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**
Lynda 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 Jones, Marjorie Rosenberg, Rawdon 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

**COMMON EUROPEAN FRAMEWORK**
A1 | A2 | B1 | B2 | C1 | C2

Macmillan
www.macmillanenglish.com

Gateway Practice Online
www.MacmillanPracticeOnline.com/gateway
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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:

- **Study skills and Exam success boxes** encourage students to reflect on the best way to learn before they are guided to further suggestions at the back of the book.
- **Students hypothesise about grammar rules before they are directed to the relevant information in the Grammar reference section at the end of each unit.**
- **Students are encouraged to explore their lexical knowledge around a theme through a variety of vocabulary tasks which begin each unit.**
- **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 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 B1 covers A2 and B1-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 B1.

For a more detailed look at how Gateway relates to the CEFR, see
pages 7–9.
Course components

**Student's Book and Class CDs**
The Student's Book provides 90–120 hours of teaching material within ten units. 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 a 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 audio scripts, 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 CLIL element or mini-project.

The teacher's notes which go with each worksheet explain how the activity works, what language/skills item 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.

## Classroom tips and planning

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<td>p118</td>
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<tr>
<td>Silent k</td>
<td>p63</td>
<td>Word stress in nouns and verbs</td>
<td>p143</td>
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<tr>
<td>Sound/spelling relationships</td>
<td>p64</td>
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</table>
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 page 8 are the B1 descriptors (description of competences) covered in the B1 level of Gateway. A2 descriptors are available in the Gateway A2 Teacher's Book and also on the student and teacher areas of the Gateway website. A basic level of confidence with the A2 descriptors is expected as students start using Gateway B1 and, by the end of the course, students should be competent with the B1 level. Many of the B1 descriptors talk of greater confidence with the same skills featured in A2; others only emerge for the first time in B1.

