

# 6 | FEELINGS

## UNIT OVERVIEW

### Opener

- Language focus: Feelings verbs
- Topic: Weather and mood

### Reading

- Part 2 Multiple matching
- Topic: Experiences as gifts

### Vocabulary

- Vocabulary: Feelings
- Topic: The benefits of being a pessimist

### Listening

- Part 2 Multiple choice
- Topic: Failure Week

### Reading – Grammar

- Part 6 Open cloze
- Language focus: Comparing, giving examples
- Topic: Robots

### Speaking

- Part 2 Individual long turn (photo)
- Topic: Showing your emotions

### Writing

- Part 2 Story
- Topic: Being overconfident

### Extra resources

(See lesson overviews for details)

- B1 Preliminary Exam Trainer
- Pearson Practice English App – Unit 6 activities

### Digital resources

- Presentation tool Unit 6
- Unit 6 Language test
- Unit 6 Language test for dyslexic students
- Unit 6 Photocopiable activities
- Unit 6 Grammar presentation
- Video: B1 Preliminary About the exam
- Video: B1 Preliminary Speaking test
- Cambridge B1 Preliminary practice exam papers

## OPENER p49

### DYSLEXIA FOCUS

As dyslexic learners often need more time to develop language skills, using images or facial expressions to convey the meaning of some of the items in Ex 4 will help them to associate the meaning to something memorable.

### Warmer

On the board, write *amused, annoyed, impressed, nervous, surprised* and this question prompt: *When was the last time you felt ... ?* Put students into pairs and tell them to take turns to ask about each of the feelings on the board. When finished, invite one or two students to share something interesting they learnt about their partner.

### VOCABULARY: Feelings verbs

1 Check that students understand the meaning of *mood* (the way a person feels at a particular time). Give students time to do this task individually and then put them into pairs so that they can share their list. Encourage students to give reasons for their order. You could demonstrate this yourself. When finished, do a quick hands up to find out which one has had the biggest effect. Elicit reasons why from the class.

#### Answers

Students' own answers

2 6.1 Check students understand the meaning of *catch* (an illness). Play the recording so that students can complete the task. Check answers as a class.

#### Answers

other people's moods  
social media  
the society you live in  
the media

3 6.2 Give students time to read the questions, then play the recording again. Put students into pairs to check their ideas. Check answers as a class.

#### Answers

- 1 Their friends also start to share or post negative ideas.
- 2 Because there are good schools and health care, and help if they lose their jobs.
- 3 The idea that we need things like a good job, a nice house and a relationship to be happy and feel that we're normal.

**4** **6.3** Explain that these sentences come from the three speakers they've just listened to. Do the first one together as a class. As students complete the others, encourage them to use a dictionary to check any words they're not sure of. Play the recording so that students can check their answers. Check answers as a class. Elicit what words follow *care*, *laugh*, *shout*, *worry* (*for*, *at/with*, *at*, *about* respectively).

#### Answers

- |                |                |                      |
|----------------|----------------|----------------------|
| 1 smile, smile | 2 laugh, laugh | 3 looking forward to |
| 4 cry          | 5 shout        | 6 cares              |
| 7 worry, worry | 8 trust        |                      |

### Flexible follow-up

Read out the following definitions one by one. Students write down the word in Ex 4 it defines (see the answers in brackets). Check answers as a class.

- 1 *Say something loudly* (shout)
- 2 *Feel excited about something in the future* (look forward to)
- 3 *Feel anxious* (worry)
- 4 *Move the corners of your mouth up* (smile)
- 5 *Produce liquid from your eyes* (cry)
- 6 *Make a noise because something is funny* (laugh)
- 7 *Believe someone is honest and good* (trust)

**5** Do the first one together as a class and then monitor as students complete the other questions. Check they're selecting the verbs appropriately. Check answers as a class. Ask students to tick the sentences that are true for them. Then, put them into pairs and ask them to tell their partner about these sentences, giving more information. Monitor and check students are using the verbs correctly.

#### Answers

- |         |         |         |
|---------|---------|---------|
| 1 cry   | 2 laugh | 3 shout |
| 4 smile | 5 care  | 6 trust |

**6** Give students time to think of their answers before you put them into groups to complete the task. Monitor and check students are using the verbs correctly. Invite one or two students to share something interesting that their group discussed. Provide any useful feedback on the students' use of the verbs.

#### Answers

Students' own answers

### Cooler

On the board, write the prompt *I ... when ...*. Demonstrate the task by making a sentence that's true for you using the prompt and a verb from Ex 4, e.g. *I never cry when I watch films or I worry about my brother when he doesn't message me*. Put students into pairs and ask them to take turns to make sentences about themselves.

## READING – Part 2 Multiple matching pp50–51

### LESSON OVERVIEW

- **Topic:** Experiences as gifts

#### EXAM FILE p5

- **Learning objective:** Students will be better able to match words and ideas.

### Extra resources

#### B1 Preliminary Exam Trainer

- Reading – Part 2 Multiple matching pp13–17

### Digital resources

- Presentation tool pp50–51
- Video: *About B1 Preliminary: Reading Part 2*

### BEFORE YOU START

Read through the Exam reference on page 5 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

### DYSLEXIA FOCUS

Dyslexic students may struggle with the Exam task reading texts on page 51. You can allow students to listen to the audio recording of the texts to help support them in this task. Alternatively, if appropriate, ask students to read the texts in advance of the lesson, but not to do any of the related activities.

Dyslexic students may also benefit from the structured checklist in the Exam file on page 5 to check their preparedness for this task.

### Warmer

Choose a person that the class all know. It could be another teacher, member of the school staff, or someone else in the class. Tell the class that you want to buy that person a gift (e.g. for their birthday). Put students into pairs and ask them to come up with the best idea possible. In open class, ask pairs to share their ideas and give an explanation. Choose the best idea.

