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GOLD experience

2ND EDITION

TEACHER'S BOOK

A1

Pre-Key for
Schools

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Come in

VOCABULARY 1

things in a room, prepositions of place

READING

topic: a birthday party – story

skill: using photos to understand a text

task: sentence completion

GRAMMAR

there is/there are (+ some/any)

have got

VOCABULARY 2

the home

LISTENING

topic: homes around the world

skill: choosing the correct picture

task: multiple choice (pictures)

SPEAKING

topic: phone conversations

skill: using appropriate levels of formality

task: make a phone call

WRITING

topic: favourite things

skill: using capital letters

task: make a personal profile

SWITCH ON

video: tiny house tour

project: tiny house presentation

Lead-in SB p11

As students enter the classroom, make a point of saying *come in* which is the unit title.

Magnify the quote on the Presentation tool, if using, or write the quote on the board for students to read. Check they understand the words: *room, special* and *world*.

- 1 Direct students to the photo and ask them to work in pairs to find the words in the box in the photo.

extra: whole class

As an extension, ask students to find out what colour each thing is, e.g. white bed, orange chair. Ask: *What else can you see in the room?* e.g. mat, book, clock, picture, bin, flags.

- 2 Students give their opinion of the room in the photo by selecting one of the emojis (great, OK, boring). Conduct whole class feedback and find out how many students chose the same emojis. Elicit reasons for their answers.

Possible answer

I think the room is great because it has the colour blue. Blue is my favourite colour.

extra

Ask students to work in pairs and talk about their own bedroom at home. Give an example, e.g. *My bedroom is white and yellow. Yellow is my favourite colour. There is a bed, a lamp, a table and a window in my bedroom.* Encourage them to use the words in the list in Ex 1 and to talk about colours.

To start

Write on the board the following anagrams of colours: *dre, nrege, leub, worbn, granoe, clakb, lewoly, wheti, regy*. Point to the first word, cross out the *r* and write it somewhere else on the board. Ask students: *What colour is this?* (Red.) Then cross out *e* and write *e* next to *r*. Cross out the *d* and write it next to *re* to make *red*. Put students into pairs to solve the other anagrams and write down the other colours listed (green, blue, brown, orange, black, yellow, white, grey). If students find this too hard, supply them with the first letter of each colour. Drill the colours chorally, indicating something of each colour if possible, paying special attention to the correct pronunciation of orange /brændʒ/.

If students are preparing for the Pre A1 Starters exam, point out that they will have a spelling task (Reading and Writing Part 3), which involves unscrambling letters to spell words. They will be given pictures for each scrambled word.

Power up

1 Ask: *Do you like your bedroom? Why?* Less confident students may respond to first part of question alone with *Yes/No*. Encourage more confident students to give reasons, e.g. *Yes, because it's green / big / nice / my room!*

Drill the words in the box, pointing out the *bed covers* and *mat* in the picture on page 11, and pointing to curtains, wall, floor in the classroom. checking students know how to say curtains /kɜːtnz/ correctly. Direct students to the question: *What colour are these things in your room?* and ask: *What colour are your curtains?* Elicit some responses, e.g. (Blue. / My curtains are blue. / I don't have curtains.) Ask: *What colour is your mat?* (e.g. Brown and white. / My mat is brown and white. / I don't have a mat.) Get two stronger students to write up these two questions on the board, aided by the rest of the class. Put students into pairs to ask their partners what colour the things are.

Possible answers

My bed covers are blue and purple. My curtains are green. My floor is grey. I don't have a mat. My walls are white.


extra: fast finishers

Encourage fast finishers to ask about other items, using the list in Ex 2 for ideas.

things in a room

2 Direct students to the list of things. Ask: *Where is the bin?* And get students to find it in the photos, then write the letter next to the word. Ask students to match the remaining things with the photos then compare their answers in pairs. Don't check the answers at this point as they will be checked in Ex 3.

A lamp B desk C pictures D cushions E TV
F shelf (shelves) G noticeboard H clock I mirror
J bin K laptop L wardrobe

3  1.1 Play the recording for students to check their answers to Ex 2. Play the track again, pausing the recording for students to repeat the words.

