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books

GOLD experience

2ND EDITION

TEACHER'S BOOK

A2+

Pre-Preliminary
for Schools

| | |
|---|----------------|
| Introduction to Gold Experience 2 nd Edition | 4-7 |
| Course components | 5-6 |
| Teaching pathways | 7 |
| <hr/> | |
| Unit walkthrough | 8-12 |
| Student's Book unit | 8-11 |
| Workbook unit | 12 |
| <hr/> | |
| Classroom teaching ideas | 13-22 |
| How to teach for exams | 13-15 |
| How to flip the classroom | 16-17 |
| How to encourage independent learning | 18-19 |
| How to present grammar | 20 |
| How to teach with projects | 21 |
| How to teach with Readers | 22 |
| <hr/> | |
| Starter All about me | 23-25 |
| Unit 1 There's no place like home | 26-37 |
| Unit 2 Try something new | 38-49 |
| Unit 3 Read all about it | 50-62 |
| Unit 4 Live and learn | 63-75 |
| Unit 5 Get the look! | 76-88 |
| Unit 6 The great outdoors | 89-102 |
| Unit 7 Food for thought | 103-115 |
| Unit 8 Getting away | 116-129 |
| Unit 9 What's your idea of fun? | 130-142 |
| Unit 10 Let's celebrate! | 143-149 |
| <hr/> | |
| Switch on videoscripts | 150 |
| <hr/> | |
| Workbook answer key | 154 |
| <hr/> | |
| Speaking: success criteria | 165 |
| <hr/> | |
| Writing: success criteria | 168 |
| <hr/> | |

1 There's no place like home

IBBIS

We know books



There's no place like home

READING

topic: growing up happy
skill: finding specific information
task: identify correct sentences

GRAMMAR

articles
some, any, (how) much, (how) many, all, a little, a few, a lot (of)
task: open cloze

VOCABULARY

around town: places and buildings

LISTENING

topic: hanging out with friends
skill: listening for specific information
task: multiple choice (pictures)

SPEAKING

topic: family time
skill: planning what to say
task: describing a photo

WRITING

topic: what makes a place great
skill: note-taking and planning
task: article

SWITCH ON ▶

video: home town performance
project: planning an event

Lead-in SB p9

Ask students to look at the photograph. Ask them to describe what they see, using questions such as: *Where are the two girls? What are they doing? What do you think the relationship between them is? How are they feeling?*

Focus students on the title of the unit, *There's no place like home*. Elicit what it means (that your home is the best place in the world; it's a safe and comfortable place). Ask: *Where is your home? What do you like about it?* Put students into pairs or small groups to discuss this. Ask a few students to share their ideas with the rest of the class.

Read questions 1–3 with the class and ask students to discuss them in groups. Monitor as students share their answers, offering support where necessary. Nominate a student from each group to give feedback.

Finally, read the quote aloud to the class and elicit its meaning (home is the place you feel the most love for, no matter where you are). Ask students: *Do you agree?*

Possible answers

- 1 I live at home with my mum, dad, three brothers, aunt and my dog.
- 2 I think I'm most like my mum because I like talking and spending time with my friends. I'm also very impatient!
- 3 The thing I like the most is that the town where I live is safe and friendly. My parents don't need to worry about me, so I have a lot of freedom.

To start

Tell students one thing you like about the town/city where you live and one thing you don't like. Say something like: *I like the town I live in because it's small and friendly and everyone knows each other. I don't like the town I live in because there aren't very many things to do in the evenings.* Organise students into pairs. Ask them to think of three things they like about where they live (they will have begun this process if they discussed question 3 during the lesson Lead-in) and three things they don't like. Circulate as students do this, prompting and offering support where necessary. Bring the class together and nominate students to report back on their discussions.

Power up

- 1** Focus students' attention on the ten adjectives. Read them aloud around the class, modelling correct pronunciation where necessary. Check students' understanding of the adjectives by asking concept questions, e.g. *If a place is dull, is it an exciting place to be? (No) Is it a boring place? (Yes) If a place is industrial, are there a lot of green fields and quiet spaces? (No) Are there a lot of factories? (Yes)*

Possible answers

My town is attractive. It has lots of nice buildings.
It's lively. There are always people on the streets.
I feel very safe there.

background

In the 1970s, the Dutch government invested a lot of money in improving the cycling infrastructure. This was partly due to the increasing number of accidents on the road, partly for economic reasons and partly also due to worries about the effects that cars were having on the environment.

