

# 1 Identity match

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## ▶ Vocabulary p6

### Appearance

#### Warmer

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

#### Suggested answer

*Identity* – the qualities that make someone or something what they are and different from other people.

*Match* – if one thing matches another, or if they match, they are the same or have similar qualities.

The theme of this unit is appearance and personality.

- In pairs, students put the words in the correct columns. Draw their attention to the examples in the table. You may like to provide students with dictionaries to help them with this task.
- 1.01** Play the CD for students to listen, check and repeat.

#### Audioscript and Key

Build	Height	Hair	General
thin	short	short	<u>handsome</u>
well- <u>built</u>	medium- <u>height</u>	bald	good- <u>looking</u>
over <u>weight</u>	tall	blonde	plain
		<u>curly</u>	<u>pretty</u>
		dark	<u>ugly</u>
		fair	
		long	
		straight	

#### TEACHER DEVELOPMENT: STUDENT TRAINING

##### Recording vocabulary

Mind-maps are a useful way to record vocabulary. They appeal to visual learners and help to show how words connect and relate to each other. They can also provide a very effective revision tool when students come to exam time.

Ask students to write the key word for this unit (*identity*) in the centre of a blank page in their notebooks. They could then record words related to this theme, organised in categories with sub-headings. They can add new words as they learn them through the unit.

- 3a PRONUNCIATION** **1.02** Ask students to say the words and decide if we pronounce *gh* in the words. Check answers in open class, then listen and check.

#### Key

*gh* is not pronounced.

#### TEACHER DEVELOPMENT: PRONUNCIATION

Silent letters can make English pronunciation difficult. Point out to students that some silent combinations are easy to spot because the words would be difficult to pronounce if you sound the letters. Ask a student to try to pronounce the words with *-gh* to illustrate this.

It is important for students to understand that in general English is **not** phonetic. You cannot always look at an English word and know how to say it, or hear an English word and know how to spell it.

Build students’ pronunciation skills by focusing for a short time on key features in every lesson. Regular practice will help add correctly pronounced words to students’ vocabulary.

**3b** Ask students to decide in which two words we pronounce *gh* and how it is pronounced.

**Key**

*gh* is pronounced as 'f' at the end of *enough*  
*gh* is pronounced as 'g' at the beginning of *ghost*

In general, we can say that *gh* is not pronounced before 't' (*bought*) and in the middle (*daughter*) and at the end of many words (*although*). However, *gh* can be pronounced as a 'g' at the beginning of the word (*ghost*) or an 'f' at the end of the word (*laugh*).

**Extra activity**

Students who finish early could think of more examples of how *gh* is pronounced, e.g. *thought, through, light, ghastly, ghetto, rough*.

**4** **SPEAKING** In pairs, students take it in turns to describe the people in the photos, using adjectives from 1. Draw students' attention to the example sentences and the use of *little* to soften the adjective *overweight*. In a less confident class, brainstorm descriptions of the photos and write key phrases on the board before they do this as a speaking activity.

**Example answers**

**Photo 1** (Lewis Hamilton): He's tall, dark and handsome. He's got short, curly hair. He's good-looking and quite well-built.

**Photo 2** (Kate Beckinsale): She's very pretty. She's medium-height and a little thin. She's got long, dark hair.

**Photo 3** (Jack Black): He's short and a little overweight. He's got long, dark hair.

**TEACHER DEVELOPMENT: LANGUAGE**

**Adjectives**

Many adjectives describe qualities that can exist in different degrees, such as size, beauty, age, etc. These adjectives are often called gradable adjectives, because they can be used in comparative or superlative forms, or with grading adverbs such as *very, a little, a bit*, to show that a person or thing has more or less of a particular quality. We can use words like *very* to make gradable adjectives stronger or words like *a little, a bit* to make gradable adjectives weaker.