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 practise 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 it 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?
<table>
<thead>
<tr>
<th>Gateway B1</th>
<th>Unit 1</th>
<th>2</th>
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<th>10</th>
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<tbody>
<tr>
<td><strong>Listening</strong></td>
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<td>B1</td>
<td>I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.</td>
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<tr>
<td>B1</td>
<td>I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.</td>
<td>14</td>
<td>30</td>
<td>38</td>
<td>52</td>
<td>64</td>
<td>76</td>
<td>84</td>
<td>101</td>
<td>109</td>
</tr>
<tr>
<td>B1</td>
<td>I can listen to a short narrative and form hypotheses about what will happen next.</td>
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<td>50</td>
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<td>109</td>
</tr>
<tr>
<td>B1</td>
<td>I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.</td>
<td>12</td>
<td>24</td>
<td>37</td>
<td>58</td>
<td>63</td>
<td>76</td>
<td>82</td>
<td>101</td>
<td>102</td>
</tr>
<tr>
<td>B1</td>
<td>I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.</td>
<td>Gateway digital</td>
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<tr>
<td>B1</td>
<td>I can understand simple technical information, such as operating instructions for everyday equipment.</td>
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<td>122</td>
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<td><strong>Reading</strong></td>
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<tr>
<td>B1</td>
<td>I can understand the main points in short newspaper articles about current and familiar topics.</td>
<td>10</td>
<td>33</td>
<td>45</td>
<td>62</td>
<td>75</td>
<td></td>
<td>100</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.</td>
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<td>36</td>
<td></td>
<td></td>
<td>71</td>
<td>74</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.</td>
<td>7</td>
<td>33</td>
<td>56</td>
<td>59</td>
<td>62</td>
<td>65</td>
<td>71</td>
<td>74</td>
<td>91</td>
</tr>
<tr>
<td>B1</td>
<td>I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).</td>
<td>7</td>
<td>19</td>
<td>30</td>
<td>45</td>
<td>56</td>
<td>59</td>
<td>75</td>
<td>85</td>
<td>97</td>
</tr>
<tr>
<td>B1</td>
<td>I can understand the most important information in short simple everyday information brochures.</td>
<td></td>
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<td>92</td>
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<tr>
<td>B1</td>
<td>I can understand simple messages and standard letters (for example from businesses, clubs or authorities).</td>
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<td>102</td>
</tr>
<tr>
<td>B1</td>
<td>In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.</td>
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<tr>
<td>B1</td>
<td>I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them.</td>
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<td>111</td>
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<tr>
<td><strong>Spoken Interaction</strong></td>
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<tr>
<td>B1</td>
<td>I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.</td>
<td>12</td>
<td>24</td>
<td>32</td>
<td>45</td>
<td>58</td>
<td>83</td>
<td>91</td>
<td>99</td>
<td>103</td>
</tr>
<tr>
<td>B1</td>
<td>I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.</td>
<td>38</td>
<td>52</td>
<td>65</td>
<td>76</td>
<td>83</td>
<td>92</td>
<td>101</td>
<td>102</td>
<td>125</td>
</tr>
<tr>
<td>B1</td>
<td>I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.</td>
<td>Gateway A2</td>
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<td>127</td>
</tr>
<tr>
<td>B1</td>
<td>I can ask for and follow detailed directions.</td>
<td>Gateway A2</td>
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<td>127</td>
</tr>
<tr>
<td>B1</td>
<td>I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</td>
<td>39</td>
<td>66</td>
<td>66</td>
<td>85</td>
<td>96</td>
<td>101</td>
<td>106</td>
<td>107</td>
<td>114</td>
</tr>
<tr>
<td>B1</td>
<td>I can give or seek personal views and opinions in an informal discussion with friends.</td>
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<td>133</td>
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<tr>
<td>B1</td>
<td>I can agree and disagree politely.</td>
<td></td>
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<td>133</td>
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<tr>
<td>Spoken Production</td>
<td>Unit</td>
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<td>B1 I can narrate a story.</td>
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<tr>
<td>B1 I can give detailed accounts of experiences, describing feelings and reactions.</td>
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<td>B1 I can describe dreams, hopes and ambitions.</td>
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<td>77</td>
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<tr>
<td>B1 I can explain and give reasons for my plans, intentions and actions.</td>
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<tr>
<td>B1 I can relate the plot of a book or film and describe my reactions.</td>
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<td>78</td>
</tr>
<tr>
<td>B1 I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.</td>
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<td>64</td>
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<tr>
<td>Strategies</td>
<td></td>
<td>23</td>
<td>49</td>
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<tr>
<td>B1 I can repeat back part of what someone has said to confirm that we understand each other.</td>
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<td>36</td>
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<td>37</td>
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<tr>
<td>B1 I can ask someone to clarify or elaborate what they have just said.</td>
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<tr>
<td>B1 When I can't think of the word I want, I can use a simple word meaning something similar and invite 'correction'.</td>
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<td>81</td>
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<tr>
<td>Language Quality</td>
<td></td>
<td>16</td>
<td>22</td>
<td>23</td>
<td>35</td>
<td>45</td>
<td>51</td>
<td>73</td>
<td>84</td>
<td>81</td>
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<tr>
<td>B1 I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying – especially when I talk freely for longer periods.</td>
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<td>B1 I can convey simple information of immediate relevance, getting across which point I feel is most important.</td>
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<td>35</td>
<td>45</td>
<td>51</td>
<td>73</td>
<td>84</td>
<td>105</td>
<td>114</td>
</tr>
<tr>
<td>B1 I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.</td>
<td></td>
<td>16</td>
<td>22</td>
<td>23</td>
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<td>45</td>
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<td>73</td>
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<td>96</td>
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<tr>
<td>B1 I can express myself reasonably accurately in familiar, predictable situations.</td>
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<td>16</td>
<td>22</td>
<td>23</td>
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<td>45</td>
<td>51</td>
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<td>96</td>
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<tr>
<td>Writing</td>
<td></td>
<td>14</td>
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<td>23</td>
<td>35</td>
<td>45</td>
<td>51</td>
<td>73</td>
<td>84</td>
<td>81</td>
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<tr>
<td>B1 I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.</td>
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<tr>
<td>B1 I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter.</td>
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<td>31</td>
<td>35</td>
<td>57</td>
<td>70</td>
<td>76</td>
<td>79</td>
<td>87</td>
<td>105</td>
<td>112</td>
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<tr>
<td>B1 I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.</td>
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<td>B1 I can describe in a personal letter the plot of a film or a book or give an account of a concert.</td>
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<tr>
<td>B1 In a letter I can express feelings such as grief, happiness, interest, regret and sympathy.</td>
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<tr>
<td>B1 I can reply in written form to advertisements and ask for more complete or more specific information about products (for example a car or an academic course).</td>
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<tr>
<td>B1 I can convey – via fax, e-mail or a circular – short simple factual information to friends or colleagues or ask for information in such a way.</td>
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<td>B1 I can write my CV in summary form.</td>
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</table>
Gateway Student’s Book overview

Vocabulary and Reading

A unit overview summarises the main teaching points.

Colour-coded sections identify the area of study.

Motivating reading texts (also recorded and available on the website / WB 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.

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.

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.

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.

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

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 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.

There is further controlled written practice of the new vocabulary 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.

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.

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

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.
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.

Pronunciation work usually begins with receptive work, listening and identifying the correct pronunciation. Students are then encouraged to think about any rules or patterns. Finally, they try to reproduce the desired pronunciation.

There is a further comprehension activity (in this case, true/false statements) to fully exploit the listening text. 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.

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Important words needed for the lesson are taught in this first exercise, which also 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.

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.

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

In the next task, students listen to dialogues and complete simple comprehension tasks. The dialogues are often used as a model and frame for their own dialogues later in the lesson. At this stage, students simply repeat or slightly adapt the model dialogue to focus on developing confidence and fluency.

Key language in the model dialogue is analysed and highlighted in Speaking Bank. Students do an active task and later refer to this during the production task.

Practice makes perfect activities give students the opportunity to write their own final text(s) based on the one in the lesson. The final task is usually exam-style, such as informal letters/emails, more formal letters, stories, magazine articles, opinion/for and against essays, etc. The work can be kept in the students' portfolios (see pages 6–7). For less confident students, a photocopiable model text can be found in the Teacher's Book.

Practice makes perfect activities give students the opportunity to create their own dialogues 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 dialogue can be found in the Teacher's Book.
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.
Gateway Workbook Overview

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 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 student's 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.

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

Cumulative progress tests provide essential recycling of all language in the Student's Book units.
Gateway Teacher's Book Overview

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 Students' 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 skill 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.