The Netherlands is now famous for its huge network of cycle paths, which are completely separate from motorised transport, clearly lit and well signposted. Cities are filled with places to park your bicycle and many shops sell garlands of flowers, brightly coloured panniers and other accessories so you can customise your bike to your own personal style. It's no surprise that cycling is such a popular way to travel around in this country.

Read on

- 2** Ask students to look at the photos and ask them to describe what they see. Elicit the following words: *canal, frozen* and *ice-skating*. Collect students' ideas as to what country might be represented in the photographs. Gather as many ideas as possible and encourage students to give reasons for their choices.

The country is Holland / the Netherlands.

- 3** Students check their predictions by reading the first line of the blog. Elicit, if necessary, that Amsterdam is the capital city of Holland. Find out if any of your students have ever been to Holland before and ask them to share their impressions. Elicit that Holland is also known as *The Netherlands* and that the language is *Dutch*.

- 4** If necessary, pre-teach the meaning of the following terms: *only child, independent, cycle path, and skating*. Check students' understanding by asking concept questions, e.g. *Does an only child have brothers and sisters? (No) If someone is independent do they need help with everything? (No) Are they able to do things alone? (Yes) If someone cycles on a cycle path, are they in the same place as all the cars, buses and lorries? (No) Are they on a path which is only for cyclists? (Yes) What time of year do people go skating? (Winter) What do you need to wear on your feet in this season? (Boots)*

Give students a two-minute time limit (or shorter for stronger classes) to read the blog. Point out that students should scan the text quickly, rather than reading for every detail. Explain that scanning is a useful skill to develop, as it can help you to get an idea of what the text is about and what information it contains. When students have matched the paragraphs with the headings, allow them a minute to check their answers with a partner. Then go over the answers as a class.

1 C 2 D 3 B 4 A

- 5** Give students a minute to look through the sentences and allow them to ask questions about anything they don't understand. Then give them a further four minutes to complete the task. Circulate as students do this, offering support where necessary. Emphasise that students don't need to worry if they don't understand a word: the focus is on getting the overall meaning of the text. Check answers around the class.

extra: fast finishers



Ask fast finishers to correct the untrue statements and to share these with the class as you check the answers. (See the answer key for solutions.)

- 1, 3, 4, 6 and 7 are true.
2 Alex and Amy don't live in Holland – they live in England.
5 Lucas says young people in Holland seem less worried about school than his cousins in England.
8 Alex wants to give up because he always has to practise for competitions.

- 6** Explain that language learners often encounter words that they don't know, but it can be possible to guess what a word means by looking at the words which surround it. Tell students that they are going to complete an activity which will help them to develop this skill. Organise students into pairs and challenge them to see who can be the first to match the definitions with the words and phrases in the text which have the same meaning.

Go over the answers together, taking time to model correct pronunciation of any unfamiliar words. As you collect feedback, ask students personalised questions containing the target language in order to aid recall, e.g. *When did you last feel under pressure? Where's your favourite place to hang out with your friends? Do your parents ever give you a lift to school?*

1 (a) lift 2 hang out 3 freeze 4 pressure 5 community
6 open

extra: mixed ability

Ask students who finish early to find one or two other words from the text which they don't know the meaning of. They should underline these words, and try to work out what they mean from their context. They should then check in a dictionary to confirm their guesses. Have them share these with the class. This will help less able students by giving them definitions that they won't have time to look for themselves.

Sum up

7 Give students a minute to read the quotes. Encourage them to check the meaning of any unfamiliar words in their dictionaries or with you. Students should work in pairs to match the quotes with the person (or people) from the text who would be most likely to say them. As you collect class feedback, ask students to explain the reasons for their choice in as full a way as possible. You could also ask them to say who the speaker might be talking to, and why.

- 1 Alex or Amy 2 Lucas 3 Lucas's mum or dad 4 Alex
5 Alex or Amy

extra

Organise students into pairs. Ask them to choose one of the quotes and create a roleplay around it. Nominate a few students to perform their roleplay to the rest of the class.

Possible answer

- A:** Do I have to continue? I've already played for two hours and I'm bored!
B: Well you can take a break, but I want you to practise more tomorrow.
A: But tomorrow's Sunday!

Speak up

8 Organise students into small discussion groups. Focus their attention on the questions and read them together as a class. Circulate as students discuss the questions, prompting where necessary. Bring the class together again and nominate students from each group to report back on their answers. Generate as much vocabulary as possible and write down any new language on the board.