**1** Give students time to read the questions and then put them into pairs or small groups to discuss them. Monitor and note down any particularly interesting comments and invite the students that made them to share them with the class.

#### Answers

Students' own answers

## 6 FEELINGS

**2** The purpose of this article is to introduce the topic of experiences as gifts, provide reading practice and provide an opportunity for discussion. Ask students to read the article title and predict what it's about. You might want to pre-teach *hot air balloon* (by showing a picture from the internet) or give them a chance to work out the meaning as they read the article. Ask them to read the article to check their predictions and answer the questions. Check the answer to the first question as a class. Then, either put students into pairs to discuss the second question or lead a whole-class discussion.

### Answer

The writer prefers experiences rather than things because they give more pleasure.

**3** Explain the situation and give students time to read the description. Elicit the key information we learn about Milly (she enjoys learning new skills, is keen to meet people with similar interests, prefers to be outside). Give students time to think of three possible experiences on their own. You could elicit one example from the whole class to help activate ideas. Put students into pairs to share their ideas and give reasons. Demonstrate this so they know to expand their answers. You could ask them to choose the best idea which they then share with the class.

### Answers

Students' own answers

**4** Write the words in bold in the descriptions on the left in the Exam focus on the board (*active, history, etc.*) and then the words in bold in the descriptions of the activities on the right in a random order (*horse-riding, Museum, etc.*). Ask students to match the ideas, eliciting the first as an example (*active – horse-riding*). Students do the others, then read the Exam focus to check their ideas. Explain that it's important to look at words and ideas that match in Part 2 of the Reading paper.

Focus students on the two adverts, A and B. Ask them to read the titles and predict what the activities are. Students then read them and decide which gift Sam should choose for Milly. Remind students that the activities need to match all three key ideas we know about Milly. Elicit ideas from around the class and ask them why A cannot be the answer (it's indoors, so not all of Milly's wants are satisfied). Explain that this is the process that students should go through for each of the people in the exam task.

### Answers

B, because it matches everything she wants: being active – pulling sails; fresh air – off the south coast; meet people with similar interests – work with other crew members  
A is indoors, so it doesn't match her wish to be outdoors.

**5** Remind students to do what they did in Ex 3 and look out for three different things for each person. After they do this, check answers as a class.

### Answers

Esther: learning about how other people live, sightseeing on foot, history

Joe: anything fast and exciting, learning new skills, more of an individual than a team player

Valentina: challenges that make her think, doing things with friends, indoors

Dipak: sports, anything exciting, being active and trying new activities, seeing wildlife

Sonia: sightseeing away from towns and cities, quiet time on her own, eating good food

### Flexible follow-up

Ask students to cover the descriptions of the experiences on page 51. Put them into pairs to think of an experience that each person (1–5) would enjoy based on their likes/dislikes.

### EXAM TASK

**6.0** This reading text has been recorded. To help support them in this task, you can allow dyslexic students to listen as they read the text.

**6** If students do this exam task under timed conditions, allow them ten minutes.

Focus students on the exam task. Ask students if they can remember how they should approach this task and elicit ideas. Refer students to the tips in the Exam reference on page 5 if necessary. Note that in the actual exam, there are photos of each person, but no photos of the experiences.

Ask students to read the instructions so that they know what they are matching (experiences) and read the title of each experience and predict what each one involves. They could do this in pairs. Remind students to make sure the experience they choose matches all three likes or dislikes in the descriptions of the people. When finished, put students into pairs to check answers. Check answers as a class.

### Answers

- 1 C – learning about how other people live – a guide who can explain the local way of life, sightseeing on foot – a walking tour, history – find out what the city was like in the past
- 2 E – anything fast and exciting – high-speed powerboat, learning new skills – teach you to drive, individual not team player – have personal attention at all times
- 3 A – challenge that makes her think – solve the clues, doing things with friends – come with your friends, indoors – find your way out of the room
- 4 F – sports, and anything exciting – diving, active and trying new activities – teach you all the skills you need, seeing wildlife – see these amazing creatures up close
- 5 G – sightseeing away from towns and cities – through beautiful scenery, quiet time on her own – sit and relax alone, eating good food – meals cooked by our award-winning chef

## Speaking or writing

**7** Give students time to think of their answers. Then, put them into pairs to share their choices and reasons. Invite one or two students to share with the class whether they and their partner had the same ideas or not and why.

### Answers

Students' own answers

**8** Elicit what information people might give in a social media profile (e.g. name, social media name, job, where you live, interests). You could provide a model using yourself, e.g. *I'm an enthusiastic teacher who loves helping students learn and looking after my two cats. You can often see me trying to run early in the mornings, but sports aren't my favourite thing. I prefer to spend time looking at beautiful architecture and art.*

Monitor and help students with their profiles. When finished, put students into groups to complete the task. Invite groups to share experiences they chose and why.

### Answers

Students' own answers

## EXAM BOOST > EXAM FILE Section B p4

The exercise on page 4 in section B of the Exam boost provides more practice in matching words and ideas. This could be done in class or for homework.

### Section B

- 3 1** Matching parts: restaurant in the city centre / restaurant in the heart of the city; Italian food / great-quality dishes from France and Italy. Overall it doesn't match: Greta doesn't have much money / the prices are high.
- 2** Matching parts: comedy film / will make you laugh from start to finish; not too long / short film; modern / new film. Overall, it matches.
- 3** Matching parts: class at local college / course; free in the evenings / classes are 7–9 p.m. Overall, it doesn't match. Monica wants to learn about modern novelists / the course explores the work of important authors of the nineteenth century.
- 4** Matching parts: a book to read / a novel; lives of real people / true story of his life; people who have dealt with a lot of problems / growing up in a poor family, living on the streets, dream job. Overall, it matches.

