

GOLD experience

2ND EDITION

TEACHER'S BOOK

A1

Pre-Key for
Schools

1 Come in



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.

VOCABULARY 1 SB p12

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 /'ɒrəndʒ/.

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 /'kɜ:tɪnz/ 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.

1 Come in

VOCABULARY 1 (Continued)

7 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 J F M A M J J 2 M T W T F S S 3 O T T F F S S

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

1 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.

2 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.

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

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

Sum up

- 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	

GRAMMAR

 SB p14

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.

1 Come in

GRAMMAR (Continued)

- 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

To start

On the board, write: *b ... s ... c ... p ...* Get students to guess the things in your bedroom based on the first letters of each word on the board (bed, shelves, clock, poster) and write them up. Next, tell the students to write the first letter of four things in their bedroom. Put students in pairs to guess their partner's four things.

the home

1  1.5 Focus students' attention on the picture of Joe's apartment. Indicate for students to point to the relevant space in the apartment as they hear it. Play the recording, indicating for students to repeat after Joe.

- 1 Welcome to my home. These are the stairs.
 2 This is the living room.
 3 This is the kitchen. 4 Here's the dining room.
 5 And here's the bedroom. 6 That's the bathroom.
 7 This is the balcony 8 That's the garden.
 9 And that's the garage.

2 Say: *Where is Joe's bed?* Indicate for students to point to the bed, and say: *The bed is in the bedroom.* Put students in pairs to say where they can see each of the things. Conduct whole class feedback.

- The bed is in the bedroom.
 The chairs are in the dining room.
 The light is in the living room.
 The picture is in the bedroom.
 The TV is in the living room. / The TV is under the light.
 The window is in the bathroom.

3 Go through the example with the class and demonstrate that students can form new questions by substituting *windows* with other objects.

explore language

Read the box aloud, and ask the question indicating you mean in Joe's apartment. Ask the class some questions using *How many ... ?* e.g. *How many students are in our class? How many doors / windows / lights are there in our classroom?*

watch out for



Make sure students only use plural nouns with *how many*, e.g. *How many light is there? How many lights are there?*


Possible answer

- A:** How many chairs are there?
B: There are four chairs. How many cats are there?
A: There aren't any cats. Is there a TV?
B: Yes, there is.

exam task: A1 Movers Reading and Writing Part 6

↪ p15

Read the exam tip with the class. In the A1 Movers Reading and Writing Part 6 exam task there would be two examples, and the gap in question 2 would be at the end of the sentence. There would not be animals all around the house as in the illustration, and the rubric would be 'Look and read and write'.

4  Point out that for sentences 1 and 2, students only need a few words. For 3 and 4, students should make sure that they use the same grammar in the answer as in the question, e.g. *Are there ... ? Yes, there are.* For questions 5 and 6, students need to write a full sentence with a verb (*is/are*). It can be a short sentence but they shouldn't use the same sentences from questions 1–4!

Students complete the exercise then compare in pairs. Conduct whole class feedback.

Possible answers

- 1 on the balcony
 2 Model answer: The man and (the) woman
 3 The two dogs are in the bathroom. / There are two (dogs in the bathroom).
 4 Two children are upstairs. / There are two (children upstairs).
5 & 6 Model answers: The people are happy. The house is small. There's a garden and it's very green. There are brothers and sisters in the house.
 (These sentences move from simple/correct to more complex.)
1 and 2: You only need a few words.

game on

Go through the instructions. Demonstrate the game by choosing one of the homes and inviting students to ask you *Yes/No* questions about it to work out which one., e.g. *Are there children in the house? Is there a TV? Is the house yellow?* Then put students into teams of 3–4 and organise the teams to play each other.

alternative



Find pictures of two or three new home interiors on the internet to show on your projector/IWB for the game.

To finish

Write a number on the board, and see if students can work out the question using *how many*. Encourage students to help each other generate questions if necessary, e.g. write the number 7 (*How many days in a week? / How many windows are there in the classroom? How many pens are there on the table?*). Do a few numbers, then students could try the game in pairs if time allows.

Presentation tool:

Unit 1, Vocabulary 2

Workbook / Online Practice:

p11

Grammar reference:

SB p116

Audioscript:

SB p144

Extra Practice App

LISTENING

 SB p16

To start

Write on the board some scrambled sentences about your home and ask students to work in pairs to work out the correct order. Alternatively, if you have time, you could write the words on slips of paper for students to re-order (a different colour for each sentence). Elicit the order and write the correct sentences on the board as a prompt for Ex 2.