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.

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.

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 CLL 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

Find someone green

The lesson focuses on revision of previously taught topics.
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.

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.

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.

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

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.

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.

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.
1 Vocabulary matters

Vocabulary/Developing vocabulary p6, 9

- Ages and stages of life
- The family
- Noun suffixes -ment, -ion, -ence

Reading p7
- Skimming and scanning for global and specific information
- Parents spying on children

Grammar in context p8-9, 12-13
- Present simple and present continuous
- Articles

CLICK onto Teenagers and parents p10-11
- International cultural knowledge
- British teenagers and their parents
- Popular culture
- Song: 'Girls just want to have fun' by Cyndi Lauper

Listening p12
- Listening for specific information
- Family dinners

Pronunciation p12, 14
- Different pronunciation of the word the
- intonation in questions

Developing speaking p14
- Asking for personal information

Developing writing p15
- An informal email

Language reference and revision p16-17
- Grammar: present simple, present continuous, articles
- Vocabulary: ages and stages of life, family, noun suffixes

Study skills p146
- Grammar: Using reference material
- Writing: Keeping a mistakes checklist

Exam success p150
- Reading: Multiple-choice activities
- Speaking: Information role-plays

MATERIALS
- DVD (optional): Bend it like Beckham
- Resource materials teacher's notes: p168
- Resource materials: p178-180
- Test 1A and B — Gateway Tests CD

Vocabulary p6

Warmer
In pairs, students discuss the meaning of the unit title Family matters and what they think the unit is going to be about. Elicit ideas from around the class.

**Suggested answer:**

**Matters** (plural noun) refers to a situation that someone is involved in. In this case, it means that the unit is going to be about situations related to the family. You could point out that there is a play on words here. The verb to matter means to be important so the title could also be read as family is important.

Ages and stages of life

1. In pairs, students match the photos with the words and write down what ages (approximately) go with each stage of life. Draw attention to the example before they begin.

**Key:**

All ages are approximate. Accept any appropriate answers.

- **a** child, 4-12
- **b** senior citizen, 65+
- **c** teenager, 13-19
- **d** middle-aged adult, 35-64
- **e** baby, 0-3
- **f** young adult, 20-34

2. Ask students to work again in pairs to put the stages of age in order, beginning with birth.

3. [1.01] Play the CD for students to check their answers. Play it again and ask them to repeat the words.

**Audioscript and Key**

birth middle age
childhood old age
adolescence death

The family

4. Ask students to write the three headings (Male, Female, Male or Female) in their notebooks and write each word under the relevant heading. Check answers by asking different students.

**Male:**
- husband, stepfather, brother-in-law
- grandfather, nephew
- uncle, grandson

**Female:**
- daughter, aunt, niece, wife
- Male or Female: cousin

Fast finishers

Ask students to add other family words they know to the lists (e.g., stepmother, sister-in-law, etc.). Encourage them to use the Macmillan Dictionary to find additional words (e.g., sibling, spouse, twin, etc.). Ask them to share their lists with the class when everyone has finished.

5. Ask students to read the descriptions and match them to the words from 4.

**Example:**

1. husband
2. uncle
3. stepfather
4. niece
5. grandson
6. brother-in-law

6. [PAIR WORK] In pairs, students look at the other words in 4 (and also the words added by the fast finishers if applicable) and take it in turns to define a word for their partner to guess. Draw attention to the model dialogue and/or practice the activity in open pairs before they begin.
**Teacher Development: Classroom Tips**

**Using English in class**

At the beginning of the school year, students may be shy about using English. Be a good model for your students by making simple and natural comments in English, e.g. *Really? That's a good idea, Sylvie. What do you think, Jacob? I enjoyed your dialogue. Who's next?* Now let's look at... Limit yourself to a small range of comments and use them consistently. In time, students will start to imitate you and you can establish an English-only environment.

It is also useful to teach expressions students can use for pair and groupwork. Put these expressions on posters around the classroom and point to them to remind students to always use English.

**Pairwork:** Do you have a partner yet? Let's work together for this activity. Are you ready? I'll start. I'll be A and you be B.

**Groupwork:** We need one more person in our group. Can I join your group? Who wants to go first?

**Comparing answers:** What did you get for number 1? I got... for number 1. How about you? I have the same/a different answer. I didn't get that one.

Finally, teach a few expressions that students can use to ask for meaning, pronunciation, spelling, repetition or clarification. Could you say that again, please? Can you speak more slowly, please? How do you say... in English? How do you pronounce/say this word? What does... mean? How do you spell...?

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7. Students complete the sentences with the words in the box. Ask them to compare their answers in pairs before you check answers with the class.

- single
- only child
- divorced
- born

8. **Extra help** 1.02 Tell students they are going to listen to three people talking about themselves and their families. Play the CD and ask students to choose the correct alternatives.

Play the CD again and ask some comprehension questions: How old is Joshua? How many brothers and sisters does he have? Who is very special to Joshua and why? How old is Olivia? What's the name of Olivia's cousin? How old is Jessica? How many children has she got? When did she get married?

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**Extra activity**

Students draw a family tree and write a short paragraph explaining how they are related to each other person, e.g. *Sarah is my mother's sister so she's my aunt. Then students describe their family tree to a partner and their partner tries to draw it.*

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**Homework**

- Refer students to the Workbook, page 2.

