

1 Family matters

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▶ 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 life 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

TEACHER DEVELOPMENT: PRONUNCIATION

Connected speech

When a word ending in a consonant is directly followed by a word beginning with a vowel sound, the two words are often pronounced as one word. Write *old.age* on the board and drill the pronunciation.

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.

Key

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.

Key

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

- 6 **SPEAKING** In pairs, students look at the other words in 4 (and also the words added to the list 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 practise 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 dialogues. 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/Japanese? How do you pronounce/say this word? What does ... mean? How do you spell ...?*

- 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.

Key

- | | | |
|--------------|------------|--------------|
| 1 single | 3 partner | 5 One-parent |
| 2 only child | 4 divorced | 6 born |

- 8 **LISTENING**  **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?*

Audioscript

- 1 My name's Joshua. I'm ten years old. I've got three brothers and three sisters. One of my sisters is very special to me. I think that's because she's almost the same age as me. She's eleven.
- 2 Hi, I'm Olivia and I'm fifteen. I'm an only child. My parents are divorced and I live with my father. I've got one cousin. Her name is Olivia too! We spend a lot of time together.
- 3 My name's Jessica and I'm 78 years old. I've got four children, six grandsons and six granddaughters. I love being with them all; it's great having a big family. And even after all this time, my husband is so important to me. We got married 55 years ago. Can you believe it? ... 55 years, but it feels like it was yesterday!

Key

- 1 a child, big
- 2 a teenager, small, father, cousin
- 3 twelve, married

- 9a **SPEAKING** Individually, students make notes about their own family, using words from the page. Walk round the class, providing help if necessary.

- 9b In pairs or small groups, students use their notes to tell each other about their family. Focus their attention on the model dialogue before they begin.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Using spoken model texts

You can use dialogues and sentences to model and highlight intonation patterns. Ask students to repeat them in a choral drill (all students repeat the sentence together) or individual drill (you indicate which student should repeat the sentence). Drills can help students be formally accurate in their speech and learn a useful collection of phrases and sentences.

Extra activity

Students draw a family tree and write a short paragraph explaining how they are related to each 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.

Homework

- Refer students to the **Workbook, page 2.**

► 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.macmillanenglish.com/gateway. The track numbers are indicated in the activity notes below. This recorded material provides exposure to correct pronunciation, stress, accent and sentence rhythm.

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.

Suggested answers

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.

- 1 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).

Key

a jacket, a security camera, mobile phone showing a map

- 2 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.macmillanenglish.com/gateway

Key

- 2 Protection 24 hours a day – is it a good idea?

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.

Key

- 1 a 2 c 3 a 4 b 5 c

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

Key

- | | | |
|--------------------|-----------------|-----------|
| 1 extra-curricular | 4 opportunity | 6 message |
| 2 mistakes | 5 constant care | 7 informs |
| 3 online | | |

TEACHER DEVELOPMENT: PRONUNCIATION

The /aɪ/ sound

Point out that the /aɪ/ 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 /aɪ/ sound (*finding, high, inside, online, arrive, time, outside*).

- 5 **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:

Sshhh! 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.

Key

- | | |
|----------------------|------------------|
| 1 present simple | 3 present simple |
| 2 present continuous | 4 present simple |

- 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.

Key

- 1 b 2 a 3 d 4 c

TEACHER DEVELOPMENT: LANGUAGE

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

Present simple: studies; doesn't study; Does ... study

Present continuous: is studying; isn't studying; Is ... studying

TEACHER DEVELOPMENT: LANGUAGE

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.

Suggested answers

A girl is sending 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.

Key

a	is ... doing	h	is/s happening
b	riding	i	are ... doing
c	takes	j	play
d	is ... wearing	k	has
e	isn't	l	aren't ... wearing
f	wears	m	do ... know
g	rides	n	Are ... spying

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).

Key

1	present continuous	5	present simple
2	present simple	6	present continuous
3	present simple	7	present simple
4	present continuous	8	present simple

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.

Key

1	am/'m looking after	4	don't understand
2	are ... shouting	5	Do ... need
3	works	6	is lying

TEACHER DEVELOPMENT: LANGUAGE

Spelling the *-ing* form

Remind students of spelling rules for the *-ing* form.

Verbs ending in *-ie*: change the *-ie* to *-y* and add *-ing*, e.g. *lie*→*lying*, *die*→*dying*.

Verbs with one syllable, ending in one vowel and one consonant: 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.

Key

- 1 What do you do on Fridays?
- 2 What is your mum doing at the moment?
- 3 Where do your aunt and uncle live?
- 4 Is your cousin studying at university?
- 5 What do your grandparents do in the mornings?
- 6 What do you and your family do at the weekend?

- 7 **SPEAKING** 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, they 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. They then 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 **Workbook, 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.

Recording: Unit 1 p10 Click onto ... on www.macmillanenglish.com/gateway

Key

1 F	2 T	3 F
-----	-----	-----

i Cultural information

The world's strictest parents is a TV series developed by TwentyTwenty 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.

Suggested answers

- 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.

i Cultural information

Cyndi Lauper (born 22nd 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 answers

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 **1.03** Play the CD for students to listen to the song and match the picture to a verse.

Key

verse 1

- 7 **1.03** 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.

Key

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

TEACHER DEVELOPMENT: LANGUAGE

Spoken forms

The words *gonna* (going to) and *wanna* (want to) appear in the song. Explain that these are often used in informal spoken English. Another example is *gotta* (got to). Remind students that they should not write these words, except in very informal texts, e.g. online chats, emails between friends, text messages.