When using more than one adjective to describe a noun, place the adjectives in the following order before the noun: 1 opinion (*interesting*) 2 dimension (*big*) 3 age (*old*) 4 origin (*Spanish*) 5 material (*cotton*). We don't usually use more than three adjectives before a noun.

**Personality**

**5** Students match the personality adjectives with their opposites.

**Key**

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

**TEACHER DEVELOPMENT: LANGUAGE**

**Negative prefixes**

The prefixes *un-*, *in-* and *im-* can form antonyms (opposites) of adjectives in English. The most common prefix is *un-* = 'the opposite of', but there are no hard and fast rules for which prefix students should use (except words that start with the letters *b, m* and *p* always take the prefix *im-* rather than *in-*). Advise them to consult a dictionary if they have doubts.

**6** Students match the personality adjectives with their definitions.

**Key**

1 arrogant                      4 clever                      6 reliable  
 2 selfish                        5 shy                         7 bossy  
 3 nice

**7** **LISTENING** **1.03** Play the CD for students to listen to four people talking about themselves. Ask them to note the adjective of personality that best describes each person. Elicit answers from students around the class and ask them to remember key phrases in the listening that helped them decide on their answers (key phrases are underlined in the audioscript).

**Audioscript**

**ROSE:** Well, yes, I suppose that it is fair to call me that. I dunno, it's just that I love sleeping. I hate getting up early. And if you give me a choice between doing something active like sport or just lying on a sofa watching TV all day, I definitely go for lying on the sofa. And even better if I can stay in my pyjamas all day.

**WILLIAM:** No, the thing is that I don't THINK I'm the best, the most intelligent and the most attractive. I AM the best, the most intelligent and the most attractive. In fact I'm the best at EVERYTHING.

**JESSICA:** I HATE it when people move my things. In my room, everything is always in exactly the right place. I never leave my clothes out and my desk is always ready for work. The thing is that when you're like me, you always know where to find things.

**BRANDON:** Oh I really hate that. When my friends arrive late and make me wait, I get really angry with them. And waiting for buses or trains just makes me lose control. Even waiting for just two or three minutes gets me angry.

**Key**

1 Rose – lazy                      3 Jessica – tidy  
 2 William – arrogant            4 Brandon – impatient

**8a** **SPEAKING** Ask students to choose five adjectives from 5 and 6 to describe themselves. Students then tell their partner their adjectives and say why they chose them. Draw students' attention to the example sentence and the use of *quite* and *a bit* to make the adjectives weaker. In a less confident class, ask students to make notes before they do this as a speaking activity.

**8b** Students tell the class one adjective their partner chose and say why.

### Homework

Students write a short text about themselves using the adjectives of personality and appearance they have studied in this lesson.

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

## ▶ Resading p7

### Warmer

Play *Hot Seat* to start the class. Divide the class into two teams. A volunteer from team A sits with their back to the board. Choose words from the previous lesson and write them on the board one by one. Team A defines the word for the volunteer to guess in one minute. After one minute, it is the other team's turn to define the word, etc. The team that defines the most words in one minute wins the round.

**1** In pairs, students discuss the questions. Elicit possible answers from around the class.

#### Suggested answers

- 1 An avatar is a visual representation of a person on the Internet.
- 2 Students' own answers
- 3 Because people can play their own character within a fantasy game, or they can play the sort of character they would like to be.

**2** Students read the text and complete the table with information about the real people and their avatars.

**🎧 Recording:** Unit 1 p7 Reading on [www.gateway-online.net](http://www.gateway-online.net)

#### Key

**Jason Rowe** Real life: ill, needs a machine to live; Online: tall, strong, well-built soldier

**Kim Nyvang** Real life: medium-height, thin, short fair hair; Online: strong, well-built, long black hair

**Elizabeth Brown** Real life: long brown hair, young; Online: older, grey hair, fatter face

**April Hatch** Real life: very shy; Online: different (we don't know how)

### Exam success

Students discuss good procedure for doing a true-false reading exercise, then compare their answers with the information on page 150.