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**Reading p7**

**Teacher Development: Classroom Tips**

**Recorded Reading Texts**

The reading texts are recorded so students can listen to them as they read and these can be found at www.gateway-online.net. The track numbers are indicated in the activity notes below. This recorded material provides exposure to correct pronunciation, stress, accent and sentence rhythm.

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**Warmer**

Write this statement on the board: *Parents need to know where their teenagers are at all times. Ask students to discuss the statement in small groups and think of arguments for and against it.*

**Arguments for:** Parents need to know their children are safe. Some teenagers lie to their parents so it's important parents know the truth. If there is a family emergency, parents need to know where to find their child.

**Arguments against:** Teenagers need to have their own lives separate from their parents. Teenagers need to learn to be independent and take responsibility for their own safety. Parents should trust their teenagers.

Tell students to look at the photos and note down what they see. Elicit the answers and ask them to predict what the text is about (spying to find out where people are).

- a jacket, a security camera, mobile phone showing a map
Set a time limit of two minutes for students to read the text quickly for gist. Then ask students to suggest a suitable title.

Recording: Unit 1 p7 Reading on www.gateway-online.net

Exam success
Ask students to read the information and discuss what they can do if they are unsure of the answer in a multiple-choice activity. Ask students to turn to page 150 (Reading: Multiple-choice activities) to check their answers.

3 Students read the text again more carefully. Then tell them to read the questions and choose the best answers. Encourage them to look up any words they don’t know in the Macmillan Essential Dictionary.

4 Ask students to read the definitions and match them to the underlined words in the text. Elicit the answers.

TEACHER DEVELOPMENT: PRONUNCIATION

The /aʊ/ sound
Point out that the /aʊ/ sound in the word spy is a long vowel sound. A good way to help students remember this sound is to get them to point to their eye as they say it. Refer students to the Pronunciation guide in the Student’s Book, page 149.

Fast finishers
Students find other words in the reading text with the /aʊ/ sound (finding, high, inside, online, arrive, time, outside).

Speaking: What about you?
In pairs, students discuss the two questions. Draw attention to the model dialogue. Encourage them to give reasons for their answers and provide as much detail as possible. Ask students to share the key points from their discussion with the class.

Extra activity
Ask students to write about the advantages and disadvantages of having a mobile phone, e.g. your friends and family can always contact you; people expect you to answer your phone 24 hours a day; you can get help quickly in an emergency.

Homework
Refer students to the Workbook, page 3.

Grammar in context p8-9

Present simple and present continuous

Test before you teach
It is helpful to test students’ prior knowledge so you can assess how much time you need to spend on the grammar activities in this section. Write the following sentences on the board:

Shh! Be quiet. John __________. (sleep)
John __________ eight hours every night. (sleep)

Ask students to complete them with either the present simple or present continuous form of the verb in brackets. Then ask students to write another two sentences using the same verb – one in the present simple and one in the present continuous. Monitor carefully to check each student’s knowledge of these tenses.

1a Give students a few minutes to read the sentences and identify the tense.

1b Read uses a-d as a class and provide further explanation and examples if necessary. Ask students to match sentences 1-4 from 1a with the four uses.

Actions vs states
State verbs (love, like, hate, think, believe, know, understand, want, need) are not usually used in the present continuous because they describe states not actions. In 1a, sentence 3, think is a state verb (have an opinion) so must appear in the present simple. However, think can also describe a mental process, e.g. I’m thinking about going to Paris next week, and then it is used in the present continuous.

Other common verbs that can describe actions or states, depending on their context and use, include:
be: I’m being silly. (action) I’m French. (state)
see: I’m seeing Tom tomorrow. (action) I see what you mean. (state)
weigh: He’s weighing the bag. (action) He weighs 70 kilos. (state)

1c Students complete the sentences with the correct form of study. Elicit the correct forms and write them on the board.

Refer students to the Grammar reference on page 16.

Key

1a present simple
2 present continuous
3 present simple
4 present simple
1b a b c d

Extra activity
Ask students to write about the advantages and disadvantages of having a mobile phone, e.g. your friends and family can always contact you; people expect you to answer your phone 24 hours a day; you can get help quickly in an emergency.

Homework
Refer students to the Workbook, page 3.
Present tense usage
Highlight the need for do/does for questions in the present simple and don't/doesn't for negatives. Remind students of the spelling rule for verbs ending in -y, i.e. the -y changes to -ies in the third person.

Students may get confused because in their language they use the present simple to ask about a particular moment. Ask students to translate Where are you going? and What are you doing here? to point out this difference.

Study skills
Discuss the question as a class. Ask students to turn to page 146 (Grammar: Using reference material) to check their answers.

2. Ask students to read the example sentence and find the corresponding person in the picture (the boy in the blue jacket). Then, in pairs, students use the verbs to make more present continuous sentences about the picture. Walk round helping students and noting common problem areas. Elicit sentences from students and feed back on errors.

A girl is extend a text message. A man is running. Two friends are chatting. Five people are sitting on the grass. Two boys are drinking soft drinks. A girl is studying. The girl in the pink top is laughing. An old woman is walking (with) her dog. A boy is wearing a blue jacket and a white t-shirt. A boy is riding a bike.