Possible answers

- 1 My life is similar to Lucas' life because I travel everywhere by bike and I don't need my parents to give me lifts. My life is different from Lucas' life because there aren't so many good places to hang out in my town. My life is similar to Alex and Amy's because I get a lot of homework and often have exams too.
- 2 I'm lucky to live where I live because there isn't too much traffic on the road and it's a quiet, safe and peaceful place with lots of beautiful green areas.
- 3 Young people in my town complain that there aren't enough things for them to do and places for them to go when the weather is bad. For example, we haven't got a cinema or an indoor swimming pool.
- 4 I think that Sweden would be a good country for a young person to live in because I saw a TV programme about a day in the life of a Swedish school and it looked really relaxed, fun and interesting.

Fun footer

Read the footer aloud to your students. Ask students to tell you about similar festivals in their own country (or countries they have visited / know something about).

background

King's Day is celebrated every year on the 27th of April. All around the Netherlands, people celebrate the birth of the current king, King Willem-Alexander. There are celebratory concerts and parties hosted all over the country. It is also the one day of the year when you are allowed to sell goods with no permit, so the whole country turns into a colourful flea market.

To finish

Remind students that Lucas mentions a 'report on happiness'. Organise students into groups and ask them to decide on the top three things that make them happy. After two or three minutes, ask students to share their answers with the rest of the class. Encourage them to give reasons for their choices.

To prepare for the Grammar lesson, you could ask students to complete Ex 1 on page 12 of the Student's Book for homework, and to read the grammar reference section on articles on page 126.

Also share with them a link to the PowerPoint Grammar Presentation on articles. Tell them to write down the main grammar points plus 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 pp6-7

Extra Practice App

GRAMMAR SB p12

To start

Check how much students already know about articles by writing the following prompts on the board:

In my town, there is / are ...
I like my town because there is / are ...

Give students three minutes and ask them to complete the prompts with true information. Then nominate a few students to read their answers aloud. Note how well your students are able to use articles, but do not do any explicit correcting at this stage.

alternative

If you haven't already, 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 p126

1 Write the following sentences on the board: *I have a cat and a dog. The cat is called Lily and the dog is called Nero. They both love playing with balls.* Ask your students: *Why do we use a in the first sentence? Why do we use the in the second sentence? Why don't we use a or the in the third sentence? Collect students' ideas around the class.*

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

If you didn't use the flipped classroom approach at the end of the Reading lesson, point out now that *a* and *an* and *the* are called articles. Read the explore grammar box with the class and have students complete Ex 1. Check answers around the class.

1 C 2 E 3 D 4 B 5 F 6 A

2 **1.1** Read questions A–C and nominate a few different students to answer them with their own opinions and knowledge. Then focus students' attention on the instructions. Play the recording once, or twice if necessary. Check answers around the class.

1 B 2 C 3 A

3 **1.2** Give students two minutes to complete the sentences, then play the recording. Go through the answers, asking students to tell you why *the*, *a*, *an* or no article (–) has been used.

1 –, 2 a 3 the, the 4 a, the, – 5 –, – 6 an

4 Focus students' attention on the comments on Lucas' blog. Give them a minute to read the text, and ask questions to check their understanding, e.g. *What are the nationalities of the people who have commented?* (Dutch, English (or he lives in England) and Spanish) *Why does Sanne think that Lucas is lucky?* (He lives in Amsterdam.) *What does Joe agree with?* (English kids are under a lot of pressure at school.) *Why does Ana put her phone on silent?* (Her parents message her too much.) Give students a minute to complete the blog and then check answers around the class.

1 a 2 the 3 the capital 4 an 5 a 6 an 7 English kids
 8 Communication

extra: fast finishers

Ask students to match their answers to both Exs 3 and 4 with one of A–F in the explore grammar box.

They can share their answers with the class when you check the answers to each exercise, and this will help the whole class to better understand the grammar.

Speak up

5 Tell students to ignore the disagree/agree bars for now – these are for Ex 6. Read the instructions aloud, then have students look at the example sentence together. Ask why the first is *the* but the second is *a* (because there is only one capital, but there are many small towns). Have students complete 1–4 alone. When students have completed the sentences, allow them to check their answers with a partner before conducting class feedback.

