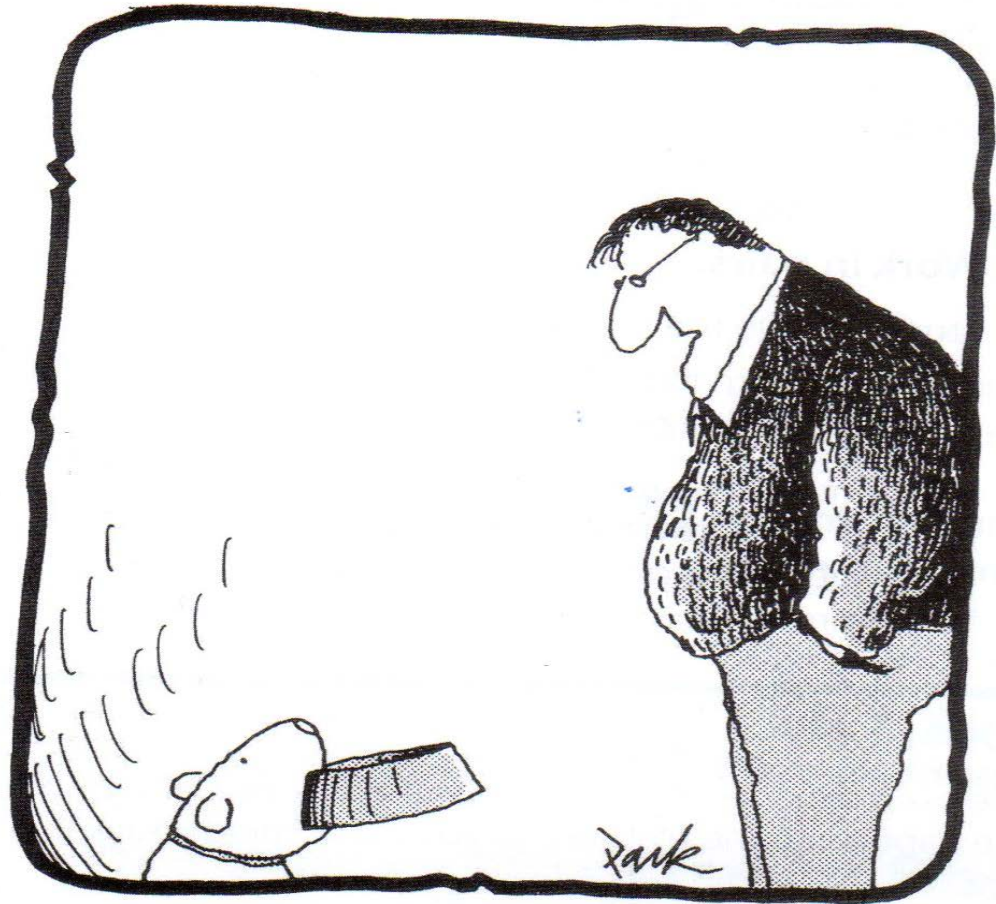
Ali: No, no, I am come yesterday.

Pierre: Oh, yester...

Ali: No, no, last week, I mean I came last week.

- **Our grammar lessons should concentrate on the accurate communication of meaning!**

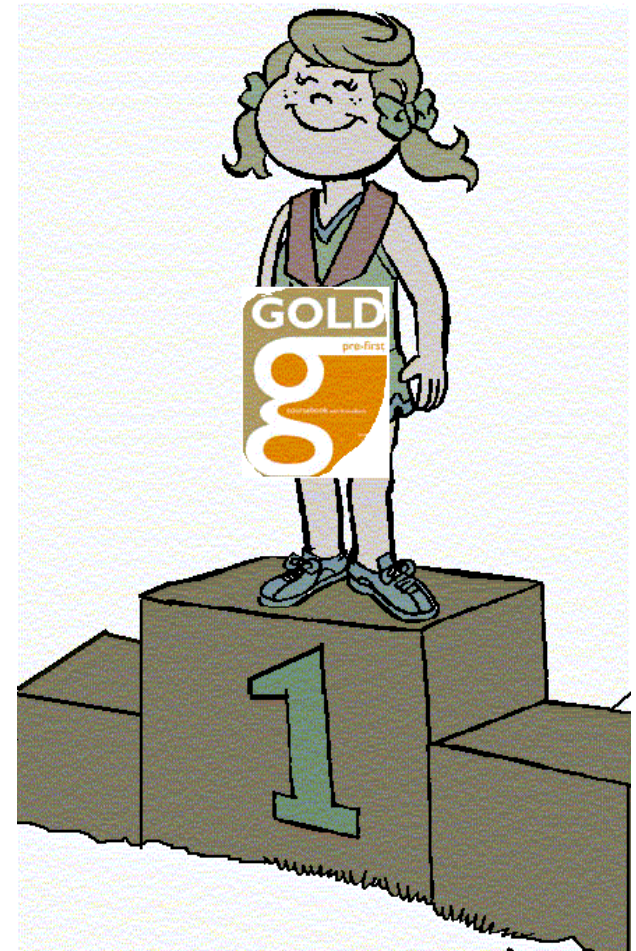
Communication...



