Gateway is a multi-level course for students working towards their school-leaving examinations. Gateway Teacher's Book provides valuable support for teachers using Gateway.

Key features include:
- Explanatory language notes
- Teacher development sections including advice on planning, management of activities, ideas for developing learning strategies and exam preparation
- Cultural background information
- Supplementary activities for mixed ability
- CEF checklist to help monitor students' progress and set learning priorities

Test CD
Lynne Edwards

- Progress tests providing comprehensive preparation for final exams
- End of unit tests plus three mid-year tests and one end of year test
- All tests are editable and have an A and B version

Extra resource material
Sue Kay and Vaughan James, Adrian Pennant, Keith Kelly, Rowdon Wyatt

30 photocopiable worksheets supplement course material and include:
- Additional grammar practice to support language development
- Communicative tasks to build confidence in speaking
- CLIL activities to develop a broader understanding of cross-curricular topics
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Introduction by David Spencer

Gateway is a multi-level course designed to lead teenage students to success in school-leaving/university entrance examinations, and prepare them for further study and the world of work. The course aims to stimulate the interest of students by providing them with content that is genuinely interesting, meaningful and thought-provoking, ranging from cross-curricular topics to up-to-date information about popular culture, from modern and classic literature to pop songs, from curious information about English-speaking countries to text messages.

Gateway also aims to revise and extend the students' active knowledge of grammar and vocabulary through a wealth of varied activities, offering ample opportunities for recycling, revision, evaluation and self-evaluation. At the same time, it aims to develop and practise the skills of reading, writing, speaking and listening, not only so that students can pass their exams, but also for them to be able to deal with situations and texts that they encounter outside the classroom. There is particular emphasis on developing necessary sub-skills through the systematic and progressive presentation and practice of appropriate strategies, and there is special attention paid to techniques that can improve students' exam performance.

Through its texts and approach, the course hopes to keep teachers themselves stimulated. The clarity of approach and design aims to make using Gateway as transparent and straightforward as possible, and the support material provided should help teachers to save valuable preparation time.

Key concepts

1 Preparation for school-leaving exams
The course is aimed at preparing secondary school students for their school-leaving exams. Throughout the units there are plenty of exam-style activities and preparation tasks, as well as exam success tips (pointing to more in-depth help in the Exam success section at the end of the book).

After every two units, there are Gateway to exams pages which revise the exam techniques they have learnt and give them more practice in doing typical exam tasks.

2 Content-based material
Gateway provides material which grabs the students’ attention and helps them to develop other areas of knowledge, as well as English language skills. In particular, there are two pages at the heart of each unit which examine the theme of the unit in an either cross-curricular, literary and/or cultural light. These pages are headed CLICK onto ..., CLICK being an acronym of Cross-curricular topics, Literature, International Cultural Knowledge. But the CLICK pages are not the only pages to include such texts. There is great variety in the type of texts found in the course – the most important criteria being that the texts should be genuinely interesting and appealing to students of the age group. Once the students’ attention has been captured, the texts are later used to provide a realistic and meaningful context for the grammar and vocabulary studied within the unit.

3 The active role of the learners
Students are encouraged to participate actively in their own learning throughout the course. Here are just some of the ways this is done:

- Students are invited to express personal reactions to texts after reading or listening to them.
- On the Gateway to exams page, there is a Can Do Progress Check where students evaluate their own progress in relation to the unit objectives and decide what steps to take next to maximise their learning. These objectives have been mapped to the Common European Framework of Reference (CEFR).

4 Grammar in context
The target grammar in each unit is given meaningful context through the reading and listening texts. The approach is one of guided discovery, with questions for students to work out the use and form of the grammar in question. Students are then directed to the Grammar reference section at the end of the unit to check their hypotheses. Subsequently, the students work through carefully graded exercises which help them to internalise the grammar, starting with exercises where students simply identify correct usage and ending with exercises where students use the grammar in active, oral communication.

The Grammar reference section appears directly at the end of the unit, providing a useful checkpoint for students when revising. Grammar practice exercises directly opposite the Grammar reference section make this section interactive and ideal for self-study, for example as revision and self-testing before exams, or as homework. After doing each exercise on this page, students are directed to more practice in the Workbook.

5 Developing vocabulary
Gateway revises, extends and practises the most important lexical sets connected to typical topics in school-leaving exams. This means students can talk and write about these topics with ease and will have less difficulty reading or listening to related texts.

The course also develops the students' active vocabulary unit-by-unit by looking at systems of vocabulary, such as word formation, collocation, phrasal verbs and dependent prepositions. This approach is a key factor in helping students with Use of English tasks.

Another significant aspect to vocabulary teaching in this course is the inclusion within the Workbook of a Gateway Dictionary, linked to the Macmillan English Dictionaries. There are also unit-by-unit word lists at the back of the Student's Book.
6 Skills work
The emphasis in Gateway is very much on developing the skills, not just testing them. In terms of speaking and writing, the approach taken is step-by-step preparation for the final exam-style task. Initial exercises are more receptive, working on a model text or dialogue. Students then analyse the words and expressions used and have guided, controlled practice of these before creating their own texts or performing their own dialogues. Boxes highlight words and expressions that are useful to complete these tasks successfully. Annotated writing models are available on Gateway Interactive Classroom and there is modelling support for students on Gateway Online.

The Developing speaking pages include photographic material which teachers can use to develop exam strategies related to describing or using photographs as prompts. The Workbook also focuses on using photographs to help students develop the language they need for confidence in their speaking exams. Pronunciation, a crucial part of developing oral skills, is integrated into each unit at the most appropriate stage.

The Developing writing pages analyse and highlight the key language needed for a particular type of writing task. Students are helped to build up and organise information for their final piece of writing.

With reading and listening, there is attention to the strategies that help students to understand texts more easily. To develop reading and listening in a comprehensive way, there is a wide variety of text types (magazine articles, emails, text messages, adverts, leaflets, poems, etc.) and types of task (multiple choice, true/false, matching, correcting false information, etc.).

7 Study skills and Exam success
The Study skills and Exam success sections equip students with life-long learning skills. Study skills and Exam success boxes appear regularly, asking students to reflect on why they should work in a particular way, which strategies or sub-skills they should use, or how to approach a particular exam activity. They direct students to special sections at the end of the book where typical strategies and tips are explained. Having all the information together in one section allows teachers and students to access the information they want when they want it, or otherwise, simply follow the order in which the Study skills and Exam success questions appear in the course.

8 Assessment
In addition to revision tasks after every unit in the Student's Book and Workbook, Gateway includes a Test CD with A and B versions of unit tests. These allow teachers to assess students' progress throughout the course, by means of unit tests, three progress tests, and an end-of-year test.

There are also five cumulative progress tests throughout the Workbook which help to build students' confidence and keep track of their progress. All the tests can be scored and totalled. There are also tests in Gateway Online.

9 The Common European Framework of Reference (CEFR)
Gateway A2 covers A2 and some A1-level CEFR competencies. The emphasis on learner training and autonomy are key factors in the course. 'Can Do' statements are used for self-evaluation after every two units in the Student's Book. Writing tasks and projects can contribute to a student's portfolio.

Students completing this level of Gateway can expect to be at CEFR Level A2/B1.

For a more detailed look at how Gateway relates to the CEFR, see pages 6–9.
Course components

Student’s Book and Class CDs
The Student’s Book provides 90–120 hours of teaching material within ten units. The A2 level of Gateway also includes a starter unit of eight pages, which provides an overview of core grammar and vocabulary, including speaking practice and useful expressions, to re-familiarise students with English at the beginning of a school year, and to help bring students from different learning environments to the same starting point in order to progress through Units 1–10. Each unit has ten pages, followed by two pages of Language reference and revision. After every two units, there is a two-page Gateway to exams section. This revises and practises the exam techniques presented in the preceding two units. For a more detailed description of a unit, see pages 10–15.

At the back of the Student’s Book, there are the Study skills and Exam success pages, a list of irregular verbs, and unit-by-unit word lists, as well as Spelling and Pronunciation guides. The Speaking and Writing banks are particularly useful reference for students doing speaking or writing tasks.

Workbook
The Workbook offers exercises which can be done in class or as self-study. It mirrors the Student’s Book in its organisation, providing a wealth of extra grammar and vocabulary exercises and many more opportunities to practise reading, speaking and writing.

The Workbook also provides higher-level material in the form of Grammar extension and Vocabulary extension exercises. The Grammar extension practises the same structures presented at the normal level, but they are slightly more demanding. The Vocabulary extension works on new topic-related words presented in the unit. These activities are particularly valuable in mixed-ability classes.

A focal point of the Workbook is the CLICK onto ..., page in each unit, which examines a topic related to the one in the Student’s Book unit, in a cross-curricular, literary or cultural light.

After every two units, there are two-page Revision units which recycle grammar and vocabulary, and practise reading and writing. These Revision units can help students to check their own progress and, in combination with the ‘Can Do’ Progress Checks after every two units in the Student’s Book, help them to plan future work and prepare for upcoming tests more efficiently.