A lamp B desk C pictures D cushions E TV
F shelf (shelves) G noticeboard H clock I mirror
J bin K laptop L wardrobe

4 Students make a list of things in their room from Ex 2. They will need the list for Ex 5 and Ex 7.

Possible answer

bin, desk, lamp, mirror, pictures, shelves

5 Go through the instructions and example. In pairs, students take turns to tell their partner about an item in their room and what colour it is (using their list from Ex 4).

Possible answer

My bin is grey.
My desk is brown.
My lamp is red.
My mirror is white.
My pictures are blue, green, red and yellow.
My shelves are black.

prepositions of place

6 To demonstrate and drill the prepositions in Ex 6, use a prop appropriate for your cohort, such as a teddy bear, a ball, or a pen, with a box. For example, hold the prop above a box, and say *above, the ball is above the box* and chorally drill *above*. Move the ball in relation to the box and repeat with the other prepositions. Direct students to the artwork in Ex 6, and ask students to write a sentence with each, while you circulate to provide assistance. Go through the answers with the class.

extra: project

Students make a poster showing the prepositions of place in panels similar to the artwork listed using their own interests, e.g. a football and a school bag, or a dog and a bed. Each picture should be labelled with the preposition. Alternatively, for a shorter activity, divide the prepositions amongst the class, and ask each student to prepare a picture demonstrating one preposition. Display these in the classroom.

- 1 The cat is in the bag.
- 2 The cat is on the chair.
- 3 The cat is under the chair.
- 4 The cat is next to the chair.
- 5 The cat is above the chair. / The cat is on the shelf.
- 6 The cat is behind the bag.
- 7 The cat is in front of the bag.
- 8 The cat is near the chair.
- 9 The cat is between the bag and the chair.
- 10 The orange cat is opposite the grey cat.

Ask a student to give you their list, and demonstrate asking some questions about items on it, e.g. *Where's your lamp?* (It's on the desk.) Students do the activity in pairs.

Possible answer

A: Where's your TV? **B:** It's on the table.

B: Where are your pictures?

A: On the wall and on the shelves.

A: Where is your laptop? **B:** It's in my bag.

extra: whole class

Get one student at a time to go up to the board and write a word at a time to make a sentence about something in the classroom.

e.g. Student 1 – The
Student 2 – board
Student 3 – is
Student 4 – behind
Student 5 – the
Student 6 – teacher's
Student 7 – desk.

Then, get students to sit in groups in circles. Each student starts with a piece of paper and writes the first word of a sentence, then passes it to the next student who has to write the next word, and so on. When the sentences are complete, ask students to read them out to the group.

game on

Ask students to read the example, and underline the structure *Is it a ... on ... a ... ?* on the Presentation tool, if using, or write up the prompt on the board.

Demonstrate the game. On the board, very quickly and roughly draw a TV on a shelf. Ask: *What's in my picture?* and elicit guesses using the structure. Students then play with a partner, and then play again with a new partner.

Fun footer

Read the fun footer with the class. If you have the facilities, show a picture of Buckingham Palace. Ask them to guess how many bathrooms there are (seventy-eight).

To finish

Play this game with the whole class. Call out sentences for students to draw in 20 seconds, e.g. *Draw a cat on a bed.* Then ask students to show their partner to check they have drawn the correct preposition. If students have coloured pencils or pens each, add a colour element, e.g. *Draw a blue bag next to a brown chair.* Students could say their own sentence for a partner to draw.

Presentation tool: Unit 1, Vocabulary 1
Workbook / Online Practice: p8
Grammar reference: SB p116
Extra Practice App

READING SB p13

To start

Write up the following puzzles on the board and put students in small groups to solve them. Students should write the answer on a piece of paper and race it to you. The first group to get all correct wins.

1 JFMAMJJ 2 MTWTFSS 3 OTTFSS

1 January, February, March, April, May, June, July

2 Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

3 one, two, three, four, five, six, seven

Power up

Direct students to the pictures and ask them to work in pairs to see how many things they can name in the room using the words from the previous lesson, e.g. *lamp, door, mat, bin*. Point to the *box* in the picture B, and the *key* in picture C, and see if students know these words (or teach them). Demonstrate two sentence forms students can use to make sentences about the room, e.g. *This is a key. The key is yellow.* Students work in pairs and take turns making sentences.