## Cooler

Put students into pairs. Ask them to talk about each experience on page 51 in turn and say if they'd like to do it or not and why. For example, *I'd love to go to an escape room because I love puzzles and competitions and it sounds like fun. Also, dinner's included!*

## Extra practice

### EXAM TRAINER | pp13–17

For further practice of the skills presented in this lesson for Reading Part 2 and additional strategies and skills to improve performance in the exam, we recommend students complete Strategies and skills Exs 4–11 on pages 13–15 of the B1 Preliminary Exam Trainer. Once completed, they can attempt the exam task on pages 16–17, either in class or as homework.

There is a full practice exam included on pages 88–110 of the B1 Preliminary Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading Part 2.



## VOCABULARY p52

## LESSON OVERVIEW

- **Topic:** Benefits of being a pessimist
- **Language focus:** Feelings
- **Learning objective:** Students will be better able to describe feelings.

## Digital resources

- Presentation tool p52

## BEFORE YOU START

This lesson doesn't provide any specific exam practice. However, it focuses on language that may be tested in Reading – Part 5 Multiple-choice cloze.

## DYSLEXIA FOCUS

To reduce the reading load in Ex 2, draw the table in Ex 3 on the board. Read each quiz question in Ex 2 aloud and ask students to vote for their answer (A, B or C) to find out the most popular. Students can also note down their letter. After each question, ask whether each adjective in bold is positive or negative and write it in the correct place in the table, checking students understand the meaning. Students can then read their results and discuss in pairs if they agree with them.

## Warmer

Put students into small groups. One person in each group should sit facing the board. The others sit with their backs to the board. On the board, write these feelings in a list: *afraid, angry, anxious, interested, sad, surprised*. The student facing the board mimes the feelings to their group. When the group guesses, they write the feeling down. When they've guessed all six feelings, they hold up their paper for you to check. The first group to guess all six correctly wins.

## VOCABULARY: Feelings

1 Write *optimist* and *pessimist* on the board and ask students if they know the meanings. Elicit ideas through prompts if necessary, e.g. the fact that *-ist* tells us it's a kind of person. Students read the definitions to check their ideas and complete the task. Check answers as a class. Drill the words for pronunciation.

## Answers

1 B 2 A

2 Put students into pairs to say what they think they are and why. Check students understand the meaning of *lose your job* (stop having your job). Then, ask them to complete the quiz to see if it agrees with them. When finished, students should add up their scores and then tell their partner if they agree with the results and why.

## Answers

Students' own answers

3 Focus students on the words in bold in the quiz. Elicit that these are adjectives that describe feelings. Ask students to look at *nervous* and say if it has a positive or negative meaning and elicit how they know. Ask them what they think it means. Give them time to work on their own and put the adjectives in the correct place in the table and guess the meaning from the context. Check answers as a class, checking students understand the meanings clearly. Drill the words for pronunciation. Finally, ask students to add a few more adjectives to the box. Elicit ideas from around the class and check everyone understands them.

## Answers

positive: cheerful, delighted, glad, (excited, happy, lucky, pleased)  
negative: nervous, mad, miserable, terrified, depressed (disappointed, sad, unhappy)

## WATCH OUT FOR

The word *mad* in this lesson means *very annoyed* (e.g. *I'm mad at my sister. I'm really mad that the concert was cancelled*). It can also mean *crazy* in the sense of *I'm mad about football*. Students should be discouraged from using either *mad* or *crazy* to describe a person with mental health issues.


4 Ask students to read the sentences on their own and tick the ones they agree with and change the ones they don't agree with so they become true. Demonstrate this yourself by telling the students one sentence that's true for you and rephrasing one on the board so it becomes true. Monitor as students complete the task and help with any language issues. Put students into pairs to answer the questions in the task.

## Answers

Students' own answers


## Flexible follow-up

On the board, write *cheerful, delighted, mad, miserable, glad, nervous*. Put students into pairs. Ask them to take turns to ask each other *When was the last time you felt ... ?* and insert one of the adjectives. Demonstrate this yourself by asking a confident student in the class *When was the last time you felt nervous?* Students then do the same in pairs. Invite those students to share their experiences with the class.

**5**  **6.4** Put students into pairs to discuss the questions. Play the recording so that students can compare their ideas to those of Jason and Amber. Ask a few students if their ideas matched those in the recording or not.

#### Answers

Students' own answers

**6**  **6.5** Give students time to read the questions and think about the possible answers. Play the recording again and then put students into pairs to check their answers. Check answers as a class. Ask a few students if they agree with Amber or not and why.

#### Answers

Travel: The optimist missed the train because they didn't think there would be any problems. Because Amber is a pessimist, she allowed more time and so caught the train.  
Exams: Because she's a pessimist, Amber is worried about failing, so works hard in order to do well.  
Health: Amber's friend who is an optimist thinks they will always be healthy so doesn't make an effort. Because she's a pessimist, Amber makes more effort to exercise and eat healthily.  
The weather: Amber needs friends who are optimists to help her enjoy a sunny day, but she will always take her raincoat just in case.

**7** Tell students that the school will be closed for a few weeks. Demonstrate the activity by being optimistic about this (we'll have more free time) and pessimistic (my English won't improve). Give students time to come up with some advantages and disadvantages of the items in the news headlines. They could do this in pairs. Then, put students into small groups. Tell each half of the group that they are optimists and the other half that they are pessimists. Students then have their discussions. They could try to use at least two adjectives from the lesson, and to persuade others to agree with them. When finished, ask students to vote on whether they really feel optimistic or pessimistic about each of the news items and find out why.