The Workbook also includes one-page Progress tests for grammar and vocabulary. These tests are cumulative. The first one tests Units 1 and 2, the second Units 1 to 4, the third Units 1 to 6 and so on. This provides essential recycling of all language previously taught, so that at the end of the school year students remember language taught at the beginning of the year, not just the most recently taught language.

The back of the Workbook contains a Gateway Dictionary with entries from the Macmillan Dictionaries. The words have been selected from the Student’s book and the Workbook. Other words that often appear in school-leaving examinations have also been included. The red words indicate the most frequent and useful words in English. All red words have a star rating; words with three red stars are the most common. Students can also access the Macmillan Dictionary at www.macmillandictionary.com

Teacher’s Book
The Teacher’s Book provides valuable support for teachers using Gateway. In addition to the answer keys, suggested answers and audioscripts, there are explanatory language notes, cultural information, suggestions for warmers and extra activities, as well as Fast finishers and Extra practice activities. Extra help for teachers is also provided in the Teacher Development boxes, (see page 5) which give advice for teachers on a wide range of topics related to planning, classroom management, and student training, as well as support in specific language and pronunciation areas.

Suggestions for further work outside the classroom are also included, with links to useful websites, related DVD/film viewing, and links to appropriate level Macmillan readers on related topics.

Teacher’s resource materials
There are thirty photocopiable worksheets for each level of Gateway at the back of the teacher’s book. They are designed to support and complement the Student’s book material by providing the teacher with short activities to do in class with pairs or groups of students.

There are three photocopiable activities per unit, focusing on grammar, communication, and also a CLLL element or mini-project.

The teacher’s notes which go with each worksheet explain how the activity works, what language/skills it the activity focuses on and give some suggestions for follow-up work and/or a Key.

Gateway Online
There is more support for both teachers and students on the Gateway Online website (www.gateway-online.net).

Gateway Student’s Book can be purchased with or without an access code to Gateway Online. You can find the access information on the inside back cover of this Teacher’s Book.

The student area includes games, as well as test activities, video activities, extra language practice, a Macmillan Reader, writing models and vocabulary work, including a word list builder.

The teacher’s area includes teacher training and development podcasts, videos and blogs, as well as monthly topic lessons, newsletters and culture worksheets linked to the Student’s Book. There will also be video worksheets to accompany the video clips on the interactive whiteboard.

Gateway Interactive Classroom
The Gateway Student’s Book is supplied digitally for use on an interactive whiteboard or digital projector with interactive activities to support and supplement the book-based activities. This digital version includes all the audio and additional video material. It also includes a teacher’s area which allows you to create your own material.
*Gateway and Teacher development*

The Gateway Teacher’s Book is an important part of the teacher’s preparation and support in the classroom. There are a number of methodological and practical tips which are strategically placed within the teacher’s notes to be of most use to the teacher not just during planning, setting up and evaluating activities, but also helping ‘on the spot’ in certain language or pronunciation areas.

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Gateway and the CEFR

The Common European Framework of Reference (CEFR) is a widely used standard created by the Council of Europe. In the classroom, familiarity with the CEFR can be of great help to any teacher in identifying students' actual progress and helping them to set their learning priorities.

Gateway offers a wide range of teaching materials in various components which give teachers the opportunity to develop all aspects of their students' language ability. The CEFR can be used to follow their progress.

On pages 7-9 are the A1 and A2 descriptors (description of competences) covered in the A2 level of Gateway. B1 descriptors are also available in the Gateway B1 Teacher's Book and also on the student and teacher areas of the Gateway website. A basic level of confidence with the A1 descriptors is expected as students start using Gateway A2 and, by the end of the course, students should be competent with the A2 and some B1 descriptors.

On the teacher's area of the website you will also find a list of unit-by-unit descriptors with suggested targets which can be used for self-assessment. Students can use these at any point to get a detailed picture of their own individual progress.

What is a CEFR Portfolio?

If you are using portfolios as a way of evaluating your students' coursework over the year, you will find a wide variety of opportunities within each Gateway unit to provide material for the dossier.

A portfolio is a means to document a person's achievements. Artists, architects or designers collect samples of their work in portfolios and students are encouraged to do the same. Most of the time, these samples will be texts created by the students, but they could also include photos of classroom scenes, wall displays, audio recordings and DVDs. All these documents provide evidence of a student's performance, e.g. during a discussion, an oral presentation or a role-play.

The portfolio consists of three parts: the Language Passport with information about a student's proficiency in one or more languages, i.e. qualifications; the Language Biography where students reflect on their learning process and progress and say what they can do in their foreign language(s); and the Dossier, which is a collection of materials and data put together by students to document and illustrate their learning experiences.

Although it may be a demanding task to set up in the beginning, the overall aim is for students to be involved in planning, collecting and evaluating their own work, thereby taking responsibility for their own learning. This in turn may lead to increased participation and autonomy on the part of the learner.

Speaking

Within each unit, there are several opportunities for students to practice speaking and record their conversations for the dossier in their portfolio. Students could record their conversations, date them and include them in their portfolio.

They then assess their performance in each speaking activity and give themselves a mark according to the following self-assessment criteria:

Content (1-5)
Did I say what I wanted to say? Was I interesting? Did I speak in English for a long time? Did I hesitate a lot?

Vocabulary and grammar (1-5)
Did I use different words? Did I use words I've learned recently? Were my sentences well constructed? Did I make a lot of errors?

Cooperation (1-5)
Did I listen to my partner? Did we help each other if we had problems? Did we both speak for approximately the same length of time?

In English! (1-5)
When I didn't know how to say something, did I use English to solve my problem? Did we use English to talk about whose turn it was to speak?
### Gateway A2

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<td>A1</td>
<td>35</td>
</tr>
<tr>
<td>A1</td>
<td>87</td>
</tr>
<tr>
<td>A1</td>
<td>18, 19, 38, 49, 58, 61, 70, 79, 93, 94, 96, 111, 112, 115, 116, 119, 122, 133</td>
</tr>
<tr>
<td>A2</td>
<td>23, 42, 75, 87, 115</td>
</tr>
<tr>
<td>A2</td>
<td>75</td>
</tr>
<tr>
<td>A2</td>
<td>115</td>
</tr>
<tr>
<td>A2</td>
<td>127</td>
</tr>
<tr>
<td>A2</td>
<td>15, 30, 35, 61, 67, 80, 82, 83, 97, 116, 122</td>
</tr>
<tr>
<td>A2</td>
<td>127</td>
</tr>
<tr>
<td>A2</td>
<td>127</td>
</tr>
<tr>
<td>A2</td>
<td>15, 18, 45, 44, 56, 57, 70, 71, 79, 94, 96, 105, 119, 131, 132, 133, 134, 135</td>
</tr>
<tr>
<td>A2</td>
<td>114</td>
</tr>
<tr>
<td>Spoken Interaction</td>
<td>1</td>
</tr>
<tr>
<td>--------------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>A1</strong> I can introduce somebody and use basic greeting and leave-taking expressions.</td>
<td>7</td>
</tr>
<tr>
<td><strong>A1</strong> I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</td>
<td>8</td>
</tr>
<tr>
<td><strong>A1</strong> I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.</td>
<td>11</td>
</tr>
<tr>
<td><strong>A1</strong> I can make simple purchases where pointing or other gestures can support what I say.</td>
<td>9</td>
</tr>
<tr>
<td><strong>A1</strong> I can handle numbers, quantities, cost and time.</td>
<td>9,12</td>
</tr>
<tr>
<td><strong>A1</strong> I can ask people for things and give people things.</td>
<td>8</td>
</tr>
<tr>
<td><strong>A1</strong> I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.</td>
<td>14,17</td>
</tr>
<tr>
<td><strong>A1</strong> I can indicate time by such phrases as 'next week', 'last Friday', 'in November', 'three o'clock'.</td>
<td>9,14,17</td>
</tr>
<tr>
<td><strong>A2</strong> I can ask people for directions to a map or plan.</td>
<td>34</td>
</tr>
<tr>
<td><strong>A2</strong> I can get simple information about travel.</td>
<td>50</td>
</tr>
<tr>
<td><strong>A2</strong> I can order something to eat or drink.</td>
<td>66,74</td>
</tr>
<tr>
<td><strong>A2</strong> I can ask people to unearth information they have.</td>
<td>34</td>
</tr>
<tr>
<td><strong>A2</strong> I can make simple purchases by stating what I want and asking the price.</td>
<td>60,55</td>
</tr>
<tr>
<td><strong>A2</strong> I can ask for and give directions referring to a map or plan.</td>
<td>34</td>
</tr>
<tr>
<td><strong>A2</strong> I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me.</td>
<td>22,27,28</td>
</tr>
<tr>
<td><strong>A2</strong> I can describe past activities and personal experiences (e.g. the last weekend, my last holiday).</td>
<td>22,27,28</td>
</tr>
<tr>
<td><strong>Spoken Production</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A1</strong> I can give personal information (address, telephone number, nationality, age, family, and hobbies).</td>
<td>7</td>
</tr>
<tr>
<td><strong>A1</strong> I can describe where I live.</td>
<td>8,16,17</td>
</tr>
<tr>
<td><strong>A2</strong> I can describe myself, my family and other people.</td>
<td>13</td>
</tr>
<tr>
<td><strong>A2</strong> I can describe where I live.</td>
<td>14,17,21</td>
</tr>
<tr>
<td><strong>A2</strong> I can describe my educational background, my present or most recent job.</td>
<td>19</td>
</tr>
<tr>
<td><strong>A2</strong> I can describe my hobbies and interests in a simple way.</td>
<td>26,38</td>
</tr>
<tr>
<td><strong>A2</strong> I can describe past activities and personal experiences (e.g. the last weekend, my last holiday).</td>
<td>15,38</td>
</tr>
</tbody>
</table>
### Strategies

| A1 | I can say when I don’t understand. | 6 | 60 |
| A1 | I can very simply ask somebody to repeat what they said. | 65 |
| A2 | I can ask for attention. | |
| A2 | I can indicate when I am following. | 60 | 100 |
| A2 | I can very simply ask somebody to repeat what they said. | 60, 65 |