Possible answer

This is a mat. The mat is grey. This is a table. The table is brown. The walls are grey. This is a picture.

skill tip

Read the tip with the class. Point out that students can use this as a useful strategy when reading books and in the exam if they take one. Tell students it is best to look at the pictures first to work out what the story is about before reading the text.

Go through the instructions with the class. Then give students time to read the story and answer the questions. Clarify unknown vocabulary as necessary, e.g. *escape, special, secret, instructions, lock (verb)*. If students haven't guessed where they are, tell them that it is an escape room – a special room which is a puzzle and you have to solve clues to escape.

1 There are three children. 2 Joanna (Jo), Kate and Ben
3 They're in an escape room.

exam task: A1 Movers Reading and Writing Part 5

In the A1 Movers Reading and Writing Part 5 exam task, there are two examples and seven items. The text is a continuous narrative.

Direct students to the instructions and the example. Students complete the sentences individually then compare in pairs before checking as a class.

- 1 (birthday) party (Ben and Kate are at her **birthday party**. *HAPPY BIRTHDAY, Jo!* The party is in an Escape Room.)
- 2 the bin (Jo: *There's a message in **the bin**.*)
- 3 box (Ben: *Here's the **box** – look!*)
- 4 a key (*The **key** is for the box under the bed.*)
- 5 on (Ben: *Under the mat **on** the floor.*)
- 6 door/secret door/escape door (Kate: *Yes, there is a **door!** It's the escape door!*)

4 Go through the instructions as a class, then direct students to the first word *birthday*. Ask students to find it in the text (line 1) and elicit the object it goes with *party*. Ask students to complete 2–5 by finding the words in the text. Conduct whole class feedback.

- 1 birthday party 2 secret door 3 big puzzle game
4 special room 5 red picture

Speak up

5 Elicit some responses to the first question, encouraging stronger students to give a reason. Then ask students to ask and answer the questions in pairs. Elicit some other fun party ideas.

Possible answers

Yes. / No.

Yes because I like puzzles. / I like escape rooms. / There are friends at the party.

Pizza parties are fun. / Parties at the swimming pool are fun. / I like parties at home.

extra

Put students into groups of four to read the dialogue aloud like a play, taking the parts of Jo, Kate, Ben, and the narrator (who reads the introduction sections to A and C). Circulate assisting with any queries about pronunciation but focusing on fluency and confidence rather than perfection. Encourage them to use expression to convey the story. If there are recording devices (e.g. student mobile phones) available, students could record the dialogue and listen back. They could make some sound effects, like the papers rustling and the box opening.

Fun footer

Read the fun footer aloud. Ask: *Are there escape rooms in this country? Have you been to an escape room?*

To finish

In front of the class, make a show of writing a secret note on a piece of paper, (e.g. *Well done!*), and folding it up so that the message cannot be seen. Ask for three volunteers to be the secret agents and indicate for them to briefly wait outside the classroom. With the remaining students, negotiate a hiding place for the secret note with the class to hide the note, e.g. behind the curtain. Invite the secret agents back into the class. The secret agents stand at the front of the class, and take turns to guess where the secret note is hidden, using prepositions, e.g. *Is it in the cupboard? Is it on the TV? Is it under Sam's chair?* Indicate the class should chorally respond yes or no. The first secret agent to guess the place correctly, is allowed to retrieve the note and read it. If after three guesses each, the secret agents have not guessed correctly, then the class is the winner. Repeat with other students as the secret agents if time allows.

Presentation tool:	Unit 1, Reading
Workbook / Online Practice:	p9
Photocopiable activity:	1A
Grammar reference:	SB p116
Extra Practice App	

To start

Tell the students that you are going to give them a puzzle to solve and they should listen carefully. Read the puzzle twice. There are ducks in front of two ducks. There are two ducks behind two ducks. There are two ducks in between two ducks. How many ducks are there? Ask students to whisper to a partner what they think the answer is, then elicit guesses. (Answer: There are four.)

alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

explore grammar

→ SB p116

1 Direct students to the first sentence and elicit the correct alternative (s) and why (there is only one desk). Go through the answers with the class, and as you do, elicit a reason for each answer. Ask students to underline the words *a*, *any* and *some* in sentences 1–4, and see if students can work out a rule of why each word has been used in each case (*a* is used after *is / isn't*, *any* is used after *aren't*, and *some* is used after *are*). For more detailed notes, refer students to page 116 and go through the notes with the class in the left column. Try to add some examples from your own classroom.

extra: fast finishers


Write up these two additional items for Ex 1 on the board for fast finishers.