**3** Students read the texts again and decide if the statements are true or false. Tell them to write down the number(s) of the lines where they found the answer.

#### Key

- |                   |                   |
|-------------------|-------------------|
| 1 F (lines 7–8)   | 5 T (lines 28–29) |
| 2 T (line 10)     | 6 T (lines 31–32) |
| 3 F (lines 19–20) | 7 F (lines 37–39) |
| 4 F (line 25)     | 8 T (lines 38–39) |

**4** Students correct the false sentences in 3.

#### Key

- 1 Robbie Cooper wrote the book because he was interested in the connection between avatars and real people.
- 3 Jason Rowe finds it easy to make friends with his avatar because people treat him normally.
- 4 Kim Nyvang is happy with his appearance but thought it was

fun to create an avatar that didn't look like him.

**7** April Hatch's avatar shows April as she really is because she makes more friends when she is more like her real self.

**5** Students find words in the text to match the definitions.

#### Key

- |                            |                       |
|----------------------------|-----------------------|
| 1 online                   | 5 permission          |
| 2 chatting and interacting | 6 look like           |
| 3 occasionally             | 7 be like             |
| 4 barriers                 | 8 feel more confident |

**6 SPEAKING What about you?**

In pairs or in small groups students discuss the questions. If necessary, provide some suggestions, e.g. *My avatar looks like me and is like me as well. My avatar doesn't look like me. It looks like how I would like to be.*

▶ Refer students to the **Workbook, page 3.**

## ▶ Grammar in context p8–9

### Present simple and present continuous

#### Test before you teach

In order to find out how much students remember about these tenses write these seven uses of the present simple and present continuous on the board and ask students to write example sentences in their notebooks.

*A routines and habits, B things that are always or generally true, C scientific facts, D actions that are happening now or near the time of speaking, E actions that are temporary or not a normal routine, F actions that happen very often and annoy the speaker, G changing situations.*

If students seem to be very familiar with the use and form of these two tenses, move quickly through the exercises in the *Grammar guide*, eliciting answers from students as an open-class activity.

**1a** Students match sentences 1–7 with rules a–g.

#### Key

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

**1b** Students rewrite sentences 1 and 2 in the negative and interrogative form. Elicit the answers and use this opportunity to remind students of rising intonation patterns in *Yes/No* questions.

#### Key

- 1 Avatars aren't becoming more and more popular. / Are avatars becoming more and more popular?
- 2 Jason doesn't play online 80 hours a week. / Does Jason play online 80 hours a week?

▶ Refer students to the *Grammar reference* on **page 16.**

### Study skills

Ask students which two things students need to know about a grammatical structure to use it correctly (*its form and use*). Elicit how students can study grammar effectively and tell them to turn to page 146 to compare their ideas.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Effective study of grammar

Students should learn structures in context to show how they are used in real-life communication. They should note down any new grammatical item in an example sentence and make sure they know how to say it, write it, where it goes in a sentence and its grammatical function (i.e. *What does it tell us?*). Students should reflect on how grammar structures relate to other familiar structures they know, such as verb tenses. Where feasible, students could do a translation exercise (provided this will not promote interference from L1).

- Ask students to look at the adverbs of frequency and choose the correct alternative to complete the rules a–d.

#### Key

- |          |                              |
|----------|------------------------------|
| a after  | c present simple             |
| b before | d always, present continuous |

### Extra activity

Ask students to write the names of three people who annoy them in some way. They can be people they know personally or famous people. Then ask them to write about the annoying habits of the three people, e.g. *My sister is always borrowing my clothes. My brother is always playing on the computer.*

- Ask students to complete the text with the present simple or present continuous form of the verbs and the adverbs given.