### Language Quality

| A2 | I can make myself understood using memorised phrases and single expressions. | 34 | 48 | 60 | 65 | 74 | 75 | 86 | 126 | 138 |
| A2 | I can link groups of words with simple connectors like “and”, “but” and “because”. | 22 | 53 | 66 |
| A2 | I can use some simple structures correctly. | 10 | 17 | 32 | 42 | 53 | 58 | 67 | 80 | 90 | 106 | 120 | 132 | 133 |
| A2 | I have a sufficient vocabulary for coping with simple everyday situations. | 12 | 13 | 24 | 25 | 29 | 40 | 52 | 66 | 78 | 84 | 92 | 104 | 118 | 120 | 130 | 136 | 141 | 143 |

### Writing

| A1 | I can fill in a questionnaire with my personal details (job, age, address, hobbies). | 8 | 53 | 139 |
| A1 | I can write a simple postcard (for example with holiday greetings). | 67 |
| A1 | I can write sentences and simple phrases about myself, for example where I live and what I do. | 14, 21 | 43 | 53, 54 |
| A2 | I can write short, simple notes and messages. | 22 | 31 | 45 | 59, 65 | 71 | 82 | 90 | 107 | 125 | 127 | 137 | 143 |
| A2 | I can describe an event in simple sentences and report what happened when and where (for example a party or an accident). | 35 | 55 | 85 | 87 | 94 | 96 | 108 | 120 | 143 |
| A2 | I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies). | 14 | 21 | 23 | 35 | 47, 49 | 53 | 54 | 60 | 69 | 83 | 100 | 119 | 113 | 119 | 137 |
| A2 | I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills. | 61 | 101 | 139 |
| A2 | I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies). | 23 | 39 | 61, 65 | 87 | 101 |
| A2 | I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody. | 75 | 91 |
| A2 | I can write simple sentences, connecting them with words such as “and”, “but”, “because”. | 22 | 53 | 75 | 82, 87 |
| A2 | I can use the most important connecting words to indicate the chronological order of events (first, then, after, later). | 93 | 101 | 113 |
Gateway Student’s Book overview

Vocabulary and Reading

A unit overview summarises the main teaching points.

Colour-coded sections identify the area of study.

Topic-related vocabulary is presented and practised through a variety of language tasks. Students typically start with a matching activity to activate prior knowledge. Students are also encouraged to explore further using a dictionary.

The first activity either asks students to predict information or encourages students to read the text quickly for gist.

Typical reading tasks include exam-style exercises such as true/false statements, multiple-choice, comprehension questions, matching, inserting sentences into a text, etc.

Short listening texts show the new vocabulary in context. This recycles the vocabulary and prepares students for the final exercise which focuses on using the words in oral communication.

Motivating reading texts (also recorded and available on the website / IWB materials) allow students to develop their reading skills and see vocabulary in context through a variety of stimulating tasks that they can do individually or together.

Further vocabulary development is achieved through examining new words in the text. The relevant words in the text are underlined to help the students to locate them.

Further reading tasks check that students have fully understood the relevant information.

What about you? sections allow students to express personal reactions to the text they have just read. Some may develop into class discussions.

There is further controlled written practice of the new vocabulary at the end of the unit in the Language reference and revision section, and also in the Gateway Workbook.
Grammar in context and Developing vocabulary

The Grammar guide box highlights sentences from the reading text featuring the target structure in context. Students are asked to work out key information about the form and/or use of the grammar. The students are then referred to the Grammar reference section at the end of the unit where they can check their ideas.

The Developing vocabulary lesson does not always feature a traditional lexical set. It usually examines a 'system of vocabulary and often bridges the gap between vocabulary and grammar. Typical groups studied include phrasal verbs, suffixes, prefixes, collocations, dependent prepositions, etc.

Students Identify and match the new vocabulary. Some or all of this vocabulary has already appeared in context in the Reading lesson.

Students recognise and identify the new grammatical structure. They then progress to completing sentences or putting given words into the correct form, before they move on to writing whole sentences.

The final grammar activity asks students to use the new grammar in active, oral communication. This activity usually involves personalisation. Students work in pairs or small groups and find out new things about their partner. They then communicate this information to the rest of the class.

There is further controlled written practice of the new grammar at the end of the unit (in the Language reference and revision section) and in the Workbook.
The aim of these pages is to provide content-rich texts for extra practice in reading and listening, as well as some speaking and writing. The texts on these pages aim to be stimulating and to teach students something other than just English. The content is cross-curricular, cultural (especially the cultures of English-speaking countries), or literary. There is also attention to popular culture using songs or up-to-date information from different media sources.

There is another page of CLICK material per unit in the Workbook, on a topic related to the one featured in the Student's Book.

Inside information provides useful background information to the texts, giving further information about the author, where and when the text is from, etc.

Tourist guides

Word booster boxes help students with new vocabulary in CLICK texts. Students match the words and definitions. The boxes are not numbered so they can be used either before or after reading or listening.

There are mini-projects throughout the Student's Book pages which enable students to explore further and extend their knowledge of a topic.

What about you? sections allow students to express a personal response to the text. Typically the questions may lend themselves to two to four minutes discussion, but may also develop into whole-class debates. Suggestions for language help for the students are given in the teacher's notes.
Listening and Grammar in context

These pages begin with listening practice by means of a text that opens up a new facet of the unit topic. Sentences from the listening text or task are then used to contextualise new grammar. This grammar is presented and practised in the remaining exercises.

The first activity introduces the topic of the text that the students are about to hear and often asks them to express personal opinions. Illustrations help to stimulate the students' imaginations and to give them ideas and clues about what they are going to hear.

The Grammar in context lesson functions in much the same way as the previous one, allowing students to discover grammar rules for themselves. Additional teacher support and language tips can be found in the teacher's notes.

There is further controlled written practice of this grammar at the end of the unit (in the Language reference and revision section) and in the Workbook.

Students listen and do the task, having previously thought about the most efficient strategies to use through the Exam success box. There is a wide variety of typical tasks, all of which appear in listening exams - completing notes, matching the speakers with statements, true/false/not mentioned, correcting incorrect information in a text, etc. There is also a wide variety of text types, including radio programmes, street interviews, adverts, conversations between friends, etc. The listening texts are used to contextualise the new grammar.

There are two Exam success boxes in each unit. They ask students to reflect on the best way to do a specific exam task. Students can discuss their answers to the question in pairs and they are then directed to a special section at the end of the book where typical strategies and tips are explained.

There is a further comprehension activity to fully exploit the listening text. The teacher can decide how many times to listen. The audioscript for each listening text appears in this Teacher's Book.
Developing speaking and Developing writing

These two pages develop the skills of speaking and writing. Students need more help to develop productive skills than receptive skills. The aim of these pages is to build students' confidence and knowledge so that they can perform the final (usually exam-style) task in the Practice makes perfect sections. This is done by helping students to move step-by-step from receptive work to their own creation of a dialogue or written text, via analysis of useful words, phrases and techniques.

The Developing speaking page often begins with students talking about the pictures on the page and/or the topic.

The first exercise serves to introduce the main topic and writing focus of the page. Speaking practice helps to add variety to the class and integrate the skills. It also helps students to engage in the class on a personal level.

Key language needed to perform the final writing task is analysed and highlighted in the Writing Bank. Students do an active task and then refer to it during the production task. Students can also use the Bank after writing to check their work.

Students listen and complete simple comprehension tasks. The audio is often used as a model and frame for their own speaking practice later in the lesson. At this stage, students simply repeat or slightly adapt the model to focus on developing confidence and fluency.

Practice makes perfect activities give students the opportunity to create their own description or dialogue based on the one in the lesson. Tasks are often exam-style tasks such as role-plays, giving personal information, negotiating, describing photos, giving presentations, etc. Often the students do the final task twice, either by changing partners or by performing their task for the rest of the class. Repeating the task helps students to build confidence and gain fluency. Students should hopefully see for themselves that practice does make perfect. For less confident students, a photocopiable model text can be found in the Teacher's Book.

One of the most difficult things about writing is knowing what to write. In this exercise, students are given help planning and organising the information they are going to use in their final piece of writing. They are asked to reflect on this learning technique in the Study skills box that follows.
Language reference and revision

These reference pages bring together all the grammar and vocabulary taught in the unit, making it much easier for students to revise and prepare for periodic language tests and exams. The design of these two pages makes it easy for students to see the connection between the reference material and the relevant practice material on the next page. Students can either read the reference material and then try the practice activities, or try the practice activities first and then study the reference material to check their ideas. The pages can be used in the classroom or can be used for self-study, for example, just before an exam.