- e.g. 1 a apartment it's big (*It's a big apartment.*)
 2 are there bedrooms three (*There are three bedrooms.*)
 3 a balcony there isn't (*There isn't a balcony.*)

Power up

- 1 Put students into pairs to describe their home. Encourage students to talk about the items listed but some students may choose to describe other aspects of their home as well.

Possible answers

It's a house. There isn't a balcony. There's a brown door. There's a nice garden. There are two bedrooms, a small bathroom and a living room. There are big windows.

Listen up


- 2 Direct students to the photos. Elicit some sentences about the first picture. If students are likely to have problems making sentences, write up three possible structures on the board: *There's a small / big house / apartment. It's blue / yellow ... The door is grey / green.* Put students into pairs to describe the photos. Conduct whole class feedback.

Houses: 1 A 1 C 3 A 3 B 3 C 5 B

Apartments: 1 B 5 A 5 C

exam task: A1 Movers Listening Part 4

In the A1 Movers Listening Part 4 exam task, there is an example, and the items would not have a common theme. In Ex 3 there is one because this is the topic of the unit.

- 3  1.6 Direct students to the first row of pictures in Ex 2. Explain that students will hear people describing their homes. They then have to choose which home is described. Play the first conversation, then pause for students to tick the picture. Then tell students they will hear four more conversations, and to tick the related picture in each row. Play the rest of the recording. Elicit the answers. Check students understand the meaning of *sunny, roof, lift* using questions, e.g. *sunny: Is it light or dark? Is it cold or warm? Roof: Is this at the bottom of the house? Is it at the top? What is it for? Lift: What is it for?*

- 1 B (it's got orange walls and a sunny balcony)
 2 A (it has a balcony, no lift – the cat likes the balcony)
 3 A (it's got a garden)
 4 A (it's got white walls, kitchen and dining room downstairs, this is the living room)
 5 C (it hasn't got a garden, it's got stairs outside)

explore grammar

→ SB p116 

Read through the box with the class and go over the positive, negative and question forms, focusing on the pronunciation of contracted forms..

alternative



Get students to find and highlight examples of *have got* in the audioscript on page 144. Get students to notice the different forms (negative, positive, questions) and how it is used. Get them to explain to you (using L1 if appropriate).

watch out for



Point out that *it's* can be a short form of *it is* or *it has*, e.g. *It's got a sunny balcony* = it has. *It's a small apartment* = it is.

For more detailed notes and examples, refer students to the Grammar reference on page 116. Direct students to Ex 4–5 on page 117 and do the first one of each on the board with the class as an example. Students complete the remainder of the exercises then check as a class.

extra



Students move around the class, asking and answering the questions in Ex 5 on page 117 with different partners. You could encourage stronger students to try not to look down at their book.

- 4 Direct students to the table and ask students to work out which are Nina and Luke's homes. Ask students to write sentences about the homes using *has got/hasn't got*. Circulate, monitoring for accuracy. Fast finishers could draw up a similar table for another home, then either swap with another fast finisher to guess which home it was, or share for the class to guess.

Luke's house has got a garden and big windows. It hasn't got orange walls or a red balcony.

Nina's apartment hasn't got a garden or big windows. It has got orange walls and a red balcony.

- 5 Go through the instructions and example with the class then give students time to ask and answer in pairs. Ask a few pairs to share one of their question and answers.

Possible answers

Has Nina's apartment got big windows?

No, it hasn't.

Has Luke's home got a garden?

Yes, it has.

alternative



Guess my home. Students work in pairs. Each student selects a home from Ex 2. They take turns to ask one question about what the home *has* or *hasn't got* to work out which home. Introduce *I don't know* for students to use if an aspect is not shown in the picture.

e.g. A: *Has your home got a brown roof?*

B: *No, it hasn't. Has your home got a balcony?*

A: *Yes, it has. Has your home got a blue door?*

B: *I don't know. Is your home picture 3B?*

A: *No, it isn't ...*

The student in the pair who guesses the other student's 'home' correctly first is the winner.

To finish

Introduce the idea of a dream home. Tell students about your dream home, e.g. *say My dream home is a very nice house in California with a swimming pool. It has got ten bedrooms and three bathrooms. I have got three dogs in my big garden.* Ask students to draw a picture of their dream home, and present to a partner / group / the class (depending on class size).

Presentation tool:	Unit 1, Listening
Workbook / Online Practice:	p12
Photocopiable activity:	1B
Grammar reference:	SB p116
Audioscript:	SB p144
Extra Practice App	

SPEAKING

 SB p17

To start

Say a phone number, pronouncing each number individually, but chunking the numbers and pausing between chunks, e.g. *zero-seven-four three-six-two-five-nine-four* and indicate for students to write down the numbers they hear. Say it at normal speed – then slow – then normal speed. If possible, use an actual relevant number, e.g. your school's phone number.

