

LBRIS

We know
books

GOLD experience

2ND EDITION

A2

Key for
Schools

TEACHER'S BOOK

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1

My time

READING

topic: teens with interesting hobbies

skill: reading a simple text and
extracting factual detail

task: matching

GRAMMARpresent simple
adverbs of frequency
*much/many***VOCABULARY**free time
verbs to nouns
free time collocations**LISTENING**

topic: cooking day at a local café

skill: listening for specific information

task: gap-fill

SPEAKING

topic: free time

skill: talking about likes/dislikes and
what you're good attask: ask and answer questions about
free time**WRITING**

topic: clubs

skill: writing invitations

task: an email (invitation)

SWITCH ON ▶

video: magic camp

project: tricks research

Lead-in SB p11

Ask students to look at the photo and elicit what they can see. Pointing to the people in the photos, ask: *What are they doing?* Elicit *having fun, hanging out, talking*. Write these words on the board.

Ask a student to read the unit title *My time*. Ask the students: *What does this mean?* Elicit a few answers, e.g. *It's time for myself, It's my free time*. Ask another student to read the quotation: *I love to hang out with my friends*. Tell students what you do in your free time, e.g. *In my free time I like sitting on the sofa with my dog. Sometimes I like to read a book or watch TV*. Ask a strong student: *What do you do in your free time?* (e.g. *I like going to the cinema with my best friend. I like hanging out at the park with my friends*). Write any new and interesting vocabulary on the board.

Read the first question with the class. If you think it will help, elicit things you can do *inside* and *outside* and check students' understanding of *alone* by asking: *If you are alone, are you doing something with your friends?* (No.) Put students into pairs or groups of three to discuss the questions. Go around the class, listening to students and noting down any difficulties they have. Do not interrupt students during the activity but provide help if necessary. Elicit answers from different pairs and write any interesting vocabulary on the board for students to note down.

Possible answers

- 1 I like spending my free time outside if the weather is nice because we spend a lot of time inside at school and at home.
- 2 I like spending my free time with my friends because you can do more with a friend. You can go to the cinema or to a café. You can't do these things on your own.

To start

Mime an activity for the class and ask: *What am I doing?* e.g. throw a tennis ball up in the air and serve. Elicit: *You're playing tennis.* Put students into groups of three or four. Students take it in turns to mime an activity for the other students to guess. Students get one point for each activity they correctly guess in English. Now say: *Your turn.* Allow 2–3 minutes for this activity. At the end of the activity, elicit which student had the most points in each group. (Note, if this is a new class, this will be a simple way to determine the stronger students in the class, who may help in eliciting target language.)

Power up

Tell students that the topic of this lesson is interesting hobbies. Ask students to keep their books shut so they are not distracted by the photos. Students can stay in the same groups as the *To start* activity. Nominate one student in each group to write. Tell students they have one minute to think of and write down as many free time activities as possible. At the end of the minute, elicit activities and write any new words on the board for students to record.

Possible answers

gaming, eating out, swimming, cycling, skateboarding, hanging out, surfing, rollerblading, ice skating, playing football, playing basketball, doing karate, etc.

2 Ask students to open their books. Draw students' attention to the photo at the bottom of the page and elicit the activities it shows (basketball, judo/karate, handball/netball/volleyball, tennis, cycling, swimming, baseball, football). Record any new words on the board. Then put students into pairs for the activity. Elicit any language students might need for agreeing and disagreeing, e.g. ask a student: *Do you like ... ?* Elicit a reply, then say: *I like ... too./I don't like it either./Me neither.* Write these on the board if you think it will help students during their activity. After the activity, elicit some answers from different pairs.

Possible answers

- A: I don't like swimming. I'm not very good at it. How about you?
B: Me neither! I really don't like being cold and wet.

extra

Using the list of activity words on the board from Ex 1, add more words if necessary to make at least ten activities. In their groups from Ex 1, ask students to put the words in order from their favourite activity (1) to the one they like the least (10). Tell students that the list should reflect the group as a whole. At the end of the activity, elicit the groups' lists and come up with one single list for the class.

Read on

3 For lower level students, you could elicit the names for the things in the photos before students start the activity (1 bats, 2 art, 3 video games/gaming). Read the title of the magazine with the students and ask what they think the text is about (three teenagers' free-time activities). Check students' understanding of *be into* (to like something). Give students one minute to quickly read the texts and match them to the photos.

