

# 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 1 A 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 /u:/ in *school*, e.g. *pool*, *rule*, *too*, *who*, *true*, etc.

### TEACHER DEVELOPMENT: PRONUNCIATION

#### The /u:/ sound

With the long /u:/ sound, the tongue is close to the back of the roof of the mouth. Ask students to make and hold the sound, adding rising and falling intonation as if they have just heard some interesting gossip. Explain that paying attention to pronunciation will help their listening as well as their speaking.

## 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.


### TEACHER DEVELOPMENT: STUDENT TRAINING

#### 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).

**1b**  **1.11** Check the answers. Then play the CD for students to listen and repeat.


#### Audioscript and Key

art	information and communication
biology	technology (ICT) (g)
chemistry (c)	maths (f)
English	music
French	physical education (PE) (h)
geography (b)	physics (d)
German (e)	Spanish
history (a)	

## TEACHER DEVELOPMENT: PRONUNCIATION

### The /k/ sound

Remind students that the letters 'ch' in *chemistry* are pronounced like the 'k' in *kick* and not like the 'ch' in *church*. Write the phonetic spelling on the board: /'kɛmɪstri/ and drill the pronunciation.

- 2 **LISTENING**  1.12 Play the CD for students to listen to five school lessons and decide what the school subject is in each one.

### Audioscript

1

**TEACHER:** So, Samantha, what is two plus eight?

**SAMANTHA:** Ten, Sir.

**TEACHER:** Very good. Richard, what is ten plus three?

**RICHARD:** Thirteen, sir.

**TEACHER:** Excellent. So now we're going to start learning about subtraction. That's when we take away one number from another ...

2

**TEACHER:** Bonjour, tout le monde. Aujourd'hui nous allons apprendre à chanter une chanson en français. Vous comprenez?

**CLASS:** Oui, Madame.

3

**TEACHER:** Okay, in today's class we're going to look at the importance of colour. Now, what colour is the sky?

**GIRL:** Blue, of course!

**TEACHER:** Yes, blue. But in a painting the sky isn't always blue. Look at this painting by Vincent van Gogh. Here the sky is yellow. Today, when you paint your pictures, I want you to use unusual colours, okay?

4

**TEACHER:** Now, in today's lesson, we're looking at capital cities. Who can tell me what the capital city of Canada is?

**BOY:** I know! It's Ottawa.

**TEACHER:** That's right! What about Australia?

**GIRL:** Is it Sydney?

**TEACHER:** No, it isn't. It's Canberra. What about ...

5

**TEACHER:** So, what do you know about eyes?

**GIRL:** Erm, we've usually got two eyes, Sir?

**BOY:** And they can be blue, brown, green ...

**TEACHER:** Yes, yes, very good. But what are the names for the different parts of the eye?

**GIRL:** Oh, that's easy, Sir. There's the cornea, the iris, the pupil, the ...

### Key

- 1 maths                      3 art                          5 biology  
2 French                     4 geography

- 3 **SPEAKING** In pairs, students give their opinion of different school subjects. Draw attention to the expressions and the model dialogue. Elicit opinions from different students.

## School activities

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

### Key

- a start (school/classes)                      d ask a question  
b finish (school/classes)                    e stand  
c do homework

### 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 or small groups.
- 6a **SPEAKING** Divide the class into five groups. Each group writes their school timetable with the lessons for one day of the week.

## TEACHER DEVELOPMENT: CLASSROOM TIPS

### Monitoring

It is important to monitor students from the very beginning of the course. Monitoring means observing students in an unobtrusive way. Help with any language difficulties and note down common problem areas (grammar, pronunciation and vocabulary), as well as good use of language. Comment on this to individuals or collect errors and, without saying who made each error, ask students to correct them later in the class.

- 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

### Recorded reading texts

The reading texts are recorded and can be found at [www.gateway-online.net](http://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](http://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.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Understanding the task

Before students do a reading comprehension task, they should think about the type of questions they are being asked. Encourage students to read the text once quickly and then read the questions. Next, they read the text more thoroughly. Remind them that it is not necessary to understand everything in a reading text; they just need to answer the questions.

- 4 Students match the underlined words in the text with the pictures and definitions.