#### Answers

Students' own answers

### Cooler

Ask students to choose three adjectives they want to remember and to record them in their notebooks with an example sentence about them for each one. Monitor and check they're using the adjectives correctly, in particular *depressed*, *mad* and *miserable*.

## LISTENING – Part 2 Multiple choice p53

### LESSON OVERVIEW

- Topic: Failure Week

#### EXAM FILE p21

- Learning objective: Students will be better able to listen for agreement and disagreement.

### Extra resources

#### B1 First Exam Trainer

- Listening – Part 2 Multiple choice pp60–63

### Digital resources

- Presentation tool p53
- Video: *About B1 First: Listening Part 2*

### BEFORE YOU START

Read through the Exam reference on page 21 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

### DYSLEXIA FOCUS

Allow dyslexic learners a little more time to read the exam task questions and options in Ex 5, especially if they've applied for this extra time in the exam.

Dyslexic students may also benefit from the structured checklist in the Exam file on page 21 to check their preparedness for this exam part.

### Warmer


Put students into pairs. Ask them to tell each other about a time they were successful. They should say what they did, how they succeeded and how they felt about it. You could demonstrate this, e.g. *I ran a ten kilometre race for charity. I didn't do much training so I walked for that last two kilometres. I was both proud and relieved when I finished!* When finished, invite one or two students to share what they learnt about their partner.

**1** Focus students on the photo and the quotes. Check they understand that *succeed* is the verb form of *successful*. You could also elicit the noun form – *success*. Ask the class if they agree or disagree with each statement and nominate a few students to share their ideas. Put students into pairs to discuss the questions. Invite one or two students to share a summary of their discussions with the class.

#### Answers

Students' own answers


## 6 FEELINGS

**2**  **6.6** Explain that students will hear an interview with a head teacher who is trying to help students to fail. Ask them what they think that means and why he's doing that. Elicit the noun form of *fail* (failure) and check they understand the meaning of *carry on* (continue). Check students understand the meaning of *brave* (deal with a difficult situation with confidence). Play the recording so that students can answer the questions. Check answers as a class.

### Answer

He thinks that young people worry too much about success and need to learn how to fail. He's organising Failure Week where students will try new things and learn from their mistakes and failures.

### EXAM FOCUS

**3**  **6.7** Say to the class *You need to fail before you can succeed* and ask them what they think. When finished, ask them how you knew if they agreed or disagreed with you. Students read the Exam focus to compare their ideas. Make it clear that in the exam, the speakers might not say *I agree* or *I disagree*. That's why students need to be able to listen carefully to what the speakers say.

Explain that students will now hear four people who call into the radio show to respond to what the teacher in Ex 2 said. Elicit some reasons they could give for agreeing or disagreeing. Then, play the recording and students complete the task. Play the recording a second time, pausing after each speaker to check the answer as a class. You could also elicit what the caller's opinion is.

### Answers


1 D    2 D    3 A    4 A

**4** Focus students on the exam task in Ex 5. Ask them to quickly read the questions or prompts and find the ones that require students to listen for agreement. Check the answer as a class.

### Answer

1 and 5

### EXAM TASK

**5**  **6.8** Focus students on the exam task. Ask students if they can remember how they should approach this task, e.g. by underlining key words, listening carefully to avoid being distracted by incorrect answers. Refer students to the Exam reference on page 21 if necessary. Note that the theme of failure runs through the conversations as this is the lesson topic. In the exam, there is no theme and the topics vary. Give students one minute to read the questions and prompts. Then, play the recording so that students can complete the task. Put students into pairs to check their answers. Then, check answers as a class. Replay any parts of the recording to help students get the correct answer.

### Answers

- 1 B (I need to go away and do much more reading to understand it all. / I need to put more effort in, too.)
- 2 C (It was nothing like the photo in the cookbook at all, which I wasn't happy about.)
- 3 A (They got annoyed and started screaming and shouting at the players. That wasn't nice at all.)
- 4 C (I know we all agreed in the end, and I'm pleased with what we decided ...)
- 5 A (I can't believe Jack won though. He's usually useless at these things. / I know. He never normally wins.)
- 6 B (I'm terrible at it. I feel like a real idiot.)

### Speaking or writing

**6** Elicit what Failure Week is (a week at school where students fail at something new and learn not to give up) and then give students time to reflect on their opinions and reasons. They can think about the callers' opinions in Ex 3, too. Put them into pairs to discuss the questions. When finished, invite a few pairs to share with the class whether they agreed with their partner or not and why.

### Answers

Students' own answers

**7** Tell the class that the radio show has a website with a forum where people can post comments about their views on failure and what you can learn from it. Elicit possible times that we fail, e.g. a test, a job interview, a sporting activity, making something, cooking something. Give students time to plan what to write and then they can write their post in class or for homework. They should write between 75 and 100 words if they can. Students can share their posts with each other, read a few of them and try to find things in common. They can then report back to the class.

### Answers

Students' own answers

## Alternative

You could ask students to do the task as a speaking task first, before they write about it. Give them time to plan what they can say and then put them into pairs to share their experiences. This is good fluency practice and gives students an additional opportunity to give opinions and reasons as they will need to do in Parts 3 and 4 of the Speaking exam.

## EXAM BOOST > EXAM FILE Section B p20

The exercises on page 20 in section B of the Exam boost provide more practice of listening for agreement or disagreement, as well as helping learners to understand why the incorrect answers in the exam task were incorrect.

### Section B

6 1 A 2 B 3 B

7 1 The woman says she expected her result (A). The man says it wasn't a particularly challenging test (C).

5 The man said he thought the game would be boring (B). The man says he wanted to play more (C).

## Cooler

Ask students to work in small groups and think of three tips to succeed in the listening exam (e.g. listen to some English before you go into the exam; try to relax and listen for the main ideas in the first listening, then listen for more detail in the second listening, guess the answer if you're not sure). Ask groups to share their ideas with the class.