1 B Madison 2 C Lucy 3 A Alessandro

4 Read the headings in the table with the class. To check understanding ask: *What's my family name?* Also draw students' attention to *main hobby*. Say: *My main hobby is swimming. Do I have one hobby?* (No.) Students can do this activity in pairs. After the activity, go through the answers with the class and ask students to read out the part of the text where they found the answer.

first name	family name	country	main hobby
Madison	Miles	US/America	watching and talking about bats
Alessandro	Palmarini	Scotland	gaming/playing video games
Lucy	Deegan	Ireland	painting and drawing/art

exam tip

Go through the exam tip with the class. Ask students why we underline the important words (this helps us find them quickly in the text). Look at question 1 in Ex 5. Elicit the important words in the question (*hobby, other countries, sometimes*). Tell students that sometimes they will be able to find the same words in the text, but sometimes they will be different. Ask students for another way to say 'other countries' (different countries). Do the same with question 2 (wins cash, competitions). Ask students for another word for cash (money). Ask students to underline the important words in the remaining questions in pairs, then check as a class.

exam task: matching

In the Cambridge A2 Key for Schools exam the reading task does not have a detailed lead-in. Here there is a lead-in to interest and engage the students.

5 e Explain to students that this is an A2 Key for Schools exam-style task so they need to do the task on their own. In the exam, students have eight and a half minutes in which to underline the important words, do the task and check their answers so don't give them any longer than seven minutes for the matching here. Fast finishers can underline the parts of the text where they found the answers. Go through the answers with the class and ask the fast finishers to read out the section that contains the answer.

- 1 B Alessandro (Sometimes he plays video games in different countries, like Germany and the USA; Lucy shows her paintings in other countries, but she doesn't paint there.)
- 2 C Lucy (she wins prizes for her art and sometimes the prize is money.)
- 3 A Madison (She travels with her dad giving talks about bats.)
- 4 A Madison (She wants other people to be interested in bats.)
- 5 B Alessandro (He plans to make a career of gaming.)
- 6 C Lucy (Her mum works as an artist.)
- 7 B Alessandro (his basketball team)

Sum up

- 6 Put students into groups of three and ask them to each choose one person from the text to write about. Point to a strong student in the class and ask them where he/she is from, e.g. *I'm from Barcelona*. Then ask the class: *Where is Marcel from?* = *He's from Barcelona*. Do the same with hobbies, then ask groups to continue in the same way with the people from the text.

Madison is from America/the USA. She likes bats/watching bats/talking about bats.

Alessandro is from Scotland. He likes gaming/playing video games.

Lucy is from Ireland. She likes painting and drawing/art.

alternative: mixed ability



For classes with different abilities, arrange students into groups of a similar level: lower level students can use the text to help them, otherwise ask students to cover the text and try to remember the information. Higher level students can incorporate questions to ask and answer, e.g. *Where is Madison from? She's from America/the USA*.

Speak up

- 7 If you still have some hobbies written on the board from Ex 1, elicit some positive opinion adjectives to describe each one (e.g. *amazing, better, brilliant, cool, different, great*). Then find some activities that students don't like and do the same for some negative adjectives (e.g. *boring, difficult, hard, terrible*). Write the adjectives on the board for students to use in their speaking.

Ask for a show of hands for who doesn't think Madison's hobby is interesting. Ask one or two students: *Why not?* and elicit ideas. Ask students to continue in pairs for a few minutes while you go around the class and note any good use of language to elicit during class feedback.

Model answer

I think Madison's hobby is interesting because bats are interesting animals.

Fun footer

Read the footer with the class and ask students: *Is this true?* Give an example for when time flies for you, e.g. visiting family in your country. Then ask students to give examples of when time flies for them (e.g. playing in a football match, at a party).

To finish

This activity can be done sat down in groups or as a circulation activity around the class.

Put students into groups of four and give each group a piece of A4 paper to fold and tear until they have eight pieces of paper – demonstrate with your own piece of paper.

Ask the groups to write a hobby or activity on four of the pieces of paper and (pointing to the adjectives on the board) four adjectives on the other four pieces. For more advanced classes, the groups can then swap bits of paper with another group.

Students can stay in their groups and place their two word sets face down on the table. They then take it in turns to pick up a card from each pile and make a sentence with the activity and the adjective. When students have all had a turn, the game could be continued by shuffling the cards to create different combinations.