8 What about you?

In small groups or pairs, students discuss the questions. Direct attention to the model dialogue.

- ▶ **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**.

▶ 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.

TEACHER DEVELOPMENT: STUDENT TRAINING

Describing a photo

For oral examinations, students are often asked to describe a photo. It is useful to give them a framework of fixed expressions and prepositional phrases that they can memorise. They should also remember to always move from the general to the specific, i.e. start with a general description of the situation before giving more precise details.

General: *This is a photo of a/some ... , In this photo I can see ... , The photo shows ... , There is/are ...*

Prepositional: *At the top/bottom of the photo ... , In the foreground/background ... , On the left/right/in the centre of the picture ... , Behind/In front of/Between/Next to the ... we can see ...*

Other things to think about: *Who can you see? What are they doing and what do they look like? Where are they? How are the people feeling and why? When was this photo taken?*

Personal reactions: *I think ... , I imagine ... , It seems to me that ... , If you ask me, ...*

- 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?*

Audioscript

PRESENTER: And today on the programme we're talking about family dinners. Do families eat together these days or is the family dinner just a thing of the past? We wanted to find out what you think so we asked you to contact us. Here are some of the things you said.

SPEAKER 1: Hi, errr, my name's Mike. I think family dinners are a really great idea, but I'm a computer technician and I can work 70 hours a week. I travel all over the country and when I finally get home at night, my two kids are often already in bed. Sometimes my wife has gone to bed too and is fast asleep! It's fine for the government to talk about how important family dinners are, but how can you have a family dinner when you get home late from work every day?

SPEAKER 2: Yeah hi, I'm Chris. Both my parents work so they're never there when I come back from school. We never sit down and have a meal together. To tell you the truth, I don't really have a proper dinner. I just go to the fridge, see what's there and that's it. I have a sandwich, a pizza or something like that. I just take whatever's there and eat it on my own. I don't mind.

SPEAKER 3: Hi there, my name's Sally. Both my parents work and they usually get home quite late, but my sister and I always wait for them and then we all eat together. I think family dinners are really important. It's a time when we all get together at the table and talk and find out what's going on with each other. It's so important for a family to talk, I think.

SPEAKER 4: Hello there. My name's Alice and I'd just like to make a comment about family dinners. I've got two children and three grandchildren and we *always* eat together at the weekend, either on Saturday or Sunday. Everyone's too busy to eat in the week, unfortunately, but we *always* make an effort at the weekend. We *love* eating together, even if it's just once a week.

SPEAKER 5: Hi. I'm Jennifer. My family loves eating together and we try to do it nearly every day. And ... well ... actually, that's why I'm calling. My parents have a meeting at school tonight so I made my own dinner and I'm eating it here now, on my own! You know it makes me realise how lucky I am. It's just not the same if you're on your own.

SPEAKER 6: Hello, Daniel here. I want to ask 'What *is* a family dinner?' In my family we always eat together, and it's either my mum or my dad who does the cooking. But the thing is, nobody says anything at dinnertime. You know why? Because the TV's always on and we all just sit and watch it! So my question is: is it a family dinner if nobody in the family says anything?!

Key

- | | | |
|-----|-----|-----|
| 1 D | 3 E | 5 F |
| 2 G | 4 A | 6 B |

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*.

Key

- | | |
|--------------|--------|
| 1 no article | 4 the |
| 2 the | 5 a/an |
| 3 a/an | |

- 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*.

TEACHER DEVELOPMENT: CLASSROOM TIPS

How to teach articles

Some general rules can be helpful for students, i.e. *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**  **1.05** 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 /i:/ sound before words beginning with vowels and proper nouns. When *the* is stressed, it also has the /i:/ sound.

TEACHER DEVELOPMENT: PRONUNCIATION

Stressed and unstressed articles

Remind students that there are also two pronunciations for *a*: /eɪ/ when it is stressed and /ə/ when it is unstressed. Point out that to make the stressed sound, the mouth is wide open and the jaw and the back of the tongue are down. Also, let students know that the stressed and unstressed pronunciations for *an* are /æɪn/ and /ən/. Refer students to the *Pronunciation guide* in the Student's Book, page 149.

- 2b**  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 3 0 5 0 7 0, 0
2 the 4 0 6 the

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

Key

a An d 0 g a j 0
b the e a h 0 k a
c 0 f the i a

- 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 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/? (*hut, shut, gut, us, up*, etc.)
- Students categorise words based on their sound, e.g. *ship* /i/ or *sheep* /i:/. 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 to* /'wɒnə/.
- 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.

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 178.

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 write 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*.

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**  **1.06** 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.

Audioscript

EMMA: Have you got any brothers or sisters?

OLIVER: Yes, I've got one brother.

EMMA: Me too. 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?

- 5a **PRONUNCIATION**  **1.07** 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.

Key

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.

Key

1 down

2 up

TEACHER DEVELOPMENT: PRONUNCIATION

Intonation in questions

There is a final rising pitch for a *Yes/No* question, e.g.

Is your name Anna?, and a final falling pitch for a *Wh-*

question, e.g. *What's your name?* Intonation helps us to communicate meaning, i.e. whether a situation is open (rising pitch) or closed (falling pitch). In students' own language the intonation range may be narrower, so it is important to practise this.

- 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

Emoticon: :(

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 lot 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 0, a 4 a, 0

► 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