TEACHER DEVELOPMENT: CLASSROOM TIPS
Error correction and accuracy
Before pointing out errors, encourage students to recognise and correct their own mistakes. You can do this by asking a student to repeat what he/she has said, or by echoing what the student said and placing emphasis on the error. You can also reformulate the sentence and repeat it correctly. Students could create a Mistakes list in their notebooks to remind themselves of the errors they should try to avoid.

3. Ask students to look back at the picture on page 8 and complete the dialogue with either the present simple or present continuous form of each verb.

Fast finishers
Ask students to role-play the dialogue in pairs.

4. Tell students to find the words and phrases in 3 and associate them with the correct tense. Highlight the position of adverbs of frequency in the dialogue (before the main verb).

Extra practice
Ask students to draw a horizontal line in their notebooks and write 0% at the end of the line on the left and 100% on the right. Write the following adverbs on the board: sometimes, usually, often, always, never. Tell students to write each word in the correct position on the line and write an example sentence using each adverb.

0% never sometimes often usually always 100%

5. Students complete the sentences with the present simple or present continuous form of the verbs.

6. Spelling the -ing form
Remind students of spelling rules for the -ing form.

Verbs with -ing: add the -ing ending, e.g. read - reading, play - playing;
Verbs with one syllable, ending in one vowel: double the final consonant and add -ing, e.g. get - getting;
Verbs ending in -e: remove the -e and add -ing, e.g. have - having.

6. Students write questions for the answers. Draw attention to the example. Remind them of the word order for questions: QASV (Question word, Auxiliary, Subject, main Verb). Ask students to compare in pairs before checking answers with the class.

7. In pairs, students interview each other using the questions in 6. Encourage them to extend this activity by asking similar questions. Draw their attention to the model dialogue before they begin.

Homework
Refer students to the Workbook, page 4.
Developing vocabulary p9

Noun suffixes -ment, -ion, -ence
1 Students look at the words from the text on page 7 and read about suffixes. Provide further explanation/examples if necessary.

TEACHER DEVELOPMENT: LANGUAGE

Suffixes
A suffix is a letter or group of letters added to the end of a word to make a different kind of word. A good knowledge of English prefixes and suffixes will help students develop vocabulary without the need to always check their dictionary.

2 When you are happy that students understand the concept of suffixes, ask them to complete the tables. Once they have finished, you can check their answers by looking the words up in the Macmillan Essential Dictionary.

Key
1 equip 5 protect 9 independent
2 movement 6 information 10 adolescent
3 Improvement 7 invention 11 difference
4 retire 8 discuss 12 confident

3 Tell students to use the nouns from 2 to complete the sentences.

Key
1 adolescence 3 invention 5 information
2 difference 4 independence 6 protection

Fast finishers
Students write more sentences using nouns and adjectives from 2. Then they read them out to the class without saying the noun or adjective. The other students try to guess the missing word.

Homework
Refer students to the Workbok, page 5.

Click onto ... Teenagers and parents p10-11

Warmer
Write these questions on the board: Are your parents strict or easy-going? What jobs do you do in the house? How much pocket money do you get a week/month? Ask students to discuss in pairs and then call on different students to feed back on their discussion.

International cultural knowledge:
British teenagers and their parents
1 In pairs, students read the statements and decide if they are true or false. Tell students to guess if they are unsure.
2 Students read the text and check their answers from 1. Ask them to find information to justify each answer.

Key: Unit 1 p10
Recording: Unit 1 p10 Click onto … on www.gateway-online.net

1 F 2 T 3 F

Cultural information

The world's strictest parents is a TV series developed by Twenty Twenty Television originally broadcast by the BBC. The concept is two difficult teenagers are sent to live with a strict host family for a week. During the week, they receive a letter from their parents with a list of issues they should try to fix.

Word booster
Before reading the text in more detail, students match the words and definitions.

Key: 1 f 3 d 5 c 2 b 4 e 6 a

Extra practice
If you feel students need more help with the vocabulary in the reading text, elicit the meanings of the words below. Alternatively, read out the definitions and have students find the words in the text: responsible for - in charge of something or somebody; recent - happening or starting a short time ago; to pay no attention to - to not listen to; problematic - difficult.

3 Students read the text again and answer the questions in their own words. Check answers and ask students to find information in the text to justify each answer.

SHOP-TEST-TRY
1 It's a television programme about British adolescents and discipline.
2 She's the director of the programme.
3 They pay no attention to adults, don't want to do well at school, think they can do what they like and are only interested in fashion and celebrities.
4 Parents give children everything they can. They give their children no limits or rules because they want them to be free. They don't tell them to work hard because they don't want their children to be stressed.
5 Teenagers have no cultural values and think that any discipline is unfair.
6 Problematic teenagers go to live with families in other parts of the world where parents expect good behaviour and hard work.

4 Speaking: What about you?
In pairs, students discuss the questions. Ask them to give reasons for their answers. Focus their attention on the model dialogue before they begin. Try to develop this into a class discussion.

Popular culture: 'Girls just want to have fun' by Cyndi Lauper

Warmer
Ask students to brainstorm free-time activities and write their ideas on the board, e.g. watching TV, playing basketball, going to the cinema, swimming, chatting online, playing computer games, etc. When you have a list of ten, ask students to order the activities from 1–10 (1 = most fun, 10 = least fun). Then call on different students to share their opinions. Finally, have a class vote to decide which free-time activity is the most fun.
Inside information
Ask students to read the information and ask if they already know the song.