"What? You want something? It has
something to do with your food dish?
Darn, I wish dogs could talk!"

Gold First Coursebook

Sporting metaphor



Sporting metaphor

Training students to prepare for an is similar to coaching for a event. Your aim is for your students to their performance so that they can receive possible grade. You hope that all your students will be awarded with a !



Writing Activity

_____ to prepare for an
examination

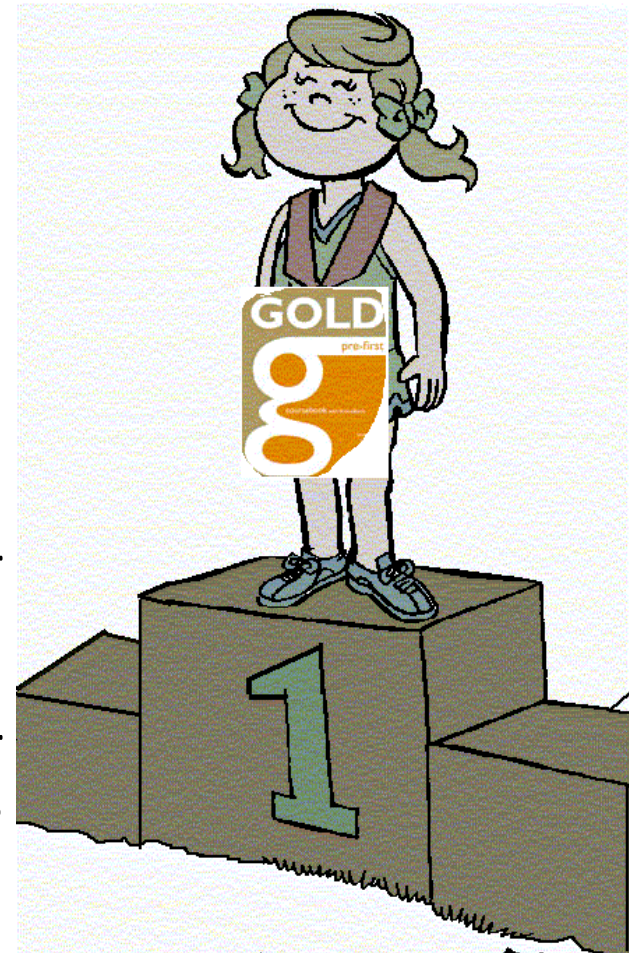
_____ coaching athletes

_____ sport event. _____

maximise their performance

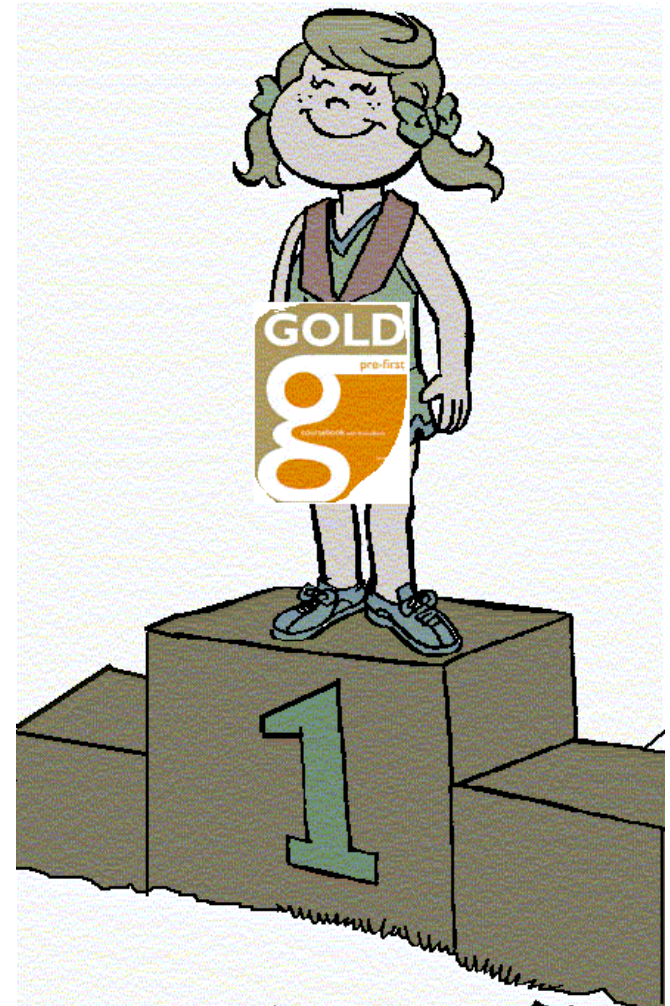
the highest _____.

_____ Gold Medal!



Sporting metaphor

Training students to prepare for an examination is similar to coaching athletes for a sport event. Your aim is for your students to maximise their performance so that they can receive the highest possible grade. You hope that all your students will be awarded with a Gold Medal!