By positioning the Grammar reference and revision section at the end of each unit, rather than at the end of the book, Gateway aims to make this material much more accessible to students. This is supported by the link from the Grammar guide within the unit to this page, when students check their theories about new grammar. The Grammar reference provides tables and clear explanations of the form and use of the new language. The Grammar revision section provides practice activities for each grammar point.

Students can clearly see how many points are available in each exercise. This can be motivating and the result will show which areas need extra work. There is also a clear link to the exact place in the Workbook where they can find more practice activities.

The Vocabulary section provides a quick checklist for the main target vocabulary from the unit. There are, of course, many other words taught in each unit and students are directed to the unit-by-unit word lists at the back of the book. In the Vocabulary revision section, students can complete practice activities which focus exclusively on the target vocabulary from the unit.

Remember, too, that the Workbook contains a Gateway dictionary based on the Macmillan Dictionaries.
Exercises encourage students to analyse their answers and think about the grammar.

Exercises support the student's book and give extra practice in developing vocabulary.

The Grammar extension practises the same structures presented in the Student's Book, but they are slightly more demanding.

The Vocabulary extension works on new topic-related words presented in the unit. These activities are particularly valuable in mixed-ability classes.

Dialogues provide extra practice to support the students' development of communication skills and exam technique.

Analysis and highlighting of key language to prepare for a particular type of writing task. Students build up and organise information for their final piece of writing.
Gateway Dictionary

Entries include words and definitions from Gateway Student's Book and Workbook and other words often included in school-leaving examinations. Star ratings indicate frequency of use.

Workbook Progress Tests

Progress Test: Units 1–6

Progress Test: Units 1–8

Cumulative progress tests provide essential recycling of all language in the Student's Book units.
The Teacher's notes mirror the structure of the Student's Book, including all main headings, activity headings and audio references. Teachers can find instructions, tips and advice for every exercise on the Student's Book page in their Teacher's Book, as well as further information, ideas and suggestions. Homework suggestions, cultural information, DVD viewing ideas and extra reading advice are also included. In the Developing writing and Developing speaking lessons, photocopyable model dialogues and texts are provided which teachers can use to support less confident students in the production tasks.

Each unit opens with a succinct and easy-to-navigate overview of the unit contents. The unit is broken down into key skills areas so teachers can see at a glance which skills and content areas the unit covers. A Materials section clearly indicates what additional resources may be required.

There are suggestions for Warmers throughout the teacher's notes. Warmers are activities which introduce students to the topic of the lesson and activate prior knowledge and interest in the subject area. These activities usually take the form of fun games or free discussions which literally warm students up for the class.

The answers to every exercise in the Student's Book, as well as any extra activities, can all be found in the Keys. Where answers are not clear-cut, Suggested or Example answers are provided as a guide.

The full audioscripts for all listening activities appear within the teacher's notes for the corresponding exercise, meaning teachers do not have to locate a separate audioscript for listening activities.

Teachers are provided with additional support via the Teacher Development boxes. Providing advice and support on all aspects of the teaching experience, including planning, classroom tips, student training, language and pronunciation, these boxes are a valuable tool for teachers of all experience levels.

Fast finishers and Extra practice boxes are very useful tools for those who are teaching mixed ability classes. Fast finishers can be given extra tasks to keep them occupied while the rest of the class catch up. If you feel that some or all of your students need extra practice of a key language point, you can assign the Extra practice activity before moving on.

Extra activities can be found throughout the teacher's notes and provide additional ideas for extension. These can be used whenever there is spare time in a lesson, as homework or as mini-projects.
Teacher's resource materials

There are thirty photocopiable worksheets for each level of Gateway at the back of the teacher's book. They are designed to support and complement the Student's book material by providing the teacher with short activities to do in class with pairs or groups of students.

There are three photocopiable activities per unit, focusing on grammar, communication, and also a CLIL element or mini-project.

Focus on cross-curricular topics to complement Student's Book areas

Individual, pair or groupwork to revise language from unit and encourage communication within the class

Class focus for repetition and real practice
Gateway Online

For Students

www.gateway-online.net

Accessible using access token available in the Student’s Book.
A dynamic learning space offering additional language practice.

Students can practise key vocabulary and grammar while playing arcade-style games – and have fun while improving their language.

Marks are stored for reviewing progress. Results can be printed or emailed to the teacher.

Students can build their own wordlists from the Student’s Book, hear them pronounced and create their own recordings to help improve pronunciation. They can also generate vocabulary quizzes to test themselves.

Students can read and listen to a best-selling Macmillan Reader, with extra activities and guidance on how to write a review and keep a reading journal.

Interactive activities help students practise and revise the language covered in each unit. They can monitor progress and prepare for tests with the Test Yourself activities. They can also email written work to the teacher.

Opportunities to watch and listen to authentic material linked to the CLICK lessons. Interactive activities in cross-cultural and cross-curricular contexts.
Gateway Online

For Teachers

www.macmillanenglish.com/gateway

The free online resource site for teachers of Gateway.

For Teachers

Further information about the course as a whole can be found in this area, including interview video footage.

Offers additional materials such as culture worksheets, video, notes for teachers, CEFR checklists and OneStopEnglish pathway documents.

Teachers can subscribe to Gateway to receive news and updates from the site sent via email.

Focuses on areas of interest for teachers and features video footage of Gateway in use.

Interact with other Gateway teachers. Access teaching tips, FAQs and videos of Dave Spencer and participate in teacher training discussions online.
Gateway Interactive Classroom

A digital version of Gateway Student's Book, with a variety of multimedia assets and tools which allow you to interact with the material on screen.

You can display a particular page, move through the book, or view the contents of the book according to Unit, Skill or Media type. You can have instant access to Macmillan's free online dictionary, display an interactive phonemic chart or go to the Teacher's Area.

Activity types include drag and drop, multiple choice, reordering sentences, labelling, matching, and memorising. There are also activities specially developed to focus on specific linguistic features and information within a reading or writing text, for example showing evidence for answers or key features and highlighting.

Use these tools to focus students' attention on particular areas of the page, for example, zoom into activities or write or highlight text using the pen tool.

Create your own material either before or during a lesson - create content, write annotations, insert images and links to other pages or websites.

Click on the audio tab and the audio player will appear for that exercise. You can also click on the script button for students to read the audioscript while listening.

You can reveal answers one by one, hide answers or reveal them all at once.

To access a video clip simply click on the video tab and the clip will appear.
Vocabulary p6, 7, 9, 10
- Classroom objects
- Colours
- Some English-speaking countries and nationalities
- Days, months and ordinal numbers
- The family
- Basic descriptions

Grammar in context p8, 10-11
- To be
- Subject pronouns and possessive adjectives
- Have got
- Possessive 's
- Demonstrative pronouns

Speaking p6, 7, 9
- The alphabet and spelling
- Classroom expressions
- Saying hello
- Telling the time

Language reference and revision p12-13
- Grammar: to be, subject pronouns, possessive adjectives, have got, possessive 's, demonstrative pronouns
- Vocabulary: classroom objects, colours, days, months, ordinal numbers, the family, basic descriptions

Vocabulary p6
Warmer
Start the first class of the year with a dynamic warmer. Toss a ball to a student and ask them to introduce him/herself and name his/her favourite activity. He/She then tosses the ball to another student who does the same. This activity can be repeated in subsequent classes with students naming their favourite food, musical group, TV show, etc.

Draw attention to the unit title on page 6 of the Student's Book. Drill the pronunciation of starter's (sta'ta(r)) and remind students that the schwa /a/ sound is the most common sound in the English language.

Classroom objects
1a In pairs, students match the objects in the picture with the words.
1b 1.01 Check the answers. Then play the CD for students to listen and repeat. Remind students that for compound nouns, the stress is on the first syllable, e.g. blackboard.

Extra activity
(Play the CD again and ask students to underline the stressed syllables in the words in 1a and circle the schwa /a/ sound. See the Audioscript and Key above for answers – the /a/ sounds are in bold.

2a SPEAKING Students play a drawing game in pairs. Student A draws a classroom object and Student B names the object.
2b Students change roles and repeat.

Fast finishers
Students think of other classroom objects to add to the vocabulary in this lesson and look up the English words in the Macmillan Essential Dictionary, e.g. notice board, posters, etc.

Colours
3 In pairs, students look at the pictures again and say which classroom object is each colour.

Homework
Refer students to the Workbook, page 2.

Speaking p6
The alphabet and spelling
1a PRONUNCIATION 1.02 Play the CD for students to listen and say why the letters are in different lists.

Key
They are categorized according to the vowel sound.
1b (Students listen again and practise saying the lists.
2 Fast finisher 1.03 Students listen and write the letters. Elicit what the words are.

Extra activity
(Play the CD again and ask students to underline the stressed syllables in the words in 1a and circle the schwa /a/ sound. See the Audioscript and Key above for answers – the /a/ sounds are in bold.
Vocabulary p7

Some English-speaking countries and nationalities

1a Students use the words to complete the table.