Cultural information
Cyndi Lauper (born 22 June 1953) is an American singer-songwriter and actress. She achieved success in the mid-1980s with the release of the album She's So Unusual and became the first artist to have four top-five singles released from one album. Lauper has released 11 albums and over 40 singles, and has sold more than 40 million records worldwide. Her hits include 'Girls Just Want to Have Fun', 'True Colours' and 'Time after Time'.

5 In pairs, students discuss what is happening in the picture. Ask for suggestions around the class.

Suggested answer:
The girl is coming home late. The mother is watching the girl. The cat is standing on the fence. It's nighttime. The moon is in the sky.

6 1.01 Play the CD for students to listen to the song and match the picture to a verse.

Verse 1

7 Ask students to read the sentences. Then play the song again so they can match each sentence to a verse. Remind them that there is one extra sentence that they will not need.

1 verse 2  3 verse 1
2 N/A  4 verse 3

Listening p12
Warmer
Ask students to think about their favourite meal. Write these questions on the board: What is it? How do you make it? Who usually makes it for you or do you make it yourself? When do you eat it? Where do you eat it? Who do you eat it with? In pairs, students ask and answer the questions. Ask different pairs to report back to the class.

1a SPEAKING Give students two minutes to look at the photos and make notes. Then ask them to work in pairs and talk about what they see. Ask students to share their ideas with the class.

1b Ask students to read the questions and note down their answers. They then ask and answer the questions in pairs.

2 Listening 1.04 Play the CD for students to listen to a radio programme about family dinners and match the people with the situations. Tell students that there are two extra situations. Play the CD again if necessary, before checking answers. Then ask some comprehension questions to check students' understanding: What's Mike's job? How many children has he got? What does Chris usually eat? Why do Sally and her sister have dinner late? Why does she think family dinners are important? How many people are there in Alice's family? Why is Jennifer eating alone tonight? Why doesn't anybody talk in Daniel's house at dinnertime?

Resource materials: See Unit 1 CLIL worksheet on page 180.

DVD (optional) 

Bend It Like Beckham (director: Gurinder Chadha; 2002)
Themes: Family; Sport
Plot: A young British Indian girl, Jesminder Bhamra, wants to follow her dream of playing soccer (like her idol, David Beckham). Her family has other hopes for her and this film shows how they all learn to live with Jesminder's ambitions. You can find worksheets to support this DVD at www.teachingenglish.org.uk (search for Bend It Like Beckham).

Homework
Refer students to the Workbook, page 6.
TEACHER DEVELOPMENT: CLASSROOM TIPS

How to do listening activities
- Always give students a clear purpose for listening to motivate them. For example, if students know they have to do a speaking exercise on the same topic as the listening, they will probably pay more attention.
- Make sure the context is clear (describe the situation and topic) and encourage students to predict content from key words in the questions, visual clues, etc.
- Give students time to read the questions before they listen and ask if there is any vocabulary they don’t understand.
- With less confident students, it is a good idea to play the listening in short sections. After each section, ask students to discuss what they have understood in pairs or groups. Discussion in pairs is motivating, makes listenings less threatening and gives you more information about how much students have understood.
- If there is a difficult key phrase, pause the CD and see if anyone can repeat it. Write the phrase on the board and then play that section of the CD again before continuing.
- After the task is complete, give students a copy of the audioscript and allow students to listen again. This helps to reduce anxiety and confirms that they have understood.
- After the listening, have a class discussion based on students’ reaction to the text: Have you had a similar experience? What would you do in this situation? Do you agree with the speaker? Would you like to do this?
- For the CEFR dossier (see Unit 2, Teacher development box, CEFR Portfolios on page 45), students could record the listening activities they have done in class on a self-evaluation sheet. Ask them to write the subject, date and evaluate 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 |

3 SPEAKING What about you?
In pairs, students discuss if they think it is important to eat with their family and give reasons why or why not. Draw attention to the model dialogue.

Grammar in context p12–13

Articles
1 Ask students to look at the sentences from the listening and complete rules 1–5 with a/an, the or no article.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>no article</td>
<td>4</td>
<td>the</td>
<td>5 no article</td>
</tr>
<tr>
<td>2</td>
<td>the</td>
<td>5</td>
<td>a/an</td>
<td>3 a/an</td>
</tr>
</tbody>
</table>

Refer students to the Grammar reference on page 16.
**TEACHER DEVELOPMENT: LANGUAGE**

**Articles**
Remind students that we use an before a vowel sound, not a vowel. For example, university starts with the same sound as yacht and so takes the article a.

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**TEACHER DEVELOPMENT: CLASSROOM TIPS**

**How to teach articles**
Some general rules can be helpful for students, e.g., a/an = one (of several/many); the = you know the thing, or you are talking about something that is common knowledge. Alternatively, note that we use a the first time something is mentioned and the when something has already been mentioned. However, there are exceptions and teachers should encourage students to write new words with the article if appropriate, i.e., the President of the United States rather than just President.

---

2a **PRONUNCIATION** Play the CD for students to listen and note the difference in pronunciation depending on whether the is stressed or unstressed.