Sporting metaphor



If you can inspire your students for a sporting challenge, they will understand the need for training in the mini-skills required in examinations. They will accept the need for linguistic gymnastics.

“A lot of us would like to move mountains, but a few of us are willing to practice on small hills” Anonymous

Variety is a must!

Variety of...

... of topics

... of exercises

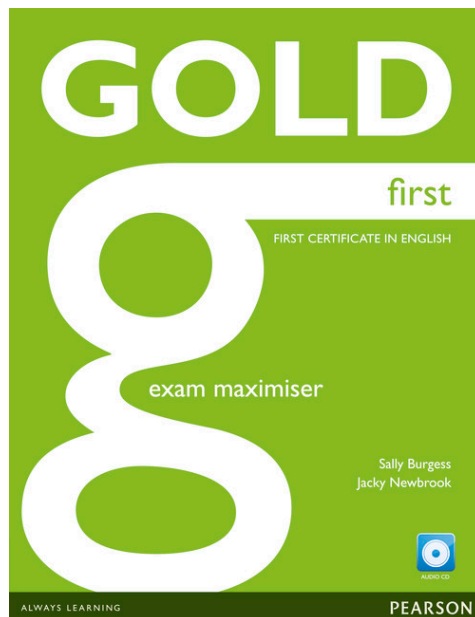
...of skills

...of tips

...of activities

...of support

iTests.com



MP3s have ruined our listening habits

What does your
profile photo say
about you?

The history
of cooking



At
ch
A
☐
Hu
the
Be
alr
☐
Or
☐
So
in
☐
Th
pro
Wa
a r
Ne
use
one
Th



Why do
people
love chilli?

Virtual people – real friends

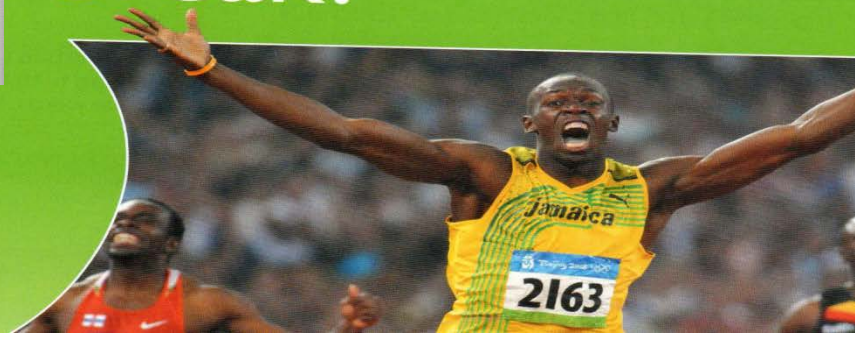
DREAM JOBS
ice cream
taster

Living on the edge

Mobile
manners

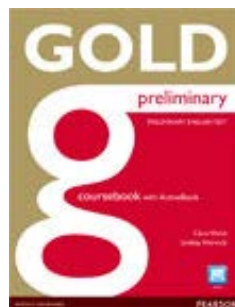
*Do you find the use of mobile phones in public
places hugely annoying? Then you're not alone.*

break?



The tricks of food
photographers

GOLD



- New design
- 100% new content with the same winning formula
- Fast-paced syllabus with comprehensive exam coverage
- Stimulating discussion-rich topics
- Strong focus on vocabulary and chunks of language
- Extensive writing support
- Exam maximiser
- Digital support (Active Teach, Active Book, iTest)