### Key

- |         |                        |
|---------|------------------------|
| 1 same  | 4 typical              |
| 2 cold  | 5 take their books out |
| 3 clean |                        |

- 5 **SPEAKING** **What about you?**

In pairs or small groups, students take it in turns to ask and answer the questions. Draw attention to the example sentence. Elicit some opinions from different pairs/groups.

## Homework

▶ Refer students to the **Workbook, page 11**.

# ▶ Grammar in context p16–17

## Present simple affirmative

### Test before you teach

Do this activity to find out how much students already know about the present simple affirmative. If they seem to be familiar with the tense, move quickly through the exercises in the *Grammar guide* with the whole class.

Ask students to name different things they do on a regular basis and write them on the board, e.g. *go to school, get up, eat breakfast/lunch/dinner, talk to my friends, walk my dog, etc.* Tell them that these can be referred to as 'habits'. Individually, students choose three things they do every day and write full sentences in the present simple affirmative, e.g. *I get up at eight o'clock, I walk my dog, etc.* Monitor carefully.

## TEACHER DEVELOPMENT: CLASSROOM TIPS

### Testing before you teach

It is a good idea to start a lesson with a diagnostic activity to establish how much of the target vocabulary or grammar students already know. Monitor closely to establish which areas you will need to focus on most in the subsequent 'teach' stage of the lesson.

- 1a Students look at the sentences and say when verbs in the present simple finish in *-s* (or *-es/-ies*).

### Key

when verbs are in the third person (*he/she/it*)

## TEACHER DEVELOPMENT: LANGUAGE

### Third person singular endings

With most present simple verbs, the third person singular form is created simply by adding *-s*. However, with verbs that end in *s, x, z, sh, ch* or *o*, we add *-es*, and with verbs that end in a consonant + *y*, we change the *y* to *-ies*.

1b Students decide if the sentences are true or false.

Key

- 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. For facts, habits and routines are often expressed 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 Play the CD again for students to listen and practise 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/, /z/ or /ɪz/. The pronunciation depends on the final sound of the simple form of the word.

- /ɪz/ after /s/, /z/, /sh/, /zh/, /ch/, /j/, /ks/, /z/. When a word ends in these sibilant (hissing) 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/, /f/, /th/, /t/, /k/, /h/.
- /z/ 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.

Key

- 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.

Key

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

Prepositions of time

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

Key

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

▶ 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: CLASSROOM TIPS

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

- 2** **SPEAKING** 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**.

## ▶ 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

- Students look at the diagram of the English education system and discuss what things are similar or different in their country.
- Students read the text and say if secondary schools in their country are similar to English schools. You may want to pre-teach this word: *compulsory* – something that must be done because of a rule or law.

**Recording:** Unit 1 p18 Reading on [www.gateway-online.net](http://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.

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

### Key


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

- SPEAKING** **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

- 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.

### Audioscript

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.

Tradition 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 name *rugby* comes from Rugby School. The first written rules for this sport came from Rugby School in 1870.

### Key

- 1 c            3 a            5 c            7 b  
2 a            4 b            6 a

- 7**  Play the CD again for students to decide if the statements are true (T) or false (F).

### Key

- 1 F            3 T            5 T  
2 T            4 T

### Cultural information

There are now more than 2,500 independent/public schools in the UK. Most of the larger independent schools are boarding schools, as well as day schools. Some public schools are particularly old, such as Winchester College (1382), Eton College (1440) and Rugby College (1567).

Eton is located near Windsor in England (which is famous for Windsor Castle) and has been described as the most famous public school in the world.

- 8 SPEAKING** **What about you?**

In pairs or small groups, students discuss the questions.

### Example answers

- 2** I don't like the idea of an all-girls or all-boys school. I think it is important to have both sexes because that is real life. / I think it is a good idea to have an all-girls or all-boys school because you can concentrate more on your studies.

### Extra activity

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

- **Resource materials:** See Unit 1 CLIL 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 materials to use these readers as a basis for a class project or as a class reading activity at this website: [www.macmillanenglish.com/readers](http://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.

### Key

- 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.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### 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.

- 2 **LISTENING**  1.17 Play the CD for students to listen and match what they hear with the pictures in 1. Remind students that there are five pictures but only four speakers.