**Key**
The is pronounced with a schwa (ə) before words beginning with consonants and with the /ə/ sound before words beginning with vowels and proper nouns. When the is stressed, it also has the /ə/ sound.

---

2b **PLAY CD** Play the CD again for students to listen and repeat.

3 Ask students to write the in the sentences that need it.

**Key**
1 the, 0
2 the, 4
3 0
4 0
5 0
6 the

4 Ask students to read the text and choose the correct alternatives.

**Key**
a An 0
d 0
b the 4
0
0
0
ka
0
f the 6
0
ia

5 Students read the questions and write a, an, the or 0 in each gap. Check the answers with the class before you continue.

**Key**
1 0
3 0
0
5 the 7
0
2 0, an 4 0, 0 6
0, the

---

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Teaching phonology**
Phonemic awareness is a valuable tool for all language learners. If students are familiar with phonetic symbols, they can quickly learn the correct pronunciation of words by looking them up in a dictionary. Students must understand the relationship between the written letters of the alphabet (graphemes) and the individual sounds of spoken language (phonemes). Phonemes are the smallest parts of spoken language that combine to make up words. They are the speech sounds, not the actual letters, in a word.

Start by teaching each phoneme on a chart of the International Phonetic Alphabet (IPA), one by one over a series of weeks. You can review them regularly in class using a variety of activities:

- Focus on a vowel sound and ask students to list more words with the same sound, e.g., but /ʌ/ – What other words have /ʌ/? (but, shut, gut, us, up, etc.)
- Students categorise words based on their sound, e.g., ship /ʃ/ or sheep /ʃ/. Say the word and get them to categorise it by vowel sound or consonant sound, depending on which sound you would like to focus on.
- Students transcribe a few words of English into IPA symbols. One way to do this is to say some reduced forms, e.g., wanna, gonna. Students should write the words out in their full correct forms, but transcribe the pronunciation of the reduced form in IPA, e.g., want /wʌnt/.
- Pre-teach vocabulary from a listening text by writing the words in IPA. This way students focus on how a word is said, rather than how it is written.
- Write out a few sentences in IPA and have students read them aloud. This could be a target language structure or part of a dialogue from a listening.

---

6 **SPEAKING** Students use the questions in 5 to interview each other. Draw students' attention to the model dialogue before they begin. This is another excellent opportunity in the unit to monitor and assess students' oral ability.

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**Fast finishers**

Students write ten sentences to describe what is happening in the family dinner cartoon on page 13 of the Student's Book.

- **Resource materials:** See Unit 1 Grammar worksheet on page 176.

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**Extra activity**

Ask the questions in 5 to the whole class and get students to vote yes or no for each one. Write the results on the board, e.g., Question 1: yes – 16 students; no – 18 students. Ask students to copy the results into their notebooks and rewrite them up for homework. They can present the information however they wish, e.g., as text, graphs, pie charts, etc. They should also write about the conclusions they can draw from the survey, e.g., The results show that family dinners are still very important to people in our class.

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**Homework**
- Refer students to the Workbook, page 7.
Developing speaking p14

Asking for personal information

Warmer

Ask students to write down at least three questions that ask for personal information, e.g. What's your name? Where do you live? What school do you go to? etc. Set a time limit of two minutes and ask volunteers to write their questions on the board. Point out any errors and encourage students to self-correct.

1. Tell students to complete the personal information file with information about either their brothers, sisters or their best friend, and about themselves.

2. In pairs, students look at the four personal information files and compare them to their own. Students should say which person they are most similar to and why. Draw their attention to the model sentence.

3. **Listening** Tell students they are going to listen to two of the teenagers in 2 meeting and talking at a party. Play the CD and ask them to decide which two people are talking.

**Audiocript**

**Emma:** Have you got any brothers or sisters?
**Oliver:** Yes, I've got one brother.
**Emma:** Oh, how old is he?
**Oliver:** He's 22.
**Emma:** Does he live at home?
**Oliver:** No, he doesn't. He's at university in Manchester.
**Emma:** How often do you see him?
**Oliver:** About once a month, when he comes home for the weekend.
**Emma:** That's good! I see my brother every day because he's only 14. What do you usually do at the weekend?
**Oliver:** I usually go out with my friends on Saturdays and we sometimes play football on Sundays. What about you?
**Emma:** My brother and I often go to the cinema on Saturdays. But I never play football because I don't like sport.

**Key**

Emma and Oliver

4. In pairs, students complete the dialogue with the correct questions. Refer them to the Speaking Bank for help.

**Key**

a. Have you got any brothers or sisters?
b. How old is he?
c. Does he live at home?
d. How often do you see him?
e. What do you usually do at the weekend?
f. What about you?

5. **Pronunciation** Draw attention to the diagrams showing two different kinds of intonation for questions. Play the CD again so students can check their answers to 4 and listen to the question intonation. Ask them to match the questions to the diagrams.

**Diagram A:** a, c  
**Diagram B:** b, d, e, f

5b Play the CD again for students to repeat the questions.
5c Ask students to choose the correct alternative in each rule.

6. **Speaking** In pairs, students read the completed dialogue in 4 aloud, paying attention to the question intonation.

Practice makes perfect

7a **Speaking** Ask students to get into pairs and read the task. Remind them to use the dialogue in 4 and the Speaking Bank to help them construct their dialogue. 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 it is true for themselves.