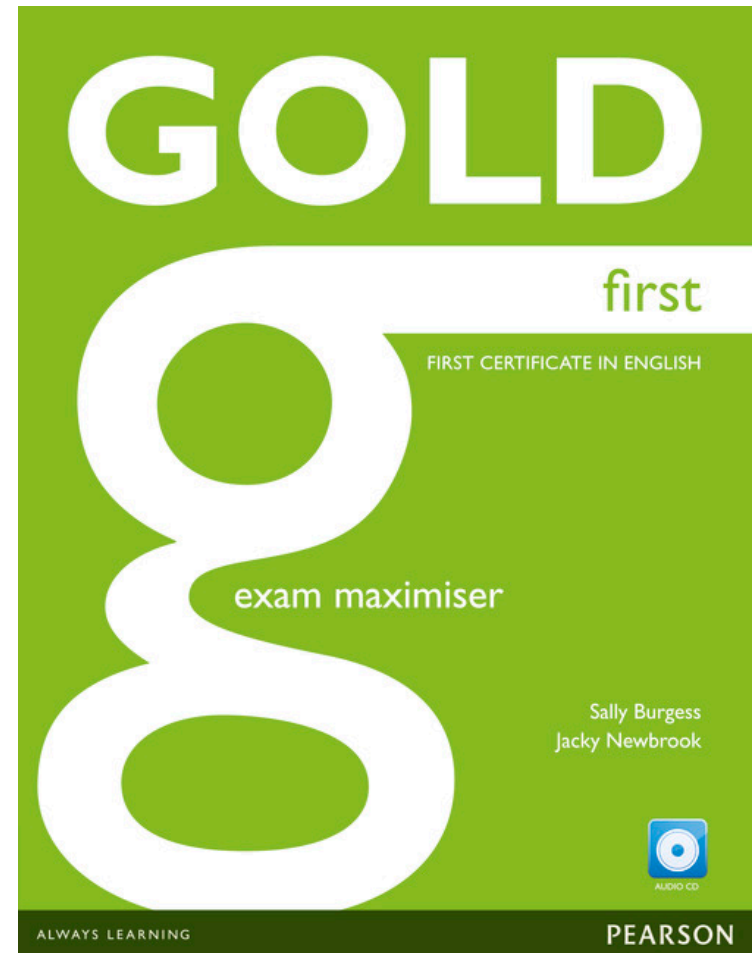
GOLD

- builds students' confidence
- carefully graded exam preparation
- thorough language and skills development
- enjoyable, communicative classes
- develop natural speaking skills
- strong emphasis on personalisation



Exam maximiser

- Recycles and reviews the Coursebook grammar and vocabulary
- Exam practice in exam format
- One complete Practice Test
- Seven extra Use of English practice sections
- Common mistakes



Personalisation

- talk about themselves
- own original dialogues
- role-plays
- debates
- ‘describe and draw’
- story writing
- email exchanges
- writing in groups

Personalisation

Speaking

- 1 You are going to read an extract from a novel about Eilis, a young girl in the 1950s, who is about to leave her home in Ireland to go and live in America. Work in pairs and discuss how you would feel about leaving your family, town and country to emigrate.

- 3 Look at the underlined words in Activity 4, question 1. What information would you expect to find in the text? Check your answer in extract A.

New design

2 GRAMMAR FOCUS

Modals of possibility

► GRAMMAR REFERENCE p.125

1 Look at picture A. What do you think it is?

2  13 Listen to the conversation and write the word you hear in the gap.

- 1 It be anything like an apple, because they don't have that kind of middle.
- 2 It be a lemon, they look like that in the centre.
- 3 It be an orange. It's the right shape for an orange.

3 Match the modals of possibility from Activity 2 with their meanings A–C.

- A I'm sure it is.
- B It's possible.
- C I'm sure it's not.

LANGUAGE TIP

Could, might and may can all be used to say that something is possible in the present or future.

4 Work in pairs. What do you think the other foods in the photographs are? After you finish discussing, check your answers on page 117.

5 Complete the sentences using *must, might/could* or *can't* + a form of the verb *be* or *have*.

- 1 The restaurant a table tonight if they're not busy.
- 2 He vegetarian because I saw him eating a hotdog.
- 3 It time to go! All the others have left.
- 4 They international food, but I doubt it. It's a local restaurant.
- 5 This past its use-by date. I only bought it this morning.
- 6 There a mistake on this bill. I didn't order champagne!

Speaking

6 Work in pairs. Turn to page 118 and follow the instructions.

Visuals for Speaking Tests

Unit 3, Speaking focus, Activity 7

Student A

Your photos show people preparing or receiving gifts. Compare the photos and say what makes people happy about giving or receiving gifts.

What makes people happy about giving or receiving gifts?



Unit 5, Speaking focus, Activity 5

Task 1

Student A: Look at the photos, which show people shopping for food. Compare the photos and say what the advantages and disadvantages are of shopping in these different ways.

Student B: Do you prefer to go shopping in the town or shop online?

What are the advantages and disadvantages of shopping in these different ways?



Digital support

For students:

- [Active Book](#)
- VocabTrainer
- iTests.com

iTests.com

For teachers:

- [Active Teach](#)
- Test master CD-ROM

ACTIVE BOOK

The course comes alive on screen with the Speakout Active Book, a complete digital version of the Students' Book.



It includes:

- Easy navigation of Students' Book pages with zoom facility
- Video and Audio available at the touch of a button
- Video Podcasts with accompanying worksheets

QUIZ

The name 'mouse' comes from the Sanskrit for :

- a) A quiet animal
- b) A little thief
- c) A grey creature

QUIZ

2. How much of the cats' time is spent doing nothing?

- a) 75%
- b) 85%
- c) 95%

QUIZ

3. The current news are claiming that dogs can be successful at detecting...

- a) cancer
- b) liars
- c) gold

Did you know?



- Despite the saying 'as blind as a bat', the majority of bats (1) (*be*) able to see perfectly well.
- The name 'mouse' comes from the Sanskrit for 'little thief'. People (2) (*have*) provided food for them ever since farming began. However, although everyone (3) (*seem*) to believe that mice like cheese, most (4) (*prefer*) chocolate.
- Rabbits are the world's third most popular pet. All modern rabbits (5) (*have*) been bred from the European wild rabbit.
- 85 percent of cats' time (6) (*be*) spent doing nothing.
- Medical advice (7) (*have*) suggested that owning a pet is good for your health.
- Current news (8) (*be*) claiming that dogs can be successful at detecting cancer.