There's / are some boxes under the bed in Ed's room.
There isn't / aren't a laptop in May's room.
(answers: 3 are 4 isn't)

- 1 There's (desk is singular)
- 2 isn't (bin is singular)
- 3 aren't (pictures are plural)
- 4 There are (cushions are plural)


watch out for

Check students are clear that *some* is used in positive sentences and *any* is used with negative sentences and questions.

2  1.3 Give students a moment to read the sentences, then play the recording. Elicit the answers, then play the recording again for students to notice the pronunciation, especially of *isn't* and *cushions*. Give students a moment to practise reading the sentences aloud, focusing on pronunciation.

We hear sentences 2, 3 and 5.

- 2 There is a bed next to the window.
- 3 There isn't an iPad on my desk.
- 5 There are lots of cushions on the end of my bed.

3  1.4 Play the recording for students to listen and notice the pronunciation of the highlighted words and letters. Elicit what they noticed (e.g. *are* is unstressed, pronounced (/ə/), and the 's is pronounced /z/ and *There's* is one syllable). Play it again for students to listen and repeat.

4 Read through the instructions with the class. Put students into pairs for the activity and ask them to decide who will write about each picture. Circulate while students write their questions, checking the questions are correct.

alternative

Organise students into pairs then assign each pair either picture A or B. Students in a pair work together to write three questions about their assigned picture, but both students need to write out their own copy of the question. Then organise students into new pairs of one student who has prepared question for picture A and one for B, to ask and answer the question.

Possible answer

Questions about picture A

Is there a dog on the chair?

Are there any books on the shelves?

Are there any drinks on the table?

5 Students keep the same pairs as Ex 4 and ask and answer their questions. Ask each pair to share one of their questions and answers for the class (or if you have a very large class, ask a few students to do so).

Possible answer

Questions about picture A

A: Is there a dog on the chair?

B: No, there isn't. There's a cat on the chair!

A: Are there any books on the shelves?


B: No, there aren't.

A: Are there any drinks on the table?

B: Yes, there are.

exam task: A1 Movers Speaking Part 1

In the A1 Movers Speaking Part 1 exam task, the pictures are a little less cluttered, so each difference is very clear and easy to spot. Above-level language is never required to describe any of the differences. The interaction here is between two students, which is useful in the classroom, but in the A1 Movers exam the interaction is between one candidate and an examiner.

6  Make sure students understand *differences*. Read the example, and elicit a way to complete the sentence, e.g. ... *it's behind the chair*. In pairs, students should take turns to describe differences. Elicit some differences from the class and write them on the board (if there are errors, acknowledge the part that is correct, and remodel correct version, e.g. Student: *There are popcorn on the table*. Teacher: *There is popcorn on the table*.)

Possible answers

In picture A there are some computer games on the shelves, next to the TV. But in picture B the games are on the floor.

In picture A there's a lamp next to the TV, but in picture B it's behind the chair.

In picture A there's popcorn on the table, but in picture B it's on the floor.

In picture A there is a grey cat on the chair, but in picture B the grey cat is under the table.

The order of answers doesn't matter. Your sentences can be different, as long as you find four things and explain what you think about each one. E.g. you could say *This cat is happy. But now it isn't happy. The popcorn is on the table, but now it isn't on the table. This thing (if you can't remember the name) is next to the TV, but now it's near/behind/next to the chair.*

Speak up

7 Direct students to the instructions. Ask a few students the example question and some similar questions, e.g. *Are there books in your bedroom? Is there a TV in your room?* Ask students to write two similar questions while you monitor for accuracy. Students ask and answer the questions in pairs.

Possible answers

A: Are there posters in your bedroom?

B: Yes, there are.

A: Is there a laptop in your bedroom?

B: No, there isn't.

To finish

Finish with another puzzle, e.g. *In a house, there are two fathers and two sons. How many people are there in the house?* (Three: a grandfather, father, and son. The father is also a son.)

Presentation tool:

Unit 1, Grammar

Workbook / Online Practice:

p10

Grammar reference:

SB p116

Audioscript:

SB p144

Extra Practice App