#### Key

- |                        |                    |
|------------------------|--------------------|
| a am                   | h usually say      |
| b 's always using      | i play             |
| c doesn't usually      | j is changing      |
| d 's becoming          | k don't often play |
| e 's making            | l always do        |
| f doesn't usually wear | m is finishing     |
| g has got              | n usually goes     |

- Tell students to write two true sentences about themselves or other people using each set of words given. Remind them to write one in the present simple and one in the present continuous, writing negative sentences if necessary. Direct students' attention to the example sentences.
- Ask students to read their sentences to each other and see if their sentences are the same.
- SPEAKING** In pairs, students take it in turns to ask and answer the questions. Do this activity in open pairs first before students continue in closed pairs.

### Extra activity

To revise sentence stress, students identify and underline the stressed words in each sentence.

## TEACHER DEVELOPMENT: PRONUNCIATION

### Sentence stress

Sentence stress is the 'music' of English. Sentence stress will affect the degree to which a student sounds 'natural' and will make what they say easier to understand.

In any given English utterance there will be particular words that carry more 'volume' (stress) than others. This is not random. The stressed words carry the meaning or the 'content' of the sentence, and for this reason they are called 'content words'. Unstressed words tend to be smaller words that have more of a grammatical significance. They help the sentence function syntactically and for this reason they are called 'function words'.

If we take the function words out of the sentence, it will still have a certain amount of meaning and can be understood. However, if we take out the content words we will remove the meaning.

*Content Words* include: main verbs, nouns, adjectives, adverbs, negative auxiliary verbs, demonstratives, question words

*Function Words* include: pronouns, prepositions, articles, conjunctions, auxiliary verbs, verb *to be*

- Ask students to write at least three more questions like the ones in 6 and the examples for this exercise, and continue interviewing their partner. At the end of the activity, ask students to read out their questions and interview other students in open class.

## TEACHER DEVELOPMENT: PRONUNCIATION

### Intonation

Remind students that the intonation goes down at the end of a *Wh-* question (a question that begins with any of the words *who, where, when, what, why, or how*).

#### Yes/No questions

Is his name Juan?

Is she from China?

Is he the teacher?

Is class at nine?

#### Wh- questions

What is his name?

Where is she from?

Who is the teacher?

When does class start?

- **Resource materials:** See Unit 1 Grammar worksheet on page 178.

### Homework

- Refer students to the **Workbook**, page 4.

## ► Developing vocabulary p9

### Synonyms and partial synonyms

- Students look at the words and decide if they have similar meanings or if there is any difference between them. If there is a difference, ask students to say what it is. You may like to provide students with dictionaries for this task.

### Key

All these words are ways of saying *beautiful*:

*Attractive* – used for describing men and women who are pleasant to look at

*Beautiful* – extremely attractive (usually used of women)

*Good-looking* – used for describing adults and older children who are nice to look at

*Handsome* – used of a man or boy (= good-looking)

*Pretty* – used for young women and girls who have nice faces

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Synonyms and partial synonyms

A synonym is a word which means the same as another word. Partial synonyms are words that are very similar, but with some difference between them. Teaching synonyms is a good way to increase students' vocabulary and encourage them to use more interesting and expressive language. A thesaurus is a useful resource that provides lists of similar or related words.

Teach students the language they need to describe synonyms: ... is another word for ... , ... means the same thing as ... , ... is a synonym for ...

- 2 Students join the words in the box with the synonyms or partial synonyms. Remind students that each word can have more than one synonym or partial synonym.

### Key

bright/clever/intelligent

cheerful/happy/glad

difficult/hard

elderly/old

fat/overweight

friendly/sociable/outgoing

slim/thin/skinny

### TEACHER DEVELOPMENT: LANGUAGE

#### Partial synonyms

*Slim* is a partial synonym of *thin* because we use it to say that someone is *thin* but in an attractive way. *Elderly* and *overweight* are more polite ways of saying someone is *old* or *fat*.

*Glad* is also a partial synonym of *cheerful/happy* because it means to be happy about something. We tend to use *glad* for events but *happy* for attitude.

- 3 Students choose the best alternative in each sentence. If there is no difference, tell them to choose both.

### Key

1 old, elderly

2 fat, overweight

3 attractive/good-looking

4 cheerful

5 skinny

6 hard/difficult, clever/bright

- 4 Students prepare a description of a famous person using words from 1 and 2 and words from page 6.

- 5 In pairs, students take it in turns to describe the person they chose in 4 for their partner to guess who it is. Draw students' attention to the example description.

### Homework

- ▶ Refer students to the **Workbook, page 5**.

## ▶ Click onto ... English national identity p10–11

### Warmer

Write these questions on the board about the United Kingdom for students to answer in pairs. Set a time limit of two minutes and elicit answers to see who gets all the question right.

- 1 What is the name of the UK's monarch? 2 What is the UK national anthem? 3 What is the UK currency? 4 What is the dialling code for the UK? 5 What side of the road do the British drive on? 6 What do you call someone from Britain? 7 Which countries constitute the UK? 8 What are the capitals of Northern Ireland, Wales and Scotland?

### Key

1 Queen Elizabeth II

2 'God Save the Queen'

3 pounds sterling

4 44

5 the left


6 British (adj.), a Briton (n)

7 England, Northern Ireland, Scotland and Wales

8 Belfast, Cardiff and Edinburgh, respectively

## International cultural knowledge: English icons

- 1 In pairs, students look at the photos and think of other things that people often think are typically English.  
2 Ask students to read the text and note which English 'icons' appear in the text. Ask them if they predicted any of them before reading the text or if any of the icons surprised them.

 **Recording:** Unit 1 p10 Click onto ... on [www.gateway-online.net](http://www.gateway-online.net)

### Key

Fish and chips

Roast beef

Chicken tikka masala

The Rolls Royce

Land Rovers

The Mini

The Bowler hat (and umbrella)

The mini-skirt

The weather

- 3 Students read the text again and answer the questions. Elicit answers from students around the class.

### Key

1 The government created the 'Icons' Internet project to help define England's national identity.

2 An 'icon' in this project is something that truly represents England's culture, history or way of life.

3 Chicken tikka masala is a good English icon because it shows how England has changed to incorporate different cultures and different cuisines.

4 The Rolls Royce gets its name from its inventors, Charles Rolls and Henry Royce.

5 The secret of the Land Rover's popularity is its quality and reliability.

6 City businessmen and bankers wear bowler hats.

7 The bowler hat was originally worn by people working in the country, to protect their heads.

8 The 1960s was the decade when English music, films and fashion caught the attention of the world.

## Project

- In small groups, students discuss which icons are typical of their country (food, drink, sports, clothes etc.) and make a list. Each person in the group then chooses an icon and finds out more information, photos and pictures. Each group decides how to present their information to the rest of the class. Allow some class time for preparation and presentations.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### How to teach a project

Mini projects help promote autonomous learning and provide a motivating break from routine. Mini projects generally extend over three to four classes. Here is a suggested plan for this mini project on national icons:


- Planning** (20/30-minute session): Ask students to decide what they want to include in their mini project, what form it will take, who is responsible for what, how much time it will take and the resources they will need. Discuss the proposals with each group to ensure they are possible/ realistic. It is a good idea to have examples of past projects to show students what they are aiming for.
- Preparation** (20-minute session × 2): Provide students with materials for making a poster if they wish to do so: card, scissors glue, paper, etc. You may also wish to arrange access to the Internet and presentation software such as PowerPoint. If this is not possible, ask students to do their computer work at home.
- Presentation** (20-minute session × 2): Schedule a presentation session at the end of the project. Ask each group to prepare a task for the other students to do while they are listening to their presentation (a quiz with questions if it is a wall display, comprehension questions for a PowerPoint presentation, etc.).
- Evaluation** Consider how to evaluate students' presentations. The following format allows you to grade the different aspects of each project:

Content	1	2	3	4	5
Design	1	2	3	4	5
Language level	1	2	3	4	5
Oral presentation skills	1	2	3	4	5

## Popular culture: 'She's Leaving Home' by The Beatles

### Inside information

Before students read the text, direct their attention to the *Inside Information* box about the Beatles.

-  **1.04** Students read the task. Play the CD for students to listen to the song from the album and put the pictures in the correct order.

#### Key

1 d    2 b    3 e    4 a    5 c

- Play the CD again for students to read the words and decide who says the parts of the song in italics.

#### Key

The parents

### Word booster

Students match the words and definitions before they do the writing activities. Elicit answers from students around the class.

#### Key

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

- Students imagine they are the daughter and write a letter to their parents before they leave home.

#### Suggested answer

Dear Mum and Dad,  
It's Wednesday, five o'clock in the morning, and I have decided to leave home. I need to start living my own life. I have met a man and I want to be free and have fun. Thank you very much for everything you have given me. Love Julie.

- Students now imagine they are the parents and write a reply to their daughter's letter.

#### Suggested answer

Dear Julie  
We are very sad that you have decided to leave home. We sacrificed most of our lives for you and gave you everything money could buy. We think you have treated us thoughtlessly and we don't understand how you can do this to us. We struggled hard all our lives and never thought of ourselves. We would like you to tell us what we did that was wrong.  
Your loving mum and dad.

- What about you?**

In small groups or pairs, students discuss if they know any Beatles songs. They say if they like them or not and give reasons why or why not. Direct their attention to the example dialogue. They then discuss what type of music they like.

### Extra activity

Students write a questionnaire about what students like and dislike about music. Students interview each other and write a short report with the results from their survey.

### DVD (optional)

***A Hard Day's Night* (director: Richard Lester; 1964)**

**Plot:** A 'typical' day in the life of The Beatles, including many of their famous songs.

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

### Homework

- Refer students to the **Workbook, page 6**.

# ▶ Listening p12

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Carrying out listening tasks

Students need to be taught listening as well as practising listening. An ideal listening class should include some instruction about how to listen effectively.

Students need to carefully read the instructions and questions to know what they are listening for, predict content (from key words in the questions or visual clues etc.), learn to use their intuition, take good notes during the listening and decide on the right answer based on the information they have. At the end of a listening task, try to develop a class discussion based on students' opinions (the *What about you?* section provides questions for discussion based on the listening text).


Ask students to evaluate how well they did, whether they thought it was a difficult task and why. For the CEFR dossier, students could record the listening activities they have done in class on a self-evaluation sheet. They can 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

### Warmer


Write these questions on the board and ask students to discuss in pairs.

- 1 Are you an animal lover or a pet person?
- 2 What pet do you think makes the best pet? Why?
- 3 Why are people so devoted to pets?

- 1 In pairs, students make guesses to match the people and the pets in the photos. Elicit possible answers from different students around the class.
- 2 **LISTENING**  **1.05** Play the CD for students to listen to five people talking about their pets on a TV programme and check how many predictions in 1 they got right. In a less confident class, pre-teach some of the more complex words from the listening. Elicit the meaning of these words from students or write them on the board and read out the definitions for students to call out the matching words: *telepathy* – the ability to communicate directly with each other's minds, without using words; *look after* – take care of something or somebody.

#### Key

1 a      2 d      3 e      4 c      5 b

- 3  Play the CD again for students to note down the number of the speaker next to the statement. Elicit answers from different students around the classroom and ask them to justify their answers with information they have heard in the text.

#### Key

1 Speaker 4	4 Speaker 4	7 Speaker 5
2 Speaker 1	5 Speaker 1	8 Speaker 4
3 Speaker 5	6 Speaker 3	

### Audioscript

**PRESENTER:** Our next report on Animal Mania looks at the relationship between you and your pet. There are often jokes about people being similar to their pets, or perhaps we should say, their pets being similar to them. But in a recent experiment, people were given photos of five pet-owners and their pets. Two out of every three people in the experiment matched the owners to their pets correctly! So we decided to go out and ask pet-owners what they think. Are there similarities between them and their pets?

**PRESENTER:** Excuse me, madam. Can I ask if you have any pets?

**SPEAKER 1:** Yes, I have a small dog.

**PRESENTER:** Do you think you and your dog are similar?

**SPEAKER 1:** Oh yes, yes, I do. We understand each other. I know what Tinkerbell is saying or what she wants just by looking at her. And if I have a problem, Tinkerbell comes and does something to make me feel better. It's like telepathy!

**PRESENTER:** Hello there. Do you have a pet?

**SPEAKER 2:** Yes, I've got a tarantula.

**PRESENTER:** Oh really? I was going to ask if you and your pet are similar?

**SPEAKER 2:** Well, tarantulas are lazy during the daytime and come out at night, and people say I'm a bit like that too! Actually I *am* quite lazy, that's why I have a tarantula, cos you only need to feed it once or twice a week. They're really easy to look after.

**PRESENTER:** Hi. Is this your pet?

**SPEAKER 3:** Yeah.

**PRESENTER:** Do you think you're similar in any way?

**SPEAKER 3:** Well, I love running and my dog often comes with me. He seems to enjoy it too. The funny thing is there are days when we both run really well, but there are other days when we both get tired straight away. We always seem to feel the same way.

**PRESENTER:** Excuse me, sir. Is this your pet?

**SPEAKER 4:** Yes, it is.

**PRESENTER:** Do you think you and your pet are similar in any way?

**SPEAKER 4:** Well, look at us. What do you think? You can see that we both enjoy our food. You could say that we're both a little overweight. Err, that may be cos we don't like taking exercise either. I hate doing sport, and Toto hates going for walks. Oh, now that I think about it, when there's a song on the radio I start singing and Toto always joins in and sings *with* me. Actually my wife says she can't tell the difference between us when we sing!

**PRESENTER:** Excuse me. Do you have a pet? Do you think you and your pet are similar?

**SPEAKER 5:** Well, I own a pet, but I don't think we're very similar.

**PRESENTER:** Why not?

**SPEAKER 5:** Well, look. I've got a photo of it here on my phone. Look.

**PRESENTER:** Oh! I see.

**SPEAKER 5:** Yes, I wanted a hamster but my mum hates hamsters and mice. She calls them 'rats'! So she bought me this instead.

**PRESENTER:** Are you similar in *any* way?

**SPEAKER 5:** Well, actually my mum says we *are* similar. These things are really good at hiding. They're quite difficult to find because they look just like plants and leaves and they don't move. And my mum says that she can never find me when she wants help around the house.

**PRESENTER:** So, there you have it. It seems from our interviews that there *are* similarities between their owners and their pets ... even when their pets are a little unusual!

#### 4 SPEAKING What about you?

In pairs or small groups, students ask and answer the questions. Draw students' attention to the example dialogue. Open this into a full class discussion to end the activity.

#### Extra activity

Students could write a short text to describe how the pet-owners in the listening are similar to their pets.

## ► Grammar in context p12–13

### State and action verbs

#### Warmer

Write the following four categories on the board and ask students to think of as many verbs as they can for each category in a three-minute time limit.

*verbs of feeling (emotion) / verbs of thinking / verbs of the senses / verbs of possession*

Tell them to open their books on page 12 and check to see they have thought of the state and action verbs in the *Grammar guide*.

#### Test before you teach

Read out each of the sentences below and ask students to say which verbs express states and which express actions.

- A I surf the Net most evenings. (action)
- B My house is in the town centre. (state)
- C I drive a taxi in the daytime. (action)
- D I own two computers. (state)
- E I go to a lot of parties. (action)
- F I love football. (state)

1a Students look at the sentences and decide if they describe states and situations or if they describe actions.

#### Key

They all describe states and situations.

1b Ask the students to look at the sentences again and decide if they are in the present simple or present continuous and say why (action verbs can be used in continuous tenses but verbs that describe states and situations can't).

1c Tell