For more advanced classes, students can take an activity card and an adjective card each and go around the classroom. When they meet someone they should try to make different combinations of the sentences using the words on their cards. When they have finished, they can move onto the next student. Continue the activity for as long as time permits.

To prepare for the Grammar lesson, ask students to complete Ex 1 on page 14 of the Student's Book for homework, and to read the Grammar reference on the present simple and adverbs of frequency on page 128. Also share with them a link to the PowerPoint Grammar Presentation on the present simple and adverbs of frequency. Tell them to write down any questions they have, and say that you will go over these in the next lesson.

Presentation tool:

Unit 1, Reading

Workbook / Online Practice:

WB p8

Extra Practice App

GRAMMAR

We know
SB p14ks

To start

Tell students a false statement about your weekend, e.g. *On Saturdays, I get up at 8 o'clock and have curry for breakfast* and write it on the board. Ask students if they think that is true or false, then erase the false part from the board. Then say a true statement, e.g. *On Sundays, I take my dog for walk.* Ask again if students think it's true or false. Ask a strong student to say a true or false sentence about their weekend for the class to guess if it's true or false.

Ask the class to write down two sentences each about their weekends and then work in pairs to guess if their partner's sentences are true or false. Then elicit some sentences and write any good examples on the board.

alternative

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

explore grammar

→ SB p128

1 If you used the flipped classroom approach at the end of the last lesson, elicit answers to the exercise and go over any questions students have from the Grammar reference section or from the PowerPoint grammar presentation if you used it.

If you didn't use the flipped classroom approach, go through example sentences 1 and 2 with the class. Read sentence 1 to the class and ask them: *Do I always have two brothers or sometimes?* (Yes, always.)

Next ask students to look at sentence 2 *Dan usually goes to bed at 9 p.m.* Ask *Does Dan go to bed at 9 p.m. only on Mondays and Tuesdays?* (No.) Now read grammar rules A and B with the class and ask them to match them to the sentences or do it as a class. Ask a few students: *Tell me something that is always true for you and elicit some ideas, making sure that they are giving examples of permanent situations, not routines, e.g. I live in an apartment.* Write one of the examples on the board and ask the class how to change it into a question (add *do/does*). Write the question on the board, then follow the same process with the negative form.

Draw the adverbs of frequency line on the board as it is shown in the Student's Book. Make the line as long as you can. Ask a student to read out all the words below the line in the book and write them along the line on the board. Elicit from the class something we do every day, e.g. *clean our teeth.* Write *I brush my teeth.* above *always* on the line, then elicit from the class where we write *always* (before the verb). Draw students' attention to E in the grammar box and ask a student to read. Continue by eliciting something they *never* do and write this above 0% on the line, e.g. *I never drive a car.* Next tell students something you *sometimes* do, e.g. *I sometimes eat in a restaurant.* Elicit examples from students for the other adverbs of frequency on the line and write them on the board in the correct place.

1 A 2 B

watch out for

Some students will forget to add the final -s for the third person singular *he/she/it*, e.g. *He plays tennis every day.* Monitor and correct this.

extra

Put students into groups of three and ask them to take turns to challenge each other to say sentences using the adverbs of frequency on the board. Students get one point for saying the sentence correctly and another point if they can correct another student's incorrect sentence. Demonstrate with a strong group and invite a student to pick an adverb of frequency:

Student A: Make a sentence with *not usually*.

Teacher: *I not usually go swimming on a school day.*
Is that correct?

Student C: No, that's wrong. It's *I don't usually go swimming on a school day.*

2 **1.1** Ask students to read the questions and underline the important words: *Do you have a lot of free time? Who do you often spend your free time with? What do you do in your free time?* Ask students to look at A-C and elicit for each one what kind of things they might hear. (A the speaker has a lot of time/doesn't have a lot of free time; B people – some names; C activities, hobbies). Give students time to watch or listen, then elicit answers.

C

3 **1.2** Ask students to listen (or watch) a second time and complete the sentences with the words they hear. With weaker classes, pause the recording after each speaker to give students a chance to write the answer.

1 play, have 2 watch, take 3 dance 4 go, play
5 play, do 6 sing, play

4 Less able students can do this activity in pairs, otherwise ask students to complete the paragraph on their own.

1 play 2 love 3 doesn't like 4 goes 5 spend
6 doesn't come 7 stays 8 watch

extra: fast finishers

Ask fast finishers to look at questions 6 and 7 again and add a suitable adverb of frequency before the verb (e.g. 6 usually (never is more complicated); 7 always/usually).