## Extra practice

### EXAM TRAINER | pp60–63

For further practice of the skills presented in this lesson for Listening Part 2 and additional strategies and skills to improve performance in the exam, we recommend students complete Strategies and skills Exs 4–8 on pages 60–61 of the B1 Preliminary Exam Trainer. Once completed, they can attempt the exam task on pages 62–63, either in class or as homework.

There is a full practice exam included on pages 88–110 of the B1 Preliminary Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Listening Part 2.

## READING – Part 6 Open cloze p54

### LESSON OVERVIEW

- **Topic:** Robots
- **Language focus:** Comparing; giving examples

### EXAM FILE p13

- **Learning objective:** Students will be better able to use language of comparison and give examples.

### Extra resources

#### B1 Preliminary Exam Trainer

- Reading – Part 6 Open cloze pp36–37

### Digital resources

- Presentation tool p54
- Grammar presentation 5: Comparing; giving examples
- Pearson Practice English App
- Video: *About B1 Preliminary: Reading Part 6*

The Grammar reference and exercises on pages 88–89 of the Grammar file provide more practice of comparing and giving examples. These could be done in class or for homework.

### BEFORE YOU START

Read through the Exam reference on page 13 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

### DYSLEXIA FOCUS

Dyslexic students may benefit from the more explicit presentation of the grammar in this lesson in the PowerPoint presentation that can be found in the Digital resources.

Dyslexic students may also benefit from the structured checklist in the Exam file on page 13 to check their preparedness for this exam part.

### Warmer

Ask students to imagine that they could have a robot do one type of work for them. They should choose what that task would be and why. Give them an example yourself to demonstrate, e.g. a robot chef to make meals. Put students into small groups to share their ideas and then invite groups to tell the class some of the things they chose. Find out if there's one task in particular the class dislike.



## 6 FEELINGS

### GRAMMAR: Comparing; giving examples

1 Ask students to read the article and answer the questions. When finished, check the answer to the first question as a class. Either elicit answers to the second question from a few different students and lead a class discussion, or ask students to work in pairs and discuss this question.

#### Answers

Students' own answers

2 6.9 Check students understand the meaning of *judge* (give an opinion about how good or bad something/someone is) and *judgement* (an opinion about how good or bad something/someone is). Play the recording so that students can compare their ideas to those mentioned. Check answers as a class. Find out if students think this is a good idea or not and why.

#### Answers

It interviews people for a job. It is better than a human because it doesn't make decisions based on feelings.

3 6.10 Give students time to read the sentences first and guess the kinds of words which are missing (e.g. 1 = a noun e.g. *looks*). They could do this on their own and then check their ideas with a partner. Play the recording so that students can check their answers. Check answers as a class.

#### Answers

- |                     |                      |
|---------------------|----------------------|
| 1 appearance, speak | 2 us                 |
| 3 feelings          | 4 answers            |
| 5 solving problems  | 6 human interviewers |

4 Elicit one example from the class and then put students into pairs to come up with a second example. They should think about the benefits of a human doing the interview. Elicit ideas from around the class.

#### Example answers

Humans can see how well a person performs under pressure; humans can decide if the person will get on well with other team members; humans can quickly think of different questions to ask, depending on a person's performance in the interview.

5 Explain that the sentences come from the conversation they heard. Do the first one together as a class, eliciting the answer and then guiding students to the Grammar file on page 88 to check their answer. Give students time to do the other questions and then check answers as a class. Make sure students are clear about the use and form of each structure and which compare and which give examples.

#### Answers

- 1 like 2 as 3 best 4 most 5 as 6 than

### WATCH OUT FOR

As and *like* are prepositions. We can use *like* + noun to mean *similar to* (e.g. *I look like my dad*). *As* means *in the role of* (e.g. *I work as a dentist's assistant*). We also use *as* in the phrase *the same as* (e.g. *I look the same as my dad*).

6 Ask students to read the article title and predict what it's about. Then, ask them to read it quickly to choose the best summary. Give them no more than a minute for this. Check the answer as a class.

#### Answer

2

### EXAM TASK

7 Note that in the exam, it is unlikely that comparisons would be tested more than once in this exam task if they are tested. This exercise provides practice of the language in the lesson as well as exam practice. Focus students on the exam task. Ask students if they can remember how they should approach this task and elicit ideas. Refer students to the tips in the Exam reference notes on page 13 if necessary. Explain that students have already read the text to get the general meaning, which is good exam practice. Now give them time to fill the gaps. You could elicit the first one from the class and the reasons why it is the answer before students do the task alone. Put students into pairs to check their answers, then check answers as a class.

#### Answers

- 1 like: 'look like' + noun
- 2 is: part of the present simple passive structure
- 3 such: part of the phrase 'such as', used for introducing examples
- 4 as: part of the structure 'as ... as', used for comparing things
- 5 than: part of the structure 'comparative + than', used for comparing things
- 6 a: part of the quantifier 'a few'

### Fast finishers

Ask fast finishers to find words in the article that mean:

- 1 *someone who takes care of someone else* (carer)
- 2 *successful* (effective)
- 3 *old* (elderly)

They can share what they found with the rest of the class.

### Flexible follow-up

Ask students to think about ways that a robot pet is better or worse than a real-life pet and how they can express these ideas using language from the lesson (e.g. *a robot pet isn't as warm as a real-life pet*). Put students into pairs to share their ideas. Elicit a few ideas from the class and provide feedback on students' use of comparatives.

**8** Focus students on the jobs in the box, but tell them that they can choose their own. Elicit some other ideas, e.g. firefighter, nurse, waiter. Put students into groups to discuss their ideas. They should choose just one to discuss at first, but if some finish quickly, they can choose a second. Ask them to be prepared to present their idea to the class and give them time to do this.