1b 🎧 1.04 Play the CD for students to listen, check and repeat.

<table>
<thead>
<tr>
<th>Audio script and Key</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>England</td>
</tr>
<tr>
<td>2</td>
<td>Ireland</td>
</tr>
<tr>
<td>3</td>
<td>American</td>
</tr>
</tbody>
</table>

2 In pairs, students write a list of other English-speaking countries they know.

Suggested answers: New Zealand, South Africa, Belize, Singapore, India, parts of the Caribbean (Antigua and Barbuda, Bahamas, Barbados, Dominica, Grenada, Guyana, Jamaica, St Lucia, Trinidad and Tobago, etc.), many African countries (Kenya, Botswana, Ghana, Cameroon, Nigeria, Rwanda, etc.)

Extra activity

Ask students to underline the main stress in each word in 1a. Provide dictionaries to help them (the Macmillan Essential Dictionary has a reference list of countries, nationalities and languages at the back).


Nationalities

Highlight the following rules and conventions:

- Most nationalities end in -ish, e.g., Canadian, Australian, American. The stress comes before the -ish sound.
- A lot of nationalities end in -ish, e.g., British, English, Irish. These are generally two-syllable words and the stress is on the first syllable.
- A few nationalities end in -ese, e.g., Chinese, Portuguese, Japanese. The stress is always on the -ese sound.
- The word for the language is often the same as for the nationality, e.g., You speak German, Portuguese, Japanese, Spanish.

Classroom expressions

4 Students look at the classroom expressions and translate them into their own language.

5 Students ask their partner to spell other numbers using the classroom expressions from 4, if necessary. Draw attention to the model dialogue before they begin.

Extra activity

Ask students to write the phonetic symbols for each vowel sound in the alphabet and think of a word for each sound, e.g., say /s/ as e in me, m in bed, r in red, t in terminal, a in in/at, e in pot, o in knot.

Classroom management

Classroom management is one of the most important areas of teaching. Establishing routines helps students know what is expected of them and allows the class to run more smoothly.

Start of the class: Remind students to switch off mobile phones; do a name call and collect homework; do a revision activity or warmer (5–10 minutes).

During the class: Use and encourage classroom language; give clear instructions; set time limits; divide the whiteboard into specific zones, e.g., homework on the left, objectives and stages of the class on the right, in-class notes in the middle; monitor to make sure all of the students are on task; plan activities for fast finishers.

End of the class: Set homework.

Speaking p7

Saying hello

1 LISTENING 🎧 1.05 Play the CD for students to listen to the dialogue and fill in the gaps. Elicit answers from the class.

Audio script and key

Boy: Hi, I'm Thomas. What's your name?
Girl: I'm Grace. Nice to meet you.
Boy: Nice to meet you too. How do you spell your name?
Girl: G-R-A-C-E.
Boy: Are you English?
Girl: No, I'm not. I'm American.
Boy: How old are you?
Girl: I'm 16. And you?
Boy: I'm 16 too. This is my friend. His name's Luke. He's 18.
Grammar in context p8

To be

Test before you teach
Do this activity to find out how much students already know about the verb to be. If they seem to be familiar with its form and use, move quickly through the exercises in the Grammar guide with the whole class.

Write these questions on the board: 1 Who are you? 2 How old are you? 3 What does your dad do? 4 Is your mum a teacher? 5 Are your classmates 17 years old? 6 Where are the desks in your school? Ask students to write the answers individually and monitor carefully.

Example answer
1 I'm Bill.
2 I'm 14.
3 He's a mechanic.
4 No, she isn't.
5 No, they aren't.
6 They're in the classrooms.

1a Students look at the sentences and complete the verb table. Remind students that we do not contract I am in affirmative short answers.

Example answer
a I'm am
b I'm am not
c Yes, I am.
d Are
e am
f I'm am not

1b Students match the long forms with the contractions.

Example answer
1 b 2 a 3 c 4 e 5 f 6 d

Refer students to the Grammar reference on page 12.

2 Students complete the sentences with the correct form, affirmative or negative, of the verb to be and make true sentences.

Example answer
1 is
2 am
3 are/aren't
4 is/aren't

3 SPEAKING Ask students to look at the table. Play the CD for them to listen and read the dialogue. Elicit the person's surname.

Example
Storm

4 SPEAKING One student chooses a person from the table in 3 and their partner asks questions to guess who they are. Draw attention to the model dialogue before they begin.

Subject pronouns and possessive adjectives

5 Students match the subject pronouns in 1–7 with the possessive adjectives in a–g. Elicit answers from different students.

Example answer
1 d 2 b 3 e 4 a 5 g 6 f 7 c

Refer students to the Grammar reference on page 12.
Speaking p9
Telling the time
1 Students look at the clocks and complete the times. Tell them to use the large clock on the right to help them.

- 1 o'clock
- 2 half
- 3 quarter
- 4 to
- 5 five past
- 6 twenty-five past three

2 Speaking Individually, students write five times and then take turns to ask a partner the time and answer with a time from their list. Draw attention to the model dialogue.

3 Speaking In pairs, students take turns to ask and answer the questions. Ask a strong pair to model the questions and answers for the class.

Vocabulary p9
Days, months and ordinal numbers
1a Students use the words to complete the table.

1b Listen. 1.09 Play the CD for students to listen, check and repeat.

Days: 2 Tuesday 3 Wednesday 4 Thursday 5 Friday 6 Saturday 7 Sunday
Months: 2 February 3 March 5 May 6 June 7 July 9 September 10 October 11 November
Ordinal numbers: 2nd second 3rd third 5th fifth 6th sixth 7th seventh 9th ninth 10th tenth 11th eleventh

Fast finishers
Students look at the family tree and write another gap-fill sentence similar to those in 2 to test the class.

3 Speaking Individually, students draw their own family tree and describe it to their partner. Draw attention to the example.

Basic descriptions
4 Students look at the words and decide if each word describes Jake or Carl. Draw attention to the example.

Jake: blue eyes, fair hair, glasses, long hair, mustache, tall
Carl: brown eyes, dark hair, short, short hair, thin

5 Listening 1.10 Play the CD for students to listen and decide who is being described: Mandy, Kevin, Joe or Kate.

Audioscript
He's thin. He isn't tall. He's got blue eyes and fair hair. He's got long hair.

Joe

6 Individually, students write a description of one of the other Jones cousins (Mandy, Kevin or Kate). Then they read it for their partner to guess who it is.
Grammar in context p10–11

Have got

Test before you teach
Place a selection of objects on your desk (e.g., a pencil, a book, a bag, etc.) and gesture to show they are yours. Write on the board: ________ a ________, and elicit a sentence for one of the objects, e.g., I have got a book. Ask students to look in their bags or on their desk, and write three sentences about their objects. If students seem familiar with this structure, do the Grammar guide exercise together as a class.

1. Students look at the sentences and complete the verb table.
   - a has got
   - b haven't got
   - c Has ... got
   - d has

2. Students complete the sentences with the correct form of have got so they are true. Elicit sentences from different students.
   - 1 have/haven't got
   - 2 have/haven't got
   - 3 Has/hasn't got

3. Students complete the questions with the correct form of have got.
   - 1 Has ... got
   - 2 Has ... got
   - 3 Have ... got

4. In pairs, students take it in turns to ask and answer the questions in 3. Draw attention to the model dialogue.
   - 1 Yes, she has.
   - 2 No, she hasn't.
   - 3 No, they haven't.
   - 4 No, they haven't.
   - 5 Yes, she has.
   - 6 Yes, she has.

Possessive 's

5. Students look at sentences a–e and decide if statements 1 and 2 are true or false.
   - 1 True
   - 2 True

Demonstrative pronouns

7a. Students look at pictures and read the sentences. Elicit when each demonstrative pronoun is used.

7b. Students look at the pictures and complete the phrases with this, that, these or those.

Homework

Refer students to the Workbook, page 7.

Grammar revision p13

Students read the Grammar reference/Vocabulary sections on page 12 before completing the revision exercises on the following page.

To be

1. Students complete the dialogue with the correct form of to be.
   - a Are
   - b 'm/am not
   - c isn't/is not
   - d Is
   - e aren't/aren't
   - f 's/

Have got

2. Students complete the dialogue with the correct form of have got.

   - a Have ... got
   - b have
   - c 've/have got

   - d Has ... got
   - e hasn't
   - f hasn't got

Subject pronouns, possessive adjectives, possessive 's, demonstrative pronouns

3. Students choose the correct alternative in each sentence.

   - 1 My
   - 2 Her
   - 3 They
   - 4 These
   - 5 boy's
   - 6 Becky's

Vocabulary revision p13

Classroom objects

1. Students name the classroom objects.

   - 1 ruler
   - 2 rubber
   - 3 notebook
   - 4 board
   - 5 pencil sharpener
   - 6 CD player

Days, months, ordinal numbers

2. Students complete the lists.

   - 1 third
   - 2 Tuesday
   - 3 June
   - 4 eighth
   - 5 Saturday
The family

3 Students write the correct words.

1 uncle
2 grandmother
3 cousin
4 mother
5 grandson/granddaughter
6 nephew/niece

Basic descriptions

4 Students complete the description with some of the words from the box.

a short c dark/long e glasses
b dark/long d beard

Homework

› Refer students to the Workbook, pages 8 and 9.