Gold First Coursebook

Grammar and vocabulary focus

4 GRAMMAR FOCUS

Articles
definite, indefinite and zero articles
► **GRAMMAR** REFERENCE p.163

1 Choose the correct option *a/an, the* or *(-)* for no article to complete rules 1–8. Use the text on page 40–41 to help you.

- We use *a/an/the/(-)* when there is only one of something in existence.
- We use *a/an/the/(-)* when there is only one of something in this context.
- We use *a/an/the/(-)* to talk about plural countable nouns in general.
- We use *a/an/the/(-)* to refer back to nouns mentioned before (or where the meaning is clear from the context).
- We use *a/an/the/(-)* with superlative forms.
- We use *a/an/the/(-)* with many common expressions such as *home, school* etc.
- We use *a/an/the/(-)* with singular countable nouns when mentioned for the first time, or when it is not important which one.
- We use *a/an/the/(-)* with uncountable and abstract nouns.

2 Match rules 1–8 from Activity 1 to extracts A–H from the text on page 40–41.

A I grabbed a stair rail and found myself...
B ... back in the real world.
C Being afraid of dying was the most terrifying thing.
D I could hear trees snapping.
E ... and the roof began to come off.
F My mouth was packed with snow and the pressure was enormous.
G I cleared the snow out of my mouth.
H I was playing golf with friends from work.

LANGUAGE TIP
We normally use possessives, not articles for parts of the body, e.g. *my face* NOT *the face*.

3 Complete the gaps in the story with *a/an, the* or *(-)*.

Speaking


4 Work in groups. Find somebody who has had one of the following experiences. Tell the class about it.

Have you ever

- been afraid of a storm?
- been snowed in?
- had heatstroke?
- been in a flood?
- skidded on a patch of ice?
- seen lightning strike?
- lost your way in fog?
- been in or on a rough sea?

A pilot's story

As pilots, we have to get used to (1) storms and (2) severe weather and we are obviously prepared for (3) emergencies. However, sometimes they can take you by (4) surprise. A year ago, I was flying to (5) United States and we were over (6) Atlantic Ocean when a ball of lightning struck (7) aircraft I was flying. Within seconds, (8) bright blue ball of light with (9) yellow tail filled (10) windscreen and there was (11) loud bang. My colleague said it felt as if (12) cat had brushed against his leg as (13) lightning struck. Fortunately, after a lot of violent shaking, (14) things soon returned to (15) normal.



9 VOCABULARY FOCUS

Speaking

1 Complete the superstitions with a word from the box. Are they lucky or unlucky?

knife ladder umbrella cat wood
mirror

According to superstition it's lucky/unlucky

- to walk under a
- to see a black in front of you.
- to break a
- to touch
- to give someone a
- to open your in the house.

2 Discuss the questions with a partner.

- Do you have the same superstitions in your country? Do you know any others?
- What do you think superstitions are based on?
- How lucky or unlucky are your favourite teams/sports heroes? Why?

Collocations with luck

3 Choose the correct word.

- They had an amazing *piece/slice* of luck. The ref sent off the other team's best player.
- With a *bit/little* of luck our team should win the Cup.
- She's *had/got* nothing but bad luck since she was injured last year.
- They *wished/told* me the best of luck before the match.
- I couldn't *accept/believe* my luck. I'd been picked to play on the first team.
- They'd been winning every match, but their luck *ran/went* out last week.

4 Which of the verbs in the box do nouns 1–5 go with?

achieve	beat	give up	lose	miss
reach	waste	win		

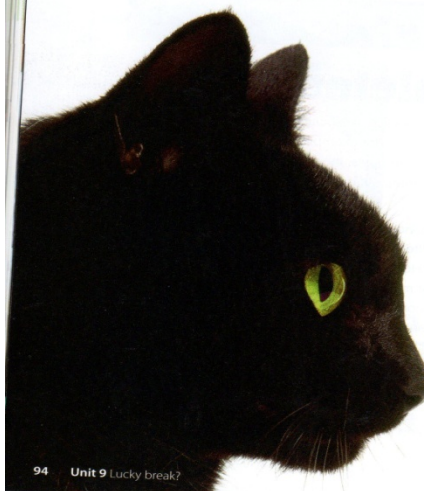
- an opportunity
- an ambition
- a competition
- an opponent
- a target

5 Complete the sentences with the correct form of one of the verbs from Activity 4. There may be more than one possible answer.

- Great players never a chance to score a goal.
- We were disappointed that we were knocked out before we the second round.
- Well done everyone. You deserved to that match.
- It's a pity she played so badly. She the opportunity to show everyone just how talented she is.
- Only a lucky few ever their dream of becoming an Olympic medalist.
- I don't mind to an opponent if I know he played better than me.
- It was frustrating being so easily. I thought we had a good chance of winning.
- She's the most competitive person I've ever met. She never even when she's losing badly.

Speaking

6 Find out what ambitions your partner has achieved/given up.



RAPIDO & ZEN learn English

11. PROFICIENCY



WHEN WILL I HAVE FINISHED
/ LEARNING ENGLISH?