#### Answers

Students' own answers

**9** Ask each group to present their idea in turn, with students asking follow-up questions when possible. Then, ask students in each group to discuss the question in the task and to agree on one if they can. Ask each group to share the robot they liked the best with the class and why.

#### Answers

Students' own answers

### EXAM BOOST > EXAM FILE Section C p12

The exercises on page 12 in section C of the Exam boost provide more practice of comparing and giving examples. Students can do these in class or for homework.

#### Section C

- |   |        |           |        |        |
|---|--------|-----------|--------|--------|
| 5 | 1 as   | 2 such    | 3 more | 4 most |
|   | 5 like | 6 than    |        |        |
| 6 | 1 so   | 2 one     | 3 like | 4 such |
|   | 5 not  | 6 like/as |        |        |

### Cooler

Ask students to work in pairs and tell each other how their English skills have improved since the beginning of the course. Encourage them to use comparatives. They should be specific and give examples, e.g. *My vocabulary is bigger now because I learn new words every week. I'm a better reader now because I read faster. My stories are more interesting because I try to use more descriptive language.* Provide your own feedback to the class.

### Extra practice

#### EXAM TRAINER | pp36–37

For further practice of the skills presented in this lesson for Reading Part 6, we recommend students complete Strategies and skills Exs 4–6 on pages 36–37 of the B1 Preliminary Exam Trainer.

There is a full practice exam included on pages 88–110 of the B1 Preliminary Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading Part 6.

## SPEAKING – Part 2 Individual long turn (photo) p55

### LESSON OVERVIEW

- **Topic:** Showing your emotions

#### EXAM FILE p29

- **Learning objective:** Students will be better able to link ideas when describing a photo.

### Extra resources

#### B1 Preliminary Exam Trainer

- Speaking – Part 2 Individual long turn pp79–81

### Digital resources

- Presentation tool p55
- Video: *About B1 Preliminary: Speaking Part 2*
- Video: *B1 Preliminary Speaking Test 2, Part 2*

### BEFORE YOU START

Read through the Exam reference on page 29 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

### DYSLEXIA FOCUS

Dyslexic learners can benefit from rehearsal, so providing sufficient time to plan for and then rehearse the exam task on their own will help them before they do the task with a partner.

Dyslexic students may also benefit from the structured checklist in the Exam file on page 29 to check their preparedness for this exam part.


### Warmer

Ask students to try to remember as many of the adjectives to describe feelings from the Vocabulary lesson on p52 as possible in pairs. They should write them down. The pair who remember the most wins.

- 1** Put students into pairs to discuss the questions. In open class, hold a quick vote for each emotion to find out which the class think are OK to show in front of strangers and which aren't. Elicit some reasons why.

#### Answers

Students' own answers

- 2**  **6.11** Ask students what feelings are being shown in photos A and B. Play the recording so that students can answer the questions. Check answers as a class.

#### Answers

Photo A. She mentions being really happy.

## 6 FEELINGS

### EXAM FOCUS

**3** **6.12** On the board, write *and, but, so, That's why*. Elicit when we use these (to add information, show contrasting information, give the effect of something and give a reason). Students have already studied linkers like this for writing (Unit 5 p48), so this is a review. Elicit ideas and then ask students to read the Exam focus to check their ideas. Make it clear that students need to link their ideas when describing a photo in the exam. Focus students on sentences 1–5. After students choose the correct words, play the recording for them to check.

#### Answers

1 because    2 and    3 but    4 and    5 so

**4** Focus students on photo B. Do the first one together as a class and then give students time to do the rest on their own. This can be done as a written activity, but as it's a speaking-focused lesson, it might be better for them to do it orally in their heads first and then orally with a partner. Check answers as a class.

#### Example answers

- 1 The man is giving a gift to the woman. That's why she looks surprised.
- 2 We know they're colleagues because they're in an office.
- 3 Both the man and the woman are wearing glasses.
- 4 The woman's holding her hands in front of her because she's surprised.
- 5 Two people are standing up but one woman is sitting down.

**5** Put students into A/B pairs. Give students time to think about what they could say about photo B for the things they have to talk about, using linkers to connect ideas. As students give their descriptions in pairs, monitor and check their use of linkers. Pairs can discuss if they used the linkers successfully. Provide your own feedback.

#### Answers

Students' own answers

### EXAM BOOST → EXAM FILE Section B p28

The exercises on page 28 in section B of the Exam boost provide more practice in linking ideas. These could be done in class or for homework.

#### Section B

- 3** 1 but            2 because            3 That's why  
4 but            5 and            7 because of
- 4** 1 The boy's eating a burger, **but/while** the girl's not eating anything.  
2 The woman is lost, **so** she's asking for directions.  
3 The man's laughing **because** the woman is saying something funny.  
4 It's raining **so** people have their umbrellas up. / It's raining. **That's why** people have their umbrellas up.

- 5 The man has a backpack **and** the woman has one, too. / They **both** have a backpack.  
6 Four of the people are smiling, **but** the man on the left isn't.

### EXAM TASK

For guidance on marking Speaking Part 2, please refer to the Speaking success criteria on page 151.

**6** Focus students on the exam task. Ask students if they can remember how they should approach this task and elicit ideas, e.g. talk about items in an organised way, link ideas, try to speak without too much hesitation, keep speaking until the examiner stops them. Refer students to the Exam reference on page 29 if necessary.

Refer students to page 110 and give them time to think about how they can describe their photos and, in particular, link their ideas. They should describe all aspects of the photo and not just those aspects allocated to them in Ex 5. Students now take turns to describe the photo for one minute each. Monitor and assess how well they do this, focusing on their linking. Students should record themselves if possible.