7b When they have finished, students change partners and repeat the role-play.

Model dialogue

**A:** Hi there. It's a nice party, isn't it? What's your name?
**B:** Yes, it is. My name's Sophie.
**A:** Hi, Sophie. My name's Jake. I'm a friend of Jill's.
**B:** Tell me something about your family. Have you got any brothers or sisters?
**A:** Yes, I have. I've got a sister. She's 17.
**B:** Me too. My sister's 16. I've got a brother too. He's only nine.

**A:** What do you usually do at the weekend?
**B:** I go swimming on Saturday morning and then I usually go to the cinema with my friends. What about you?
**A:** I go out with my friends on Saturday nights. I go to a BMX bike park on Saturday mornings.
**B:** What else do you do in your free time?
**A:** I play football, play computer games with my friends, and go running.
**B:** You do a lot of things!
TEACHER DEVELOPMENT: CLASSROOM TIPS
Using role-plays in class
Role-plays enable students to take on different personalities in various situations in order to use new language. The goal is fluency and the focus is on getting students to speak freely about a topic. Before starting, make sure students have clear instructions (demonstrate the activity if necessary), set a time limit and give students time to think about what they are going to say.

TEACHER DEVELOPMENT: CLASSROOM TIPS
Error correction in fluency-based activities
Unlike accuracy activities, fluency-based activities require less error correction. Correcting individual errors on the spot may discourage students and make them feel inhibited, so it is preferable for correction to take place at the end of the activity. Be on hand during the activity to help with any language difficulties and note down both good use of language and problem areas. A chart with the following headings can be useful when monitoring: Grammatical errors, Vocabulary errors, Pronunciation errors, Good use of language, etc.

Go through the errors at the end of the activity, without mentioning who made each one. Praise students who made good use of language and invite the class to give opinions or ask questions.

Exam success
Ask students how they can prevent the conversation from drying up in information role-plays. Elicit ideas and then ask students to check the answers on page 150 (Speaking: Information role-plays).

Resource materials: See Unit 1 Communication worksheet on page 179.

Homework
Refer students to the Workbook, page 8.

Developing writing p15
An informal email
Warmer
Ask students to look at the photos at the top of page 15 of the Student's Book. In pairs, students describe the photos to each other and guess which city it is.

1 Students read the advert and decide what Alanna wants. Ask students if they are interested in contacting her and to give reasons why or why not.

Key
Alanna wants to find an international e-pal.

2 Students read the reply and decide if this person is a good e-pal for Alanna, giving reasons why or why not.

Key
She is a good e-pal for Alanna because they have a lot in common. She comes from a big family. She also likes music, reading and is interested in practising her English as much as possible.

3 Students look at the email and complete the information in the Writing Bank.

Key
Contraction: I've
Emotion: :(
Change of subject: anyway
Finishing an informal email or letter: all, back, wishes

Study skills
Ask students what things they need to check when writing an email. Tell them to check their ideas on page 146 (Writing: Keeping a mistakes checklist).

4 Ask students to read the email again and match each paragraph with the descriptions of their content.

Key
1 basic personal information
2 family
3 main hobby
4 favourite subject at school
5 asking for a reply

Practice makes perfect
5a Students write an email to a new e-pal using Silvia's email in 2 as a model. Remind them to include expressions and conventions from the Writing Bank. For students who are less confident, photocopy the model text below for extra support during the writing task.

Model text
Hi Giovanni!
I'm Adriana. I'm from Barcelona in Spain. Let me tell you about myself.
I've got a sister. She's older than me, but we have lots of similar hobbies. We go everywhere together. My mum is a doctor and my dad works at the airport.
I love listening to music, especially pop and rock. My favourite groups are Estopa and Green Day. Do you like them too? Right now, I'm listening to their latest song on my MP3 player.
English is one of my favourite subjects :-), but I also like maths and science. I like sports too - swimming, running, cycling.
Anyway, that's all for now. Write back soon if you want to be my e-pal.
Best wishes,
Adriana :}

Homework
Refer students to the Workbook, page 9.
Grammar revision p17

Students read the Grammar reference and Vocabulary sections on page 16 before completing the revision exercises on the following page.

Present simple and present continuous
1 Students write both the third person singular present simple form and the -ing form of each verb.

   Key
   1 has, having  5 gets, getting
   2 lies, lying    6 misses, missing
   3 writes, writing 7 does, doing
   4 tries, trying  8 cuts, cutting

2 Students choose the correct word to complete the sentences.

   Key
   1 c  3 d  5 c  7 b
   2 c  4 d  6 a  8 b

Articles
3 Students read the sentence and choose the appropriate article in each case.

   Key
   1 a, the    2 A, The    3 o, a    4 a, o

Vocabulary revision p17

Ages and stages of life – The family
1 Students read the text and fill in the blanks with suitable words.

   Key
   a aged    d cousin    g step
   b divorced e birth    h single
   c only    f wife

Noun suffixes -ment, -ion, -ence
2 Ask students to read each sentence, choose an appropriate word from the box and, if necessary, adjust the word so that it fits the sentence.

   Key
   1 improvement  4 protects  7 Information
   2 move        5 differences  8 independent
   3 invention   6 adolescents

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