WHEN YOU NO LONGER NEED
TO ASK ME THAT QUESTION.
NICE USE OF THE FUTURE PERFECT
/ BY THE WAY!



AJD



Speaking

Relative values

2



Speaking

1 Discuss the questions.

- How do you think your friends would describe your personality?
- What personality characteristics do you share with other members of your family?

2 Do the personality quiz.

PERSONALITY QUIZ	How likely are you to...	Very likely	Quite likely	Neither likely nor unlikely	Quite unlikely	Very unlikely
	1 start a conversation with a stranger?					
	2 give advice to other people?					
	3 use difficult words?					
	4 change your mind about things?					
	5 organise social events?					
	6 worry about being late?					

3 Turn to page 157 to get your results. Then complete sentences 1–4 so they're true for you.

- I'm (very/quite) (un)likely to ...
- I tend to ...
- I'm good at ... -ing.
- I find it difficult to ...

4 Compare your sentences with a partner's and discuss the questions.

- How much do you have in common?
- What did you learn from your results?
- Do you think this is an accurate test of personality?

Unit 11, Speaking focus, Activity 5

Which person is taking the most risks?



Unit 7, Speaking focus, Activity 5

Task 1

Student A: Look at the photos, which show unusual places to live. Compare the photos and say why you think people might choose to live in these places.

Student B: Which of these places would you prefer to live in?

Why do you think people might choose to live in places like this?



Speaking activity

Speaking

- 4** Work in groups. Find somebody who has had one of the following experiences. Tell the class about it.

Have you ever

- 1 been afraid of a storm?
- 2 been snowed in?
- 3 had heatstroke?
- 4 been in a flood?
- 5 skidded on a patch of ice?
- 6 seen lightening strike?
- 7 lost your way in fog?
- 8 been in or on a rough sea?

- 1) Is it possible to look at a picture of someone and know what kind of person they are? Why/Why not?
- 2) What restaurant would you recommend to someone visiting your town/city? Why?
- 3) What advice would you give someone who wanted to marry into your family?

Reading

Speaking

- 1 You are going to read an extract from a girl in the 1950s, who is about to leave home and live in America. Work in pairs and discuss leaving your family, town and country to

Identity

1



Speaking

- 1 Work in pairs and discuss the questions.

- 1 What's your name? How did you get that name?
- 2 Does your name have a special meaning in your country?
- 3 Do you like your name? Why/Why not?

Reading

- 2 You are going to read an article called *What's in a name?* What do you think the question means? Read the text to find out if you are right.

Front page	National	International	Financial
Wednesday 12			
		Issues	Sections Settings

What's in a name?

More and more parents are choosing unusual names for their children. **Have unusual names appeared only recently?** Well, no. We have records from the United States in the nineteenth and early twentieth centuries of children named Post Office, Garage Empty and Nice Carr. **How does your name affect your life?**

Well, people will behave differently towards you, for a start. In one test, teachers gave better marks to work with the 'normal' names Karen and David at the top, and lower marks to the same piece of work with the less popular names of Hubert and Bertha. You might behave differently, too. Scientists have found that the first letters of your name affect your choices in life. People called Omar are more likely to move to Omaha or vote for Obama. There are more Phils in Philadelphia and lawyers named Larry and Laura. **Who knows the reasons for this?** Scientists are still trying to understand it.

Speaking and vocabulary

- 1 How do dogs communicate with each other and with humans? Use some of this vocabulary.

Inside a dog's world

Alexandra Horowitz, a psychologist who studies dog behaviour, describes dogs as 'anthropologists among us', and in her engaging book *Inside of a Dog*, she studies them with the same intensity and affection that they devote to us.

Even in the middle of a busy modern city, we're surrounded by all kinds of animals that share our space and our food, but only one of them bothers to study us.

To rats, crows and cockroaches, we're mostly an irritation and sometimes a threat. Dogs are different.

1 They also try to control us, persuading us to provide them with food and shelter. People are used as tools to solve the puzzles of closed doors and empty water dishes.

Most interestingly, dogs confirm our prejudices about other people. 2 But in fact, when their dog greets a stranger with a wagging tail or a growl, he is copying his owner's unconscious signals, which he has gradually worked out through smells and body language.

If we want to understand the life of any animal, we need to think about it from their perspective. We need to know what it can sense and how it responds to this.

And, whereas humans see the world, a dog smells it. 3 Instead they bravely stride up to an unknown object and take a nice deep sniff. When a dog turns its head towards you, it is to let his nose 'look' at you. The eyes just come along for the ride.

Sniffing objects gets smells to the brain via receptor cells in the nose. Humans have around six million of these. Six million seems an enormous amount but some dogs have more than 300 million, which explains their remarkable sense of smell. They put this to great use socially, especially by lifting a leg at every lamp post to convey a message.

4 Instead, the purpose is for them to leave information about themselves; how often they walk by that spot, their recent victories and how interested they are in mating. In this way, the pile of scents becomes a kind of noticeboard.