Gateway online

For useful and motivating additional practice across a range of skills and task types, students can access Gateway Online:
www.gateway-online.net.

• Video activities
• Listening activities
• Writing activities
• Test yourself activities
• Language games
1 Back to school

Vocabulary/Developing vocabulary p14, 17
- School subjects
- School activities
- Everyday activities

Reading p15
- Skimming and scanning for global and specific information
- Typical school life in Japan

Grammar in context p16-17, 20-21
- Present simple affirmative
- Prepositions of time
- Present simple negative
- Object pronouns

CLICK onto ... School life in the UK p18-19
International cultural knowledge
- Secondary schools in England
- Cross curricular – History
- A famous English secondary school

Listening p20
- Identifying key words and listening for gist
- Descriptions of different schools

Pronunciation p16
- Third person present simple endings

Developing speaking p22
- Talking about yourself

Developing writing p23
- An informal email

Language reference and revision p24-25
- Grammar: present simple affirmative, prepositions of time, present simple negative, object pronouns
- Vocabulary: school subjects, school activities, everyday activities

Study skills p156
- Grammar: Using the grammar reference
- Listening: Understanding the basic information in a text

Exam success p158
- Reading: True/False/Not mentioned activities
- Speaking: Giving personal information

MATERIALS
- DVD (optional): The History Boys
- Resource materials: Teacher's notes: p160
- Resource materials: p170-172
- Test 1A and B: Gateway Tests CD

Vocabulary p14

Warmer
Tell students to look at the unit title and say the word school. Elicit words that have the same sound as the long vowel sound /au/ in school, e.g. pool, rule, toe, who, true, etc.

School subjects

1a In pairs, students match the pictures with some of the words. Ask students to look up any words they don't know in their Macmillan Essential Dictionary.

1b Check the answers. Then play the CD for students to listen and repeat.

Using a dictionary
Spend time at the beginning of the year teaching students how to use a dictionary quickly and effectively. Elicit what the words in large bold type at the top left-hand and right-hand corners of any page help you to do (quickly find a word in the dictionary – the left-hand word shows the first word on that page and the right-hand word shows the last word on that page).

In the Macmillan Essential Dictionary, entries with five or more meanings have a menu at the top to make it easier to find a specific meaning. Some words are printed in red and given a star rating to show their frequency.

Elicit how a dictionary can help with pronunciation (the phonetic script and stress marks tell you how a word is pronounced). Tell students their dictionaries also show how a word is used in context and which part of speech the word is (e.g. adj. means adjective).
School activities

4 Students match the pictures with some of the words. Check answers with the class.

<table>
<thead>
<tr>
<th>Key</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>start (school/classes)</td>
</tr>
<tr>
<td>b</td>
<td>finish (school/classes)</td>
</tr>
<tr>
<td>c</td>
<td>ask a question</td>
</tr>
<tr>
<td>d</td>
<td>stand</td>
</tr>
<tr>
<td>e</td>
<td>do homework</td>
</tr>
</tbody>
</table>

Fast finishers

Students think of more verbs related to school activities and look up the English words in the Macmillan Essential Dictionary. They can tell the rest of the class their new words when everyone has finished.

5 Students complete the sentences with information about themselves. Ask students to compare their answers in pairs small groups.

6a Speaking Divide the class into groups. Each group will their school timetable with the lessons for one day of the week.

6b Speaking Each group nominates one or two students to present their timetable from 6a to the class. Draw attention to the model sentence. Ask the class to vote for their favourite day of the week.

Homework

> Refer students to the Workbook, page 10.

Reading p15

**TEACHER DEVELOPMENT: CLASSROOM TIPS**

**Recording reading texts**

The reading texts are recorded and can be found at www.gateway-online.net

Suggest students listen to them if you think it will help them in their understanding of the text. This recorded material provides more exposure to proper pronunciation, stress, accent and sentence rhythm.
Warmer
Play hangman with words to revise vocabulary from the previous lesson. Divide the class into two teams: A and B. Team A chooses a word or phrase from the previous lesson and one student draws a short line on the board for each letter. Team B says a letter and the student either writes the letter on the correct line or draws one part of the hanged man. If the drawing is completed before the word is guessed, Team A are the winners. Repeat the process with Team A guessing the word.

1 In pairs, students look at the photo and answer the questions. Elicit the answers and ask them to predict what the text is going to be about (School life in Japan).

Example answers:
1 There are some Asian students in a classroom. They're wearing a uniform.
2 It isn't similar to my school.

Teacher Development: Classroom tips

Pairwork
Insist that students use English when they are working in pairs or in groups. Display useful classroom language on the walls for students to refer to, e.g. I'm A and you're B, OK? Are you ready? I think ____. How about you? I've (got) the same/a different answer.

Put students in different pairs for each activity. You could try pairing students of a similar level or pairing higher-level students with lower-level students.

2 Students quickly read the text. Set a time limit of two minutes and tell students not to worry about unknown vocabulary. Ask them to say which of the four statements best summarizes their opinion of school life in Japan.

Recording: Unit 1 p15 Reading on www.gateway-online.net

3 Students read the text more carefully and decide if the sentences are true (T), false (F) or not mentioned (NM) in the text.

Key:
1 F (Japanese students study typical subjects.)
2 F (There are about 30 students in each class.)
3 T
4 NM
5 F (The students have lunch in their classroom.)
6 F (There is no break in the afternoon except the ten minutes at the end of the class.)
7 T
8 NM

Fast finishers
Students correct the false sentences in 3. For answers, see the Key above.

Exam success
Students decide if it is more important to give their opinion or understand the information in the text in 3. They then turn to page 158 (Reading: True/False/Not mentioned activities) to compare their answer.
1b Students decide if the sentences are true or false.

1 True 2 True

**TEACHER DEVELOPMENT: LANGUAGE**

**Present simple**

In general terms, the present simple is used to describe permanent and repeated events or actions. Facts, habits and routines are often explained using this tense.

► Refer students to the Grammar reference on page 24.

2a **PRONUNCIATION** 1.13 Play the CD for students to listen for the different ways the verb endings are pronounced.

2b (ii) Play the CD again for students to listen and practice saying the words.

**TEACHER DEVELOPMENT: PRONUNCIATION**

-s and -es

The endings -s and -es in third person singular verbs and plural nouns are pronounced either /s/ or /z/. The pronunciation depends on the final sound of the simple form of the verb.

* /s/ after /s/, /z/, /sh/, /th/, /f/, /ksh/, /z/. When a word ends in these sibilant (hisssing) sounds, the -es ending is pronounced as a separate syllable. This is because these sounds are so similar to the sound of the -es ending, that the ending must be pronounced as a separate syllable in order to be heard clearly. Similarly, when -s is added to words ending in -ce, -ge, -se or -ze, the final -es is usually pronounced as a separate syllable.

* /s/ after voiceless* sounds /p/, /t/, /th/, /f/, /k/. *

* /s/ after all other sounds.

* A voiced consonant is a sound made as the vocal cords vibrate, as opposed to a voiceless consonant, where the vocal cords are relaxed.

3 Students complete the sentences with the present simple form of the verbs.

1 starts 2 writes 3 does 4 love 5 hates 6 finishes, go 7 asks, answer

4 Students complete the text with the present simple form of the verbs in brackets. Ask students what they think about the School for Geniuses.

**Map**

a love d leaves g reads
b starts e knows h finishes
c ask f writes i do

**Prepositions of time**

5 Students look at sentences a–h and complete rules 1–7 with on, at or in.

1 on 2 at 3 in 4 on 5 in 6 at

► Refer students to the Grammar reference on page 24.

6a Students use the table to write true sentences. Remind them to put the verb in the correct form. You could elicit a few example sentences in open class before students do this exercise individually.

**TEACHER DEVELOPMENT: SELF-GRADE**

**Fast finishers**

If students finish early, check their work and tell them how many answers are wrong, but not which ones. This will keep them busy while the others catch up. It will also train students to look at their answers again, which is a good exam strategy.

6b **GROUP** In pairs or small groups, students compare their sentences from 6a and look for similarities and differences. Draw attention to the example dialogue.

**TEACHER DEVELOPMENT: LANGUAGE**

So + auxiliary verb + subject

In the example dialogue, students see So does my good friend. We use this structure to show that we feel the same way as another person or have performed the same action. We change the auxiliary verb depending on the original statement, e.g. A: I can play tennis. B: So can I.

**Study skills**

Students think about what they can do to practice new grammar. They then turn to page 156 (Grammar: Using the grammar reference) to compare their answers.

**Homework**

► Refer students to the Workbook, page 12.

► Developing vocabulary p17

**Everyday activities**

1a In pairs, students match the pictures with some of the phrases. Ask them to look up any other words/phrases they don't know in the Macmillan Essential Dictionary.
1b 1.14 Check the answers. Then play the CD for students to listen and repeat.