### Audioscript

**SPEAKER A:** Salif goes to school, but he doesn't go every day. The school is small – they've got one classroom with 15 chairs and desks, but 40 or 45 children go to class. The classroom hasn't got doors or windows. Salif lives in west Africa. It's important for him to go to school, but it's also important for him to work – to help his mother and father, so that they have food and water.

**SPEAKER B:** I don't have time to go to school. I work five or six days a week here in the studio, making my TV programme. So a teacher comes here to teach me. I don't like it because all the teacher's questions are for me! And you don't speak to other students, you know, people of your age.

**SPEAKER C:** We get up and have breakfast. We don't walk to school or catch a bus. School is in our house. Our teacher is our mum. We like it. It's relaxing when you study at home. I think we learn more.

**SPEAKER D:** Colin and Jack don't go to school because they don't live in a city. They live in the middle of Australia. Their teacher doesn't come to their house because she's 100 kilometres away. She appears on their computer and explains things there. The boys do their homework and then they send it by email. Their school is called the School of the Air.

### Key

A 4 B 1 C 5 D 3

### 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.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### 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 could 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

- 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 schooling.

### Key

- |             |             |
|-------------|-------------|
| 1 Speaker A | 4 Speaker D |
| 2 Speaker C | 5 Speaker B |
| 3 Speaker A | 6 Speaker B |

## ► 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.

## 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

- I don't go to school in a Ferrari.
- My cousin doesn't read ten books a day.
- My grandmother doesn't play computer games.
- Her parents don't watch TV at 7 am.
- You don't speak French.
- Sam and Leo don't go to bed at ten o'clock.
- His brother doesn't make the dinner.
- She doesn't watch TV in the afternoon.

- 4 Students look at the pictures and write sentences with the affirmative or negative form of the present simple. Ask them to check answers in pairs before reviewing the answers with the whole class.

**Key**

- 1 doesn't have      3 get up      5 doesn't go  
2 starts      4 don't play

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Checking answers in pairs**

Asking students to check their answers with a partner before open-class feedback gives students confidence and a chance to discuss their answers in English. Give them 'task language' such as: *I think ... ; What do you think about ... ? ; I think so too ; Me too ; I don't agree.*

**Extra activity**

Students make the negative sentences in 4 affirmative and vice versa.

**Key**

- 1 has      4 play  
2 starts      5 goes  
3 don't get up

- 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.* They then 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.

**Key**

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

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

**Key**

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

- ▶ Refer students to the *Grammar reference* on page 24.

- 7 Students write the sentences again using an object pronoun.

**Key**

- 1 her      3 them      5 him  
2 it      4 us

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

**Homework**


- ▶ Refer students to the *Workbook*, page 15.

▶ **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? Which 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.

**Audioscript**

**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 sport 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 physics and chemistry?

**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.

**Key**

- a 20      f art  
b university      g science  
c 15      h tennis  
d school      i computer games  
e PE

- 2a Students complete the conversation between Adam and the teacher with the sentences. Remind students that there is one extra answer that does not appear in the conversation.

**Key**

- a 6      b 3      c 5      d 4      e 1

**Fast finishers**

Students look at the extra answer (2) and write an appropriate question, e.g. *What do you do in the morning before school?*

- 2b **SPEAKING** In pairs, students practise the completed dialogue. Then they swap roles and read it again.



## TEACHER DEVELOPMENT: CLASSROOM TIPS

### Structured dialogues

Students benefit from practising 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 freer 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     | 4 so      | 6 but |
| 2 because | 5 because | 7 so  |
| 3 and     |           |       |

- 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.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### 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

### Warmer

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.

#### Key

Mark is the boy in the orange T-shirt.

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

#### Key

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.

#### Key

1 ✓      3 ✓      5 ✗      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.

#### Key

- 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*.

#### Key

- 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.

## Model text

Hi!

My name's 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 | 4 has a shower      |
| 2 gets up       | 5 does his homework |
| 3 go to bed     | 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  | 3 us  | 5 her  |
| 2 him | 4 you | 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    | 3 have | 5 have |
| 2 finishes | 4 do   |        |

### 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<sub>online</sub>

For useful and motivating additional practice across a range of skills and task types, students can access *Gateway Online*: [www.gateway-online.net](http://www.gateway-online.net).

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