Writing

- Writing Focus
- Writing Reference
- Semi-formal letter/email, Story, Article, Report, Letter of application, Essay, Review

2.3 Letter/email to a friend

For work on informal letters and emails, see pages 14, 106, 138 and 148.

TASK

You have received a letter from your pen friend inviting you for a visit in July. Write a letter to your pen friend, accepting the invitation, suggesting something you would like to do and asking what you should bring with you.

Write your **letter**. Do not write any postal addresses. (You should write between **120** and **180** words.)

Useful language

Beginning the letter or email

- *Many thanks for your letter – it was really nice to hear from you again.*
- *I thought I'd better write and give you some more details about ...*
- *It's been such a long time since we wrote to each other.*
- *How are you and your family?*
- *How are things with you?*
- *How was your holiday?*

Introducing the topic

- *I know you're keen to hear all about my holiday.*
- *You remember I told you in my last letter that I was going to ...*

Ending the letter or email

- *Once again, thanks very much for all your help.*
- *Give my love/regards to your family.*
- *Please write soon.*
- *I look forward to meeting up again soon.*

Model answer

DO invent a name.
Don't write
Dear Pen friend.

Dear Carla,

Thanks for your letter – it was great to hear from you. I'm sorry I haven't written for ages, but I've been really busy preparing for my exams. It's really good news that you've passed your driving test. Congratulations!

DO think of some specific details to include in each paragraph – this will make your **letter or email** more interesting.

Thank you so much for your invitation to stay with you for a week in July – I'd love to come. I know that you have a wonderful beach near your house, and I'd really enjoy spending some time there. I expect that the weather will be hot, so I hope we can go swimming.

DO mention a **letter or email** you have received from the person you are writing to, or refer to a shared experience.

DO say what you've been doing recently.

You said that I don't need to bring much with me. What sort of clothes should I pack? Casual or formal? Would you like me to bring anything for you? I would like to bring something special for you and your family from my country.

DO mention the next time that you will see the person you are writing to.

I'd better stop now and get on with my studying. I hope you're enjoying driving your car, and I'm looking forward to seeing you in July!

Thanks again for the invitation.

All the best,

Irene

DO use an appropriate phrase to end your **letter or email**, e.g. *Love, All the best, Best wishes*. DON'T finish your **letter or email** with *Yours sincerely/faithfully*.

(169 words)

Writing reference (Paper 2)

Useful tips

EXAM TIP

Listen for words and phrases that are synonyms or paraphrases of the key words in the statements.

LANGUAGE TIP

Be careful not to confuse *used to do* (describing past habit) with *be/get used to doing* (be accustomed to something in the present).

*I **used to** hate class*

*I **am used to** being*

late and I don't mind

EXAM TIP

When you write a longer piece of writing, you **MUST** write complete sentences and organise your work into three or four paragraphs, with one theme per paragraph.

Exam preparation

- 1** Complete the second sentence so that it has a similar meaning to the first sentence. Use between two and five words, including the word given.

Example:

I was given responsibility.
OVER

Last month I ...took over...

- 1** I enjoyed learning to play it up again one day.
USED

I learning to take it up again one day.

- 2** We always went to the beach.
WOULD

We to the beach.

- 3** I perform in front of people doing it.
USED

I in front of people doing it.

- 4** Her career was an instant success.
TOOK

Her career on a TV advert.

- 5** Unfortunately I'm not very good at playing the piano really well.
AFTER

Unfortunately, I my grandfather, who could play the piano really well.

- 6** When we started going out, I hated my boyfriend's taste in music but it's becoming less of a problem.
USED

I my boyfriend's taste in music.

3 Choose the correct word to complete the sentences.

- 1** I try and running as often as I can.

A go **B** do **C** doing **D** going

- 2** I often have friends in the evening.

A in **B** round **C** along **D** down

- 3** Let's go the theatre soon.

A out **B** for **C** to **D** at

- 4** He's always on the computer to check his messages.

A doing **B** having **C** going **D** watching

PROGRESS TEST 1

Open cloze (Part 2)

- 7** For questions 13–24, read the text below and think of the word that best fits each gap. Use only one word in each gap. There is an example at the beginning.

The coldest city on earth

Yakutsk is extremely big, remote and cold, (0) *even* by Siberian standards.

Although the region covers more than a million square miles, it is home to (13) than one million people and has (14) any large towns. In January the temperatures are -45°C, causing the metal on people's spectacles to stick to (15) cheeks.

Locals claim there are (16) lakes and rivers in the region for each inhabitant to have one. According (17) legend, when the god of creation arrived in Yakutsk he got (18) cold that his hands were frozen and he dropped all the natural resources there.

The capital of the region, also called Yakutsk, is six time zones away from Moscow, and 200 years ago (19) would take more than three months to travel between the two places. Now you can get there (20) six hours by plane, although tickets cost twice the average monthly salary.