#### Example answers

Photo A

There are four people in this photo – three men and one woman. They're in a living room in someone's house, and they're all sitting on a white sofa and they're watching TV. They're all watching sport on TV, probably football, because they're all shouting at the TV. The man on the left and the woman are wearing team shirts, which are light blue and white. The man on the right is wearing a team scarf. I think these are the colours for the Argentinian flag, but I'm not sure. The man in the middle of the group is wearing a dark shirt. All of the people have their mouths open. The woman's smiling. On the table in front of the group of people, there's a white table. There's a pizza and some glasses of juice and water on the table. There's also a TV remote control. On the left of the photo, there's a small, round table with a plant and some glasses on it. There's also a lamp there, too, I think. The wall behind the sofa is made of bricks. There are mirrors on the wall, and some lights.

Photo B

There are four people in this photo – I think it's a mother, father and two children. They're sitting at a wooden table in a kitchen. They all have dark hair. The man and boy have short hair. The woman and girl have long hair. The man's wearing a green T-shirt. He's smiling, and holding a plate. He's picking something up from the plate. The boy's looking at the food. He's wearing a white T-shirt with red and blue. The woman's wearing a white top and jeans. She's holding a bowl with some spaghetti in it. She's looking at the father or daughter and smiling. The girl's looking and smiling, too. On the table there are some plates with some salad on each plate. There's also some bread and oil, and some glasses of water. Behind the family, there's a kitchen. We can see a cooker and a sink. There are some kitchen cupboards and drawers, too.

- 7 Keep students in their pairs and ask them to discuss the questions. Monitor and get a sense of how students felt about their performance in the exam task. When finished, raise any interesting comments or questions you heard. Provide your own feedback.

### Answers

Students' own answers

### Flexible follow-up

Ask students to choose a photo they have on their phones – one that includes people – or to select an image from a previous lesson in their books. They must not reveal it to anyone. They should plan to describe it using linking words where possible. When ready, they take turns to describe their photo to their partner, who draws what they hear. When finished, they compare their drawings to the originals.

### Cooler

Ask students to each choose a photo from their coursebook (e.g. the one on page 52). They should then prepare at least two sentences about the photo. The sentences should link ideas. The sentences can be true or false. You could demonstrate this with an example, e.g. *It's snowing. That's why the boy's carrying an umbrella.* (False – it's raining.) Students swap photos with their partner and study them for twenty seconds before closing their books. Students take it in turns to tell each other their sentences and guess if they are true or false.

### Extra practice

#### EXAM TRAINER | pp79–81

For further practice of the skills presented in this lesson for Speaking Part 2 and additional strategies and skills to improve performance in the exam, we recommend students complete Strategies and skills Exs 9–17 on pages 79–80 of the B1 Preliminary Exam Trainer. Once completed, they can attempt the exam task on page 81.

There is a full practice exam included on pages 88–110 of the B1 Preliminary Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Speaking Part 2.

## WRITING – Part 2 Story p56

### LESSON OVERVIEW

- Topic: Being overconfident

#### EXAM FILE p17

- Writing file: p115
- Vocabulary file: pp104–105
- Learning objective: Students will be better able to use descriptive language in a story.

### Extra resources

#### B1 Preliminary Exam Trainer

- Writing – Part 2 Story pp49–50

### Digital resources

- Presentation tool p56
- Video: *About B1 Preliminary: Writing Part 2*

The Writing File on page 115 provides an example and exam help for Writing Part 2 Story.

The Vocabulary list on page 104 of the Vocabulary file is compiled from vocabulary from all the lessons covered in this unit. Once you have completed this Writing lesson, the exercises on pages 104–105 provide more practice of the vocabulary from this unit. These could be done in class or for homework.

### BEFORE YOU START

Read through the Exam reference on page 17 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

### DYSLEXIA FOCUS

Write the words/phrases in the box in Ex 5 in a vertical list on the board to make it easier for dyslexic learners to follow. Help them to use correct punctuation in direct speech by explicitly pointing this out.

Dyslexic students may also benefit from the structured checklist in the Exam file on page 17 to check their preparedness for this exam part.

### Warmer

Ask students to work in pairs and tell each other about a time they felt pride in something or someone. Check they understand the meaning of *feel pride in* (feel proud of). They should say what it was, when it was and why they felt proud. Invite one or two students to share what they learnt about their partner with the class.



## 6 FEELINGS

1 Check students understand the meaning of *confident* (sure about your ability to do something). Put students into pairs to discuss the questions, and then elicit answers from around the class to have a short class discussion.

### Answers

Students' own answers

2 Ask students to read the titles and predict what the stories could be about in pairs. You could tell them that they're about people who are confident. Elicit ideas from the class and then ask students to read the stories and answer the questions. Check answers as a class. You could then ask students to explain the titles again. Note that *Pride comes before a fall* is a common expression in English and means that if you're too overconfident, then you might fail.

### Answers

In story 1, the footballer confidently believes they can score a goal, but they don't. In story 2, Sarah is confident she knows the way but they get lost.

3 Ask students to read the stories again and answer the questions. Check answers as a class.

### Answers

Story 1 includes more descriptive details. These can help the reader to imagine better what's happening in the story.

### EXAM FOCUS

4 On the board, write:

- *tall player*
- *he screamed*
- *blew her whistle loudly*
- *'Let Smith take it.'*

Ask students to look at the underlined words/phrase and identify the type of words/phrase they are (i.e. adjective, verb, adverb, direct speech). Ask how these words/phrases help to make the story better. Students then read the Exam focus to check their ideas and complete the task. Check answers as a class. You might want to focus on form here, by asking students to identify the general position of adjectives (before a noun or after a verb, e.g. *be, look*) and adverbs (after an action verb). You might also want to look at the punctuation used in direct speech, and how we can describe something with a phrase starting with *with* (e.g. *with narrow eyes*).