5 Ask for a volunteer to draw a kite on the board to check students' understanding of 'kite' or point out the picture at the bottom of the page. If necessary, remind students where the frequency adverb comes in the sentence (before the main verb). Students do this activity alone or in pairs. Tell them to refer to the explore grammar box if they get stuck. Go around the class, monitoring and providing help where needed, then check the answers as a class.

- 1 Where do you usually fly your kite?
- 2 When do you usually do it?
- 3 Do you often fly kites with friends?
- 4 Do you sometimes enter competitions?
- 5 Do you always practise a lot before a competition?

6 Allow students 2–3 minutes to talk, then elicit ideas from pairs. Ask students to tell you one thing their partner does at the weekend. Check students are using the third person auxiliary *does* correctly and correct where necessary.

Possible answers

I always watch TV with my big brother. I usually go to the shops with my friends, but I never buy anything. I sometimes go swimming on Sundays.

alternative: mixed ability

Put students of similar abilities together. Ask students at a higher level to also incorporate the question form and negative form into their conversations and use the full range of adverbs of frequency from the grammar box.

Fun footer

Ask students if they know how fast cars drive on the road (up to around 110 km/h) to give them an idea of the speed of 193 km/h.

extra

If your students have access to the internet in class, ask them to find three interesting facts to share with the rest of the class. Two should be true and one should be false. Put students into two teams for this activity and split each team up into three to find a fact each. Elicit words students can put into the search engine to find interesting facts, (e.g. interesting science/nature/teen fact). Give teams four minutes for this part of the activity. Monitor groups closely and provide help where needed, then come together as a class. Teams take turns to read out their facts for the other team to guess which two are true and which one is false.

To finish

Ask students to look at the interview in Ex 5 again. Put students into pairs and ask them to tell each other their favourite hobby. They then take turns to interview each other using the questions from Ex 5. Point out that a student might answer 'no' to question 4 so in that case, their partner won't need to ask question 5.

To prepare for the Vocabulary lesson, you might like to tell students that they can bring objects or photos related to their hobby into class to show the other students during the Speak up activity.

Presentation tool:	Unit 1, Grammar
Workbook / Online Practice:	WB p9
Grammar Reference and Practice:	SB pp128–129
Audioscript:	SB p151
PowerPoint Grammar Presentation:	Unit 1, Grammar
Extra Practice App	

VOCABULARY

SB p15

free time

To start

Elicit the seven adverbs of frequency from the Grammar lesson and write them in a list on the board. Ask students to work in pairs to find one thing they do for each of these words.

Demonstrate with a strong pair, e.g. *always* – Student A: *I always have a shower in the morning.* Student B: *Me too.* Elicit: *We both always have a shower in the morning.* Ask students to continue in their pairs for each of the adverbs. At the end of the activity, elicit some ideas from the class.

1 Direct students' attention to the picture and elicit what they can see. Put students into pairs to match the verbs to the people. Tell them to match the ones they are sure about first, then guess any which are left. You could suggest that students write the verbs into the picture to help them in the listening activity in Ex 2. Elicit answers around the class.

A paint B fish C read D camp E dance F bake
G draw H sing

2  1.3 Tell students to listen to six of the people in the picture talking. Remind them to listen out for the words from Ex 1 to help them choose the right person. Tell them to write the correct letter next to each name. Play the recording twice, then check answers around the class.

1 D 2 C 3 G 4 F 5 H 6 B

explore language

Read through the explore language box with the class. Ask students to find another verb from Ex 1 where they need to remove the silent -e at the end of the verb (*dance* – *dancing*).

3 Ask students to complete the activity on their own, then check their answers with a partner. If they have any answers which are different, they should look at the question again and try to decide together which answer is correct.

1 drawing 2 dancing 3 painting 4 singing 5 baking

4 Students can complete this activity in pairs or individually. Check answers with the class. Elicit the third person singular form for *watch* (*watches*) and elicit an example from the students. Ask which other verb in Ex 4 has the same third person ending (-es) (*go* – *goes*).

listen: to the radio
watch: cartoons, YouTube videos
play: cards, the guitar, video games
go: on a sleepover, to the cinema
collect: comics