There's no railway, so travellers have the option of a 1,000-mile boat ride up the Lena river during (21) few months of the year when it isn't frozen, or they have to use the 'Road of Bones', (22) was built by prisoners and can only be used in winter, when the rivers freeze over. Truck-drivers bringing supplies to remote villages go in pairs and never turn their engines (23) during the two-week drive. (24) they break down on the little-used road, it means almost certain death.

- | | | | |
|------------|------------|-------------|--------------|
| 0 A lately | B recently | C currently | D presently |
| 1 A only | B single | C unique | D individual |
| 2 A miss | B hope | C wish | D regret |
| 3 A pay | B make | C allow | D provide |
| 4 A too | B either | C neither | D as well |
| 5 A hit | B struck | C seemed | D appeared |
| 6 A on | B by | C round | D away |
| 7 A win | B beat | C succeed | D overcome |
| 8 A of | B over | C out | D through |
| 9 A Even | B Despite | C Although | D However |
| 10 A near | B close | C familiar | D attached |
| 11 A story | B record | C history | D narrative |
| 12 A of | B in | C by | D about |

Exam: Use of English

Use the word “judicious” in a sentence to illustrate its meaning.

I am using “judicious” in this sentence to illustrate its meaning

What teachers say about GOLD...

"I consider Gold First good not only for preparing students for First Exam, but also as a general class coursebook".

Eleonora Olaru, Romania

"One reason why my students and I enjoy using the Gold series is that it offers a solid preparation for the exam through interesting topics".

Henrick Oprea, Brazil

"In this new edition the students have many opportunities to express opinions as well as practice the speaking test. In my opinion this is one of the strongest points of the material."

Adriana Lado, Argentina on Gold First



Exam: Writing

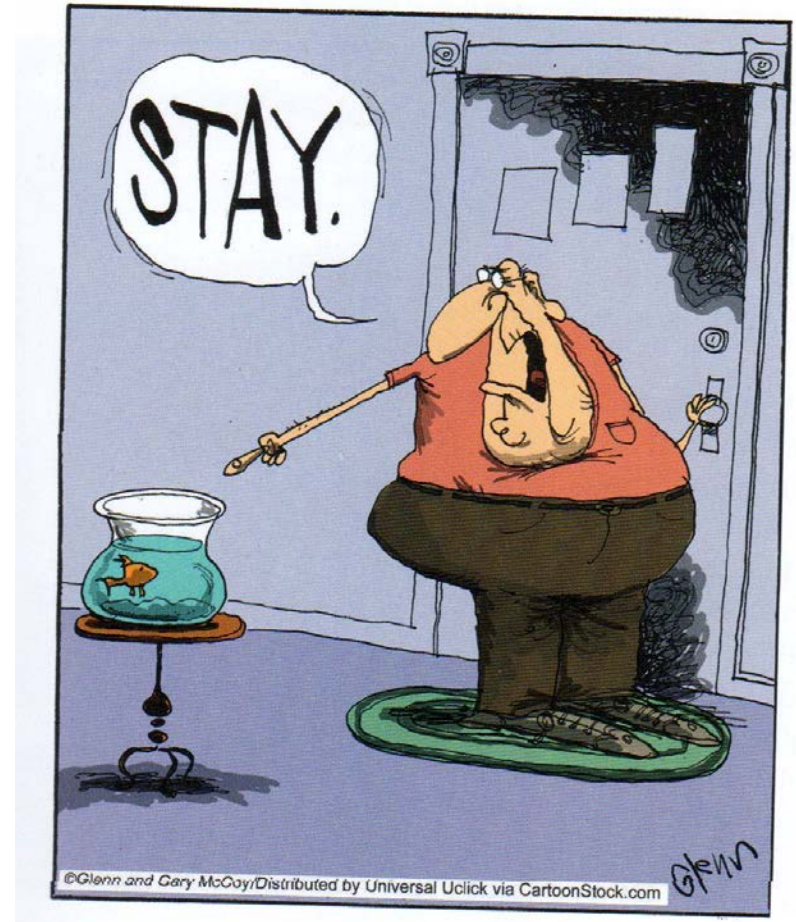
Why should we be optimistic about the future?
Use either a discursive or an argumentative style
in composing your answer.

Because if you're not
positive about the future
then you ain't got
much hope have you.

Thank you

Martina Grátová

metodik@bohemianventures.cz



GOLD First Coursebook

Bohemian Ventures



Zastoupení Pearson ELT

Dovoz a distribuce cizojazyčné literatury

Služby, které oceníte

- Komponenty pro učitele zdarma (za 30ks libovolné kombinace SB a WB titulu vydavatelství Pearson získáte učitelskou sadu zdarma: TB, WB, SB, CD)
- Zapůjčení vzorků učebnic vydavatelství Pearson na 1 měsíc zdarma
- Metodické konzultace a poradenství k výběru vhodné učebnice
- Semináře na školách
- Konference se zahraničními lektory
- Materiály ke stažení, RVP, slovníčky na stránkách www.venturesbooks.cz
- Provozovatel eShopu Bookmall
- Atraktivní věrnostní program pro učitele při nákupu na eShopu



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