**Audioscript and Key**
- get dressed
- get undressed
- get up (a)
- go to bed (b)
- go to school by bike
- go to school by bus (d)
- go to school by car
- go to school by train
- have a shower (e)
- have breakfast (c)
- make breakfast
- make lunch
- make dinner
- have lunch
- have dinner
- play football
- play tennis (f)
- play computer games
- walk to school

2 SPEAKERS In small groups, students take it in turns to talk about a typical day. Draw attention to the model sentences.

3 LISTENING 1.15 Play the CD for students to listen and match the people with the activities.

**Audioscript**

**SPEAKER 1:** Well, I have lunch at school. My parents work in the afternoon, but we have dinner together. Because I go home before my parents do, I start making it. I make spaghetti, pizza, things like that.

**SPEAKER 2:** My home is near the school. I go to school by bike. It's only five minutes. So at lunchtime I go home and have lunch.

**SPEAKER 3:** I love computer games. At the weekend, I play them a lot. But during the week I have a lot of homework. So in the afternoon and evening I do my homework - maths, English, chemistry. And when I finish, I have no time for computer games.

**SPEAKER 4:** I think computer games are okay. But I love sport, especially football and tennis. After school, I get dressed for tennis. I get my racket and I play until dinner!

**SPEAKER 5:** My school finishes late - at half past five. Then I do my homework, have dinner and watch some TV to relax. So it's late when I go to bed - often it's half past ten or eleven. In the morning, I get up late too.

**Key**
1 c 3 d 5 e
2 b 4 a

**Extra activity**
Students write sentences about the speakers in 3 in the third person singular, e.g. Speaker 1 makes dinner, and practise the pronunciation.

**Homework**
Refer students to the Workbook, page 13.

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**Click onto ... School life in the UK p18–19**

**Warmer**
Elicit everyday activities from the previous lesson and write them on the board in a random order. In pairs, ask students to put them in a logical order, e.g. get up, have a shower, have breakfast, go to school, have lunch, go home, do homework, have dinner, play on the computer, watch TV, get undressed, go to bed.

**International cultural knowledge:**
**Secondary schools in England**

1 Students look at the diagram of the English education system and discuss what things are similar or different in their country.

2 Students read the text and say if secondary schools in their country are similar to English schools. You may want to pre-teach the word: compulsory - something that must be done because of a rule or law.

**Recording:** Unit 1 p18 Reading on www.gateway-online.net

**Cultural information**

The education system in the UK is divided into four main parts: primary education, secondary education, further education and higher education. Children in the UK have to legally attend primary and secondary education from four/five years old until they are 16 years old. Students are assessed at the end of each stage. The most important assessment occurs at age 16 when students sit their GCSE exams (General Certificate of Secondary Education). After that, and if they are successful in their GCSEs, students can choose to stay on at school for further two years and study for their A Levels. Alternatively, they can study for a vocational qualification or get a job.

3 Students match the names and words with the correct information.

| a | 4 |
| b | 3 |
| c | 5 |
| d | 2 |
| e | 6 |
| f | 7 |
| g | 1 |

**WHAT ABOUT YOU?**
Students discuss the questions in pairs. Give them a few minutes to make notes before they begin and draw attention to the model sentences.

**Cross-curricular – History:** A famous English secondary school

5 Students look at the photos of Eton College. In pairs, they discuss if Eton is similar to their school and say why/why not. Ask students to share their opinions with the class.

6a Students read the quiz about Eton and guess the answers.
6b **LISTENING** 1.16 Play the CD for students to listen to someone talking about Eton and check their quiz answers.

**Audiodscript**

Some schools in Britain are very famous, usually because they have a lot of history. Take Eton College, for example. It's a public school and it's over 570 years old. Students start when they are 13 and finish when they are 18. Eton is a boarding school. That means that the students live in the school. Only boys go to Eton.

At the moment, Eton is popular with the British Royal family. Prince William and Prince Harry are old Eton students. Royal families from Africa and Asia send their children to Eton and a number of British Prime Ministers are Old Etonians! And some fictional characters are old Eton students too – the secret agent, James Bond, 007, for example. You need a lot of money to study at Eton. The school is expensive. It costs approximately £30,000 a year to study there.

Traditional is important at Eton. The students and the teachers wear a special uniform which is very formal. The students don't call the teachers 'teachers', they call them 'beaks'. All the students study Latin for a minimum of one year. The classes are often small; they have just ten students in some lessons. 30% of the students go to Oxford or Cambridge University when they finish their studies at Eton.

Sport is very popular at Eton. They play normal sports, but they also play games which only exist at Eton – one is called the *Eton Wall Game*. The *Eton Wall Game* is a very physical type of football. Actually, Eton is one of the first schools in the world to play football. It's interesting that another popular sport comes from an old English public school. The game rugby comes from Rugby School. The first written rules for this sport came from Rugby School in 1870.

**Extra activity**

Students discuss if they would like to go to Eton College and say why or why not.

**Resource materials:** See Unit 1 CUI worksheet on page 172.

**DVD (optional)**

*The History Boys* (director: Nicholas Hytner; 2006)

**Themes:** School life in the UK; University; Teenagers; Exams; Coming of age; Secondary school

**Plot:** Originally a play by British playwright, Alan Bennett, the film takes place in an English secondary school in the early 1980s. A group of students are preparing for the entrance exams for Oxford and Cambridge universities under the guidance of three teachers with very different styles.

Extra reading

The highly popular TV show Dawson's Creek™ has been shown in more than 50 countries around the world. Students can download a complete chapter or read an abridged and adapted version of the books to accompany the TV show in several different Macmillan Elementary Readers. You can find material to use these readers as a basis for a class project or as a class reading activity at this website: www.macmillanenglish.com/readers

**Homework**

Refer students to the Workbook, page 14.

### Listening p20

**Warmer**

Ask students to recall the school subjects they learned at the beginning of the unit. In pairs, they group the subjects by number of syllables.

1 syllable: art, French, maths
2 syllables: English, German, physics, Spanish, music, Latin
3 syllables: history, chemistry
4 syllables: geography

1 In pairs, students talk about the pictures and say where the people are.

**Suggested answers**

1. I can see a teenage girl. I think she is in a TV studio, but she is sitting at a desk with a teacher.
2. I can see a boy and a girl. They are in a zoo. A man is talking about one of the animals.
3. I can see two boys with pens and notebooks. I can see a teacher on the computer screen.
4. I can see a lot of people in a classroom. It is a very simple room and we can see outside.
5. I can see two boys. They are studying in the living room with their mum.
Describing pictures
In oral exams, students are often asked to describe a photo or a picture. Train students to always start by giving a general description of the situation and then give details. Revise some key expressions for describing pictures, e.g. In this photo/picture, I can see ..., I think ..., etc.

3 Ask students to read the questions and answer as many as they can before you play the CD. Then play the CD again for them to answer the remaining questions. Check the answers and then ask students Which school do you like the most? Try to build a class discussion about the pros and cons of each type of school.

<table>
<thead>
<tr>
<th>Key</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speaker A</td>
</tr>
<tr>
<td>2</td>
<td>Speaker C</td>
</tr>
<tr>
<td>3</td>
<td>Speaker A</td>
</tr>
<tr>
<td>4</td>
<td>Speaker D</td>
</tr>
<tr>
<td>5</td>
<td>Speaker B</td>
</tr>
<tr>
<td>6</td>
<td>Speaker B</td>
</tr>
</tbody>
</table>

Grammar in context p20–21

Present simple negative

Test before you teach
Write these sentences on the board: I watch TV every night. × Dave lives in the USA. Ask students to rewrite the sentences in the negative form. Monitor carefully to see if students have consolidated knowledge of this structure. If so, move through the Grammar guide exercise as a whole-class activity.

Key
I don't watch TV every night.
Dave doesn't live in the USA.

1 Students look at sentences a–e and then complete rules 1 and 2 with don't or doesn't. Point out that after don't/doesn't we use the main verb without -s.

Key
1 doesn't 2 don't

Refer students to the Grammar reference on page 24.

Study skills
Students discuss if it is necessary to understand everything the first time that they listen to a text. Tell students to turn to page 156 (Listening: Understanding the basic information in a text) and compare their answers.

Effective listening
Remind students that the first time they listen to a text, they should form a general idea of what it is about. Students should try to predict content (from key words in the questions, visual clues, etc.) and read the questions before they listen. After the first listening, they should try to answer as many as they can before they listen for a second time.

For the CEFR dossier (see Unit 2 Teacher development box on page 49) students can assess the listening activities they have done in class on a self-evaluation sheet, including the subject, date and an evaluation of their progress:

I understood the first time I listened. 1 2 3 4 5
I understood when we had finished listening. 1 2 3 4 5
I understood after listening with the audioscript. 1 2 3 4 5

TEACHER DEVELOPMENT: LANGUAGE

Auxiliary verb do
With the exception of the verb to be, we use the auxiliary do to form questions and negative statements in the present simple. Auxiliaries are verbs which combine with other verbs to form various tenses. When the auxiliary is combined with another verb, the auxiliary agrees with the subject and the other verb appears in the infinitive.