- 1 Being **an** only child is boring – big families have more fun.
- 2 I prefer to ask people my own age for advice. (*no additions*)
- 3 When **a** teenager gets **a** message from **an** adult, they should reply immediately.
- 4 I'd prefer to live in **a** modern city than **an** old-fashioned village.

6 Organise students into small groups to discuss the questions. Have a volunteer read the example aloud to the class, and explain that you will want to hear explanations and reasons like this one. Give students 30 seconds to make a mark in each disagree/agree bar to indicate their opinion before they begin. Monitor as students share their ideas, prompting them to give reasons for their choices. When groups have had the chance to discuss each point, bring the class together. Nominate people from each group to report back, and encourage as much debate as possible.

Possible answers

I agree that life is better for young people who live in the capital. There are more interesting opportunities and more shops. Also, it's easier to find a part-time job if you want one.

- 1 I disagree that it's more fun being in a big family. I think it depends on the family! I know a lot of people who argue all the time with their brothers and sisters. If you're an only child you don't have that problem.
- 2 I agree. I usually ask my friends for advice because they understand my situation better than an older person can.
- 3 Yes, I agree that a teenager should reply immediately to the adult, because if not, the adult might think that the teenager hasn't received the message.
- 4 I disagree. I'd prefer to live in an old-fashioned village because villages are relaxing and peaceful places to live.

watch out for



If it's relevant to your students, point out that in students' first language, articles might be used very differently. Even advanced learners still make mistakes with articles, e.g. *The life is very difficult* or *I am student*. This can occur even when students are well aware of the rules.

You can't expect perfection from students at this stage, but it is a good idea to gently correct persistent errors. Remind student to always double-check their writing for errors with articles.

Fun footer

Read the footer as a class. Ask students: *Do you often lose your phone? How do you usually find it?*

To finish

Put students into groups of three or four. Ask them to make a list of five ideas which might improve the place they live for people of their age group. You can start by giving them an example, e.g. *We need cycle lanes so that young people can travel safely around the city*. Circulate as students write their lists, making sure that they give reasons for their suggestions. After five minutes, bring the class together to share ideas. Decide as a class what the three best ideas are.

| | |
|----------------------------------|-----------------|
| Presentation tool: | Unit 1, Grammar |
| Workbook / Online Practice: | WB p8 |
| Grammar Reference and Practice: | SB pp126-127 |
| Photocopiable Activity: | 1A |
| Audioscript: | SB p164 |
| PowerPoint Grammar Presentation: | Unit 1, Grammar |
| Extra Practice App | |

VOCABULARY SB p13

around town

To start

Ask students to write three sentences about themselves. One should contain *a*, one should contain *the* and one should contain no article. They should, however, blank out the *a* and *the*. Students should then swap with their partner, who should decide whether *a*, *the* or no article should be used.

1 Ask students to turn to look at the photos on page 153. Allow them to share their ideas about what they see in the photos before conducting class feedback. Encourage any ideas at this stage.

Possible answers

Both the photos show unusual buildings. They use square shapes and different colours to make a very interesting design.

2 Challenge students to be the first to complete the matching task. Check answers around the class, modelling the correct pronunciation where necessary. Point out that a 'rubbish bin' can just be called a 'bin'. Ask students to describe what they see in the photos, giving as much information as they can.

- A rubbish bin B bike rack C seat D bus stop
E crossing F pavement

explore vocabulary

3 Read the exercise instructions and the information in the explore vocabulary box with the students. Organise students into pairs and give them a one-minute time limit to complete the task. Check answers around the class. Refer students back to the information about forming plurals. Ask them to write down the plural forms of each of the words in the box.

- 1 gallery 2 centre 3 pool 4 park 5 store 6 block

extra: fast finishers



Fast finishers can write sentences using the words they didn't need from the word snake.

4 Focus students' attention on the photographs used to illustrate the article. Ask them to describe what they see. Allow students a minute to skim-read the article. Ask questions to check their understanding, e.g. *Why does the writer think that cities are becoming more interesting? What examples does the writer give to prove his/her point?* Read the instructions aloud to students and give them a couple of minutes to complete the task. Read the completed article around the class.

- 1 art gallery 2 bus stop 3 bike rack 4 pavement
5 seats 6 department store 7 apartment blocks

5 1.3 Read the instructions and check that your students understand the task. Play the recording, twice if necessary. Check answers around the class. Encourage students to tell you which of the words and phrases they heard helped to inform their choice.

- 1 F 2 C 3 B 4 E