Power up

- 1 Put students into pairs to practice the conversation. Remind them to focus on the chunking of numbers and pausing between chunks. Circulate to provide pronunciation assistance as required.
- 2 Direct students to the instructions. Tell students that they can use a real or imagined number. Get students to sit back to back to have this conversation and to note down the numbers. This helps focus on the listening skill and also avoids students looking and immediately correcting their partner.


Possible answer

A: What's your mobile number?

B: It's 034 764 341.

A: (*Student A writes down the number and shows the number*) Is that right?

B: No, this number is wrong. It's 034 765 341.

- 3  1.7 Get students thinking about the situation before completing the exercise by drawing a plant pot next to a wall with a key in it. Label *plant pot* and *spare key*. Ask: *Why might there be a key in the plant pot?* Get students to complete the conversation individually. Then students could compare their answers in pairs. Play the recording for students to check their answers.

1 Where are you?

2 Have you got your key?

3 Where's the spare key?


4 Is it in the plant pot next to the wall?

extra



Students could practice the dialogue from Ex 3 in pairs, taking turns to play the parts.

Speak up

- 4  1.8 Play the recording for students to write down the words they hear. Check answers as a class.

1 Hello 2 Hi 3 Thanks 4 Bye

- 5 Chorally drill the phrases in the useful language box. Put students into groups of three to practise the conversation. If students want to, they can change the names of the characters to suit them, e.g. Mum can become Dad/Mr Reeves.

1 Come in

SPEAKING (Continued)

Speaking extra

6 Chorally drill the words in the skill tip box using some different manners – happy, sad, angry, bored, etc. Put students into pairs to roleplay the phone calls. If students are able to, they could roleplay the phone call without notes. Weaker students/classes may like to write their own script and then practise it. Give students the opportunity to perform their phone call for the class.

Possible answer

A: Hi. It's Molly here.

B: Hi Molly. It's Cara. Have you got my mobile?

A: Your mobile? No, sorry, I haven't got it but is it in your coat?

B: Oh yes ... it is! Thanks Molly.

A: That's okay, bye.

7 Students swap pairs and think of different things and people for the conversation in Ex 6. They then practise the conversation. Ask a few pairs to model their conversations for the class.

Possible answer

A: Hi. It's Brenden here.

B: Hi Brenden. It's Tom. Have you got my pen?

A: Your pen? No, sorry, I haven't got it, but is it in your bag?

B: Oh yes ... it is! Thanks Brenden.

A: That's okay, bye.

To finish

Write up on the board *bye, goodbye, see you later, see you tomorrow, see you next week*. Ask students to say goodbye with one of the phrases to at least three other students before leaving the class. Then say goodbye everyone and indicate for them to say *goodbye [your name]*. Repeat with the other phrases. If possible, stand at the door of the classroom so that each student can practice saying goodbye to you individually as they leave.

Presentation tool:	Unit 1, Speaking
Workbook / Online Practice:	p13
Photocopiable activity:	1C
Grammar reference:	SB p116
Speaking file:	SB p134

WRITING SB p18-19

To start

Write a sentence on the board about a holiday you have been without capitals. Tell the students to work in pairs to talk about how many capital letters are needed and where they should be. Invite students to the board to make the changes.

i went to london in june with my friend mary. (Answer: 4 capital letters: I went to London in June with my friend Mary.)

Power up

1 Direct students to the words in the box. If you can, bring in real objects, e.g. a birthday card, a cinema ticket. Otherwise, use the pictures on page 18 or pictures from the internet to show these items. Check they understand the new words and chorally drill them.

Possible answer

I've got some books. I've got some cinema tickets and photos. I've got a poster. I haven't got any postcards or birthday cards.

2 Focus students' attention on Jorge's noticeboard. Ask them to find the things in the box and then elicit which of the things start with capital letters (all of them).

Possible answer

a city: Sydney

a country: Canada

a film: Ocean Warrior

some names: Jake, Marina, Isabella

3 Direct students to find the answers to the questions by looking at the noticeboard. Elicit the answers. Background note: polar bears live within the Arctic Circle, so they come from the northern parts of other countries, too, e.g. Norway, Russia, Alaska (part of the USA) and Greenland.

1 Isabella 2 Ocean Warrior 3 07977 405637

4 Canada 5 twelve 6 Marina

alternative

Display Jorge's noticeboard on your projector. Put a copy of the questions from Ex 3 outside the classroom and tell students to close their books. Put students into groups of 4. One person from each group runs outside to read the question and runs back to repeat the question from memory to their group. If they forget the question they have to run back outside. The group listens to the question then finds the answer to the question on the projected noticeboard. When they have written down the answer the next person in the group runs outside to read and memorise question 2 and so on.

extra

Ask students to find and highlight instances of the words *about, of or from* on Jorge's noticeboard.

4 Direct students to the first sentences as an example and elicit the correct preposition. Students complete the remaining sentences then check as a class.

1 from 2 of 3 about 4 about 5 of 6 from

exam task: A2 Flyers Reading and Writing

Part 3

In the Flyers Reading and Writing Part 3 exam task there would be ten words in the box and the title question would be after the text. 'I' would always be capitalised.

5 e Go through the task instructions and the example with the class, pointing out how *tickets* is crossed out, and recommend that students cross out as they use words to keep track. Students complete the task individually before comparing in pairs, then checking as a class.

- 1 My (capital letter to start a sentence, *My* not *your* because the profile is Emma's and she is talking about her interests.)
 - 2 fantastic (*fantastic* means *very good*. It can't be *favourite* because *favourite* usually comes after a possessive adjective like *my*. It cannot be *blue* because *blue* must fit gap (3) which is about colour.)
 - 3 blue (*blue* is the only colour on the list.)
 - 4 favourite (*favourite* is an adjective meaning the one someone likes best.)
 - 5 Spain (After *I'm from* we need a place. Spain is the only place on the list.)
- C All about my favourite sport (C is the best title because the whole profile is related to her favourite sport. She mentions her favourite football players and colour, but it is not the overall topic.)

Plan on

6 Ask students to choose three or four things to bring for their profile to discuss in the next class. Even if they can't bring actual items, students should decide on 3–4 answers to talk about.

Possible answer

Things for my profile

- 1 birthday card – from grandma
- 2 photo – me and Mary
- 3 postcard – from Italy
- 4 pool ticket
- 5 menu – pizza restaurant

Write on

Go through the useful language box, and use examples from your own things. For example, hold up some books, and say *here are some of my books. This is my cinema ticket. That's my photo. My favourite postcard is from my friend Mary in London.*

7 Students can choose to layout their profile like Jorge's or Emma's or in their own way. They could handwrite or type if computers are available. Circulate, providing assistance.

Possible answer

Here is a photo of me and my friend Mary.
This is a special birthday card from my grandma.
This is a postcard from my friend. It's from Italy.
My favourite sport is swimming. Here is my pool ticket.
That's a picture of my home. Look at my cat on the balcony!

Improve it

8 Remind students to check capital letters against the list in the skill tip. Get students to check a partner's work for capital letters.

skill tip

Go through the skill tip with the class. Elicit or highlight any differences from students' other language(s).

To finish

Put students into small groups to share their profiles. Encourage students to ask questions about each other's profiles like the questions in Ex 6.

Presentation tool:	Unit 1, Writing
Workbook / Online Practice:	p14
Grammar reference:	SB p116
Writing file:	SB p134

SWITCH ON

 SB p20

Tiny house tour

- 1 Put students into pairs to think of five rooms in a house and write their list. Check as a class.

Possible answers

bathroom, bedroom, dining room, kitchen, living room

extra: whole class



Show some pictures of *tiny houses* on your projector/ interactive whiteboard if you can. Elicit that *tiny* means very small. Ask: *What rooms would you expect a tiny house to have?* Introduce the word *loft* for an open upstairs area.

Tell students that they're going to watch a video about Annabel O'Neill, who built her own tiny house on wheels.

- 2 Ask students to think about how their house is different to Annabel's as they watch the video clip for the first time. Give some examples of things that might be different, e.g. What rooms are in the home? What things are in the home? What colour are the things? Who lives there? Give them the option to take notes if they want to. Then ask students to discuss differences they noticed. Conduct whole class feedback.

Possible answers

Annabel lives in a house. I live in an apartment.

Annabel's house has four rooms, but my house has six rooms.

Annabel's clothes are on shelves, but my clothes are in drawers.

Annabel's house is yellow, but my house is white.

One person lives in Annabel's house, but five people live in my house.

- 3 Get students to read the list before you play the clip again and check students understand *knives* and *shower* (perhaps get a student to draw or mime these words). Get students to tick the things Annabel talks about while they listen. Elicit the answers.

knives, clothes, stairs, windows

- 4 Play the clip for students to watch again and decide if the statements 1–5 are true or false. Elicit answers from the class.

1 T 2 F 3 T 4 F 5 F

extra: mixed-ability classes



Get stronger students to listen for more information on the things Annabel talks about and share it afterwards.

- 5 This is a grammar rather than a listening exercise. Put students into pairs to complete the sentences using the correct form of *to be*. Remind students to look at whether the noun before the verb is plural or singular to decide between *are* / *is*. Elicit the answers.

1 is 2 are 3 is 4 is

Project

- 6 Put students into pairs. Break down the task for students by writing the following steps on the board for students to follow.

1 *Make a list of rooms.*

2 *Make a list of furniture and things.*

3 *Draw your house.*

4 *Practise talking about your house.*

5 *Present your house to the class.*

For steps 1–2, remind students that they can look back through the unit for words, or use the wordlist on page 20. Students could draw their houses in cross section or in bird's-eye view. Give students large pieces of paper to draw their house, or alternatively, students could make a digital drawing on a computer or tablet.

Suggest that students divide the rooms and do two rooms each. Before students practise talking about the house, play the clip one more time for students to remind themselves of the sorts of things Annabel says.

Get students to take turns to show their pictures and tell the class about their tiny house. Alternatively, students could write the sentences and display with their picture around the classroom (or in your class online area).

alternative



- 1 Ask students to think about what it would be like to live in a tiny house. Put students into small groups. Ask them to make two lists about living in a tiny house: the good things and the bad things. Some of the discussion can be in L1, but encourage students to use English words where possible, and assist them with presenting their lists, using as much English as possible.
- 2 Extend the project by asking students to write a description of each room (before the presentation stage).

Presentation tool:

Unit 1, Switch on

Switch on videoscript:

TB p139

UNIT CHECK SB p21

This Unit check covers things in a room, prepositions of place, *there is/there are* and *have got*.

Practice

- 1** Run this as a challenge. Put students into pairs and give them one minute to look at the wordlist and write out as many words that they can see that match task 1 (that they can see right now). After the minute is up, ask the pair with the highest number of items written down to read out their list, and other pairs may raise their hand if they don't believe an item can be seen, or if there are additional items to add. Repeat the same process for (2) and (3).

Possible answers

- 1** bin, clock, cupboard, noticeboard, pictures, laptop, shelves, desk, books, box, chair, door, floor, light, object, posters, wall, window
2 balcony, downstairs, garage, garden, lift, stairs, upstairs
3 pictures, laptop, birthday card, cinema / concert / sports tickets, books, box, computer game, key, mobile, photo, postcard

- 2** Students write their sentences individually while you circulate, helping as needed. Students then share their sentences in pairs.

alternative



Tell students that they may make the sentences in Ex 2 true or false. Put students into pairs to share their sentences and say whether their partner's sentences are true or false.

Possible answers

- Dan's desk is in front of my desk.
There are posters on the wall.
There is a clock above the noticeboard.

- 3** 1.9 Play the recording and ask students to write down the sentences they hear. Play the recording again. Then elicit the sentences and write them on the board.

- 1** There's a desk in front of the window.
2 There are two pictures on the wall.
3 Is there a bathroom upstairs?
4 Are there ten chairs? No, there aren't.

- 4** 1.10 Play the recording twice for students to write down the questions. Put students into pairs to compare, and ask and answer. Conduct whole class feedback.

Possible answers

- 1** Has (your teacher got a laptop in the classroom?) Yes, he has.
2 Has (your friend got a black school bag?) No, she hasn't.
3 Have (you got a brother or a sister?) Yes, I have got two brothers and one sister.
4 Have (you got a blue pen in your bag?) No, I haven't.

GRAMMAR FILE SB p117

- 1** **1** There is a TV on the table.
2 There are three lamps in the room.
3 There isn't a pen in my bag.
4 There aren't any students in the classroom.
5 Is there a poster on the wall?
6 Are there any bags under the desk?
7 Are there any shelves on the wall?
8 Are there two keys in my bag?
- 2** **1** There are **2** There is/There's **3** There isn't
4 There aren't **5** Is there, there is **6** Are there, there are
7 Are there, there aren't **8** Is there, there isn't
- 3** **1** a **2** is/'s **3** are **4** aren't
- 4** **1** has got ('s got) **2** have got ('ve got) **3** have got ('ve got)
4 has got **5** has got ('s got) **6** have got ('ve got)
7 have got ('ve got) **8** has got
- 5** **1** Have you got a **2** Have you got a **3** Have you got any
4 Have you got an **5** Have you got any **6** have you got
- 6** Student's own answers.

Presentation tool:

Unit 1, Unit check

Workbook / Online Practice:

p15

Grammar reference:

SB p116

Audioscript:

SB p144