2 Students complete the sentences with don't or doesn't.

Key
1 don't 3 doesn't 5 don't 7 doesn't
2 don't 4 doesn't 6 don't 8 don't

3 Students make the sentences negative as in the example sentence.

Key
1 I don't go to school in a Ferrari.
2 My cousin doesn't read ten books a day.
3 My grandmother doesn't play computer games.
4 Her parents don't watch TV at 7 am.
5 You don't speak French.
6 Sam and Leo don't go to bed at ten o'clock.
7 His brother doesn't make the dinner.
8 She doesn't watch TV in the afternoon.
Developing speaking p22

Talking about yourself

Warmer

Write these verbs on the board: like, don't like, love, hate. Individually, students write at least one question using each verb in pairs, students take turns to ask each other questions about their likes and dislikes, e.g. Do you like horse-riding? What foods do you love eating? What do you hate doing?

1 LISTENING 1.18 Play the CD for students to listen to a new student introducing himself to the class and complete the notes with the words. Ask students to compare in pairs before you check answers.

Audio script

TEACHER: You're new in the class this year. Tell us something about yourself. What's your name and where are you from?

ADAM: My name's Adam. Adam Miller. I'm from Ontario, in Canada.

TEACHER: Tell us about your family.

ADAM: My parents' names are Jack and Alice. I've got two sisters. Their names are Katie and Olivia. Katie is 20 years old. She studies at university. Olivia is 15. She comes to this school.

TEACHER: What about school? What are your favourite subjects?

ADAM: I love sports and so I really like PE. And I like art and music. I'm good at art. I like drawing and painting.

TEACHER: What about arts and business?

ADAM: They're OK, but they aren't my favourite subjects. I don't really like science.

TEACHER: And after school?

ADAM: I play tennis. I don't play computer games because I don't like them much.

5a Students write true sentences about themselves and their routines using the words in the table and other words. Remind them they can use the verbs more than once and they can make them affirmative or negative. Draw attention to the example sentences.

5b SPEAKING In pairs, students read their sentences to their partner, e.g. I go to bed at ten o'clock. Then they tell the class about their partner using the third person singular form, e.g. Jason goes to bed at ten o'clock.

Object pronouns

6a Students look at the sentences and decide if the words in green and red are subject or object pronouns.

The green words are subject pronouns and the red words are object pronouns.

6b Students match the subject and object pronouns in the table.

Refer students to the Grammar reference on page 24.

7 Students write the sentences again using an object pronoun.

Resource materials: See Unit 1 Grammar worksheet on page 170.

Homework

Refer students to the Workbook, page 15.
Structured dialogues

Students benefit from practicing speaking in structured dialogues because they can concentrate on fluency, and work on intonation and pronunciation instead of accuracy. Make sure students understand the instructions before they start. The aim is to boost students' confidence so that they feel better about participating in free speaking activities.

3 Students look at the information in the Speaking Bank and find an example sentence in Adam’s answers for each word. Draw attention to the example sentence.

Key:
and: I have a shower and get dressed.
but: They're OK, but they aren’t my favourite subjects.
Because: I don't play computer games because I don't like them much.
so: I love sport and so I really like PE.

4 Students complete the sentences with and, but, because, so.

Key:
1 but
2 because
3 and
4 so
5 because
6 but
7 so

5a Speaking In pairs, Student A plays the role of the teacher and Student B plays the role of the student. Student A asks the questions in 2 and Student B uses the information on page 167 to answer them.

5b When they have finished, students change roles. Student A now refers to the information on page 167.

Practice makes perfect

6a Speaking Students make notes about their family, the school subjects they like/don’t like and what they do after school.

6b In pairs, students take it in turns to be the teacher and ask the questions. The other student answers with information about themselves. For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself, or alternate the roles with you and a strong student. Then instruct students to read aloud in pairs, alternating between roles A and B. Then ask them to read it again, changing the underlined information so that it is true for themselves.

Model dialogue

A: You're new in the class this year. Tell us something about yourself. What's your name and where are you from?

B: My name's Louisa. Louisa Hobbs. I'm from Birmingham in the UK.

A: Tell us about your family.

B: My parents' names are Margaret and John. I've got a brother. His name is Robert. He's seven. He goes to a primary school near here.

A: What about school? What are your favourite subjects?

B: I love numbers so I really like maths. I also like English and French. I'm good at languages and I love travelling to different countries.

A: What subjects don't you like?

B: I don't really like art or music. I'm not very good at artistic things.

A: And after school?

B: I watch TV. I don't do any sport because I don't like sport.

Exam success

Students brainstorm which topics connected with personal information are typical in a speaking exam. Tell them to turn to page 158 (Speaking: Giving personal information) and compare their ideas.

Giving personal information

Giving personal information is often the first part of an oral exam. Students should be prepared to give information about, for example, their name, age, family life, school life, daily routines, free-time activities, etc. If the students do the exam in pairs, the examiner usually asks each student different questions about these topics.

Extra practice

Students take it in turns to ask each other typical questions connected with personal information, e.g. What's your first name? What's your surname? How do you spell that? How old are you? Where are you from? What's your favourite school subject?

Resource materials: See Unit 1 Communication worksheet on page 171.

Homework

Refer students to the Workbook, page 16.
Developing writing p23

An informal email

Warm Up
Write the following words on the board: hair, eyes, height, build. Elicit an example word for each category, e.g. blond, brown, tall, thin. Put students into small groups and set a time limit of two minutes. Ask them to brainstorm words in each category. When the time is up, ask each group to read out their list. The group with the most correct words is the winner. Drill the pronunciation of these words: fair hair, blue eyes, short, tall, thin.

1 Students read the email and find Mark in the photo.

Mark is the boy in the orange T-shirt.

2 Students look at the email and decide what information each paragraph contains.

1 a 2 c 3 b 4 d

3a Students look at the email again and choose the situations when we use capital letters in English.

1 ✓ 3 ✓ 5 x 7 ✓

2 ✓ 4 ✓ 6 ✓ 8 ✓

3b Students decide which rules for capital letters are different in their language.

4 Students rewrite the sentences using capital letters where necessary.

1 The capital of Scotland is Edinburgh.
2 My name is Susan Johnson and I’m from Australia.
3 His brother studies English in Manchester.
4 Is Robert British or American?
5 On Tuesday, I study French.

5 Students look at Mark’s email again and complete the information in the Writing Bank.

- Hi!
- I’ve got
- Soon, wishes

Practice makes perfect

6 Students write an informal email with all the information listed in the task. Remind them to use Mark’s email as a model and use capital letters, as well as words and expressions from the Writing Bank. For students who are less confident, photocopy the model text below for extra support during the writing task.

Hi!

My name is Renata. I’m from Italy. I’ve got a sister and two brothers. We live in Naples.

Here’s a photo of me with my family. I’ve got green eyes and long black hair. I’m not very thin, but I’m very tall.

I go to a big school called Benedictine Secondary School. My favourite subjects are English and art. I don’t like science or maths! I have English on Wednesdays and Fridays. They’re my favourite days.

I get up at eight o’clock on school days. I walk to school with my sister and brothers because it’s only twenty minutes away. After school, I play basketball. I have dinner with my family at about ten o’clock in the evening.

Write back soon. Tell me about yourself.

Best wishes,

Renata

Extra activity

Students give themselves a mark for their email, according to the following self-assessment criteria. Their written work and assessments could form part of the CEFR dossier (see Unit 2 Teacher development box on page 49). You could also use these assessment guidelines for students to grade their partner’s descriptions.

- Informal style?
- Answers the task?
- Subject - verb agreement?
- Correct use of pronouns?
- Good punctuation and use of capitals?
- Good spelling?
- Good use of paragraphs?

Homework

Refer students to the Workbook, page 17.
Grammar revision p25

Students read the Grammar reference/Vocabulary sections on page 24 before completing the revision exercises on the following page.

Present simple affirmative
1 Students write about what Ethan does on Sunday using the correct form of the verbs.

Key
1 play football
2 gets up
3 go to bed
4 has a shower
5 does his homework
6 watch TV

Prepositions of time
2 Students complete the sentences with in, on or at.

Key
1 at 2 On 3 at 4 on 5 in

Present simple negative
3 Students write sentences using the negative form of the present simple.

Key
1 Usain Bolt doesn't play tennis.
2 I don't get up in the afternoon.
3 My parents don't do homework.
4 We don't go to school on Sunday.
5 You don't finish school at 10 pm.
6 My grandfather doesn't watch TV all day.

Object pronouns
4 Students look at the subject pronouns and write the correct object pronouns.

Key
1 me 2 him 3 us 4 you 5 her 6 them

Vocabulary revision p25

School subjects
1 Students write the names of school subjects below the pictures.

Key
1 maths
2 music
3 history
4 PE (physical education)
5 ICT (information and communication technology)
6 chemistry

School activities
2 Students write the verbs in the correct form to complete the activities.

Key
1 start 2 finishes 3 have 4 do 5 have

Everyday activities
3 Students complete the everyday activities with vowels.

Key
1 have a shower
2 go to bed
3 have breakfast
4 make dinner
5 get undressed
6 go to school by bus

You can find the Unit 1 tests on the Gateway Tests CD.

Gateway online

For useful and motivating additional practice across a range of skills and task types, students can access Gateway Online:
www.gateway-online.net

- Video activities
- Listening activities
- Writing activities
- Test yourself activities
- Language games