### Answers

- 1 large gloves
- 2 ran, knocked ... down, jumped up, screamed, nodded, warned, smiled, kicked
- 3 straight, loudly, in silence, slowly, with narrow eyes, confidently, hard
- 4 'I can do it' / 'This is our last chance'

5 Focus students on both the gaps in Story 2 in Ex 2 and the box in this exercise. Elicit the word/phrase that fits gap 1 in the story from the whole class. Then give students time to complete the others on their own. When finished, put students into pairs to check their answers. Check answers as a class.

### Answers

- 1 romantic
- 2 confidently
- 3 immediately
- 4 'Are you sure this is right?' asked Jack nervously.
- 5 angrily
- 6 dull
- 7 slowly
- 8 with a bright red face

### Flexible follow-up

Ask students to fill the gaps in story 2 a second time, this time with their own ideas. Monitor and help them where necessary. Put students into pairs to peer check each other's stories and make sure they make sense. Ask one or two students to read out their stories to the class.

### EXAM BOOST

### EXAM FILE Section B p16

The exercise on page 16 in section B of the Exam boost provides further practice in using descriptive language. This could be done in class or for homework.

### Section B

- |             |           |           |
|-------------|-----------|-----------|
| 2 1 knocked | 2 stirred | 3 dragged |
| 4 grabbed   | 5 hurried | 6 coughed |

6 Focus students on the story beginning in the exam task in Ex 7. Put them into pairs to answer the questions and come up with ideas for a story. They don't have to agree, just think of ideas. When finished, ask students to either work alone or with their partner and decide which ideas or words/phrases to use in their story and the order that they will include them. You could ask students to work with a new partner and explain their plans to each other. They can then provide feedback and suggest ideas.

### Answers

Students' own answers

### EXAM TASK

For guidance on marking Writing Part 2 Story, please refer to the Writing success criteria on pages 159–160.

7 Focus students on the exam task and give them time to read it. Refer students to the Exam reference on page 17 if necessary. Students could write their story in class, or for homework. Remind them to write around 100 words and to use their plans and the descriptive words/phrases in Ex 5 to help them.



**Example answer**

Marcos woke up feeling really confident about the day ahead. He and his band had made it into the final of a local Battle of the Bands competition. He was optimistic that they could win.

When Marcos got on stage that evening, his confidence had increased. He had heard all nine other bands. 'We're better,' he whispered to his band mates. They started playing immediately. Marcos grabbed the microphone and opened his mouth to start singing. Unfortunately, the words didn't come out. He had forgotten them completely.

He stood with his mouth open for several seconds, then he eventually remembered them. He knew it was too late though. The damage had been done.

- 8** Put students into pairs and ask them to swap stories. They should read their partner's story and focus particularly on the use of descriptive language. When finished, they should discuss the questions. Encourage students to edit their emails before you look at them and provide feedback.

**Answers**

Students' own answers

**Cooler**

On the board, write *describing a person, describing movement and describing speech*. Students work in pairs and brainstorm as many words/phrases for each category as possible in five minutes (e.g. *a tall, short, slim, well-built person; walk slowly, fast, quietly, hurriedly; speak calmly, cry quietly, scream loudly*). When finished, elicit ideas from around the class.

**Extra practice****EXAM TRAINER** | pp49–50

For further practice of the skills presented in this lesson for Writing Part 2 and additional strategies and skills to improve performance in the exam, we recommend students complete Strategies and skills Exs 5–11 on pages 49–50 of the B1 Preliminary Exam Trainer. Once completed, they can attempt the exam task on page 50, either in class or as homework.

There is a full practice exam included on pages 88–110 of the B1 Preliminary Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Writing Part 2.

**Review | Units 1–6** pp57–58**AIM**

- To revise grammar and vocabulary covered in Units 1–6.

**Digital resources**

- Presentation tool pp57–58

Ask students to complete the exercises, then check answers as a class. Alternatively, set the exercises as a homework activity and check answers in the next class. Note that these exercises are designed to review the language in Units 1–6, as well as provide additional exam practice. For that reason, some of the tasks may test a language point more than once, which is unlikely to happen in the exam.

**Answers**

- 1 1 trying on 2 unable 3 imagination 4 about  
5 match 6 rely 7 change 8 incorrect
- 2 1 C – C is the only word which fits the meaning of changes past and present.  
2 A – A is the only word which fits the meaning of the sentence.  
3 A – A is the only word which fits the meaning of the sentence.  
4 B – B is the only adjective which collocates with *on*.  
5 A – A is the only word which fits the meaning of the sentence.  
6 D – D is the only word which is followed by *with*.
- 3 1 was 2 were  
3 hadn't 4 was  
5 didn't/can't/couldn't 6 were  
7 do 8 are
- 4 1 for 2 where 3 could 4 were  
5 like 6 are
- 5 1 difficult 2 trust 3 depressed 4 depends  
5 disturbing 6 cares 7 glad 8 shouting
- 6 1 B – B is the only one which collocates with *give*.  
2 B – B is the only one which describes the action of taking home the cup after winning a tournament.  
3 C – C is the only one that describes the act of celebrating a win.  
4 C – Only C collocates with *negative*.  
5 D – Only D is in the correct form and fits the meaning of the sentence.  
6 B – Only B fits the meaning of the sentence.
- 7 1 ~~than~~ as  
2 ~~funnier~~ funniest  
3 ~~who~~ whose  
4 ~~never have~~ have never  
5 ~~make~~ made  
6 ~~the~~ longest time  
7 ~~Do you read~~ Are you reading  
8 ~~more good~~ better
- 8 1 has 2 used 3 as 4 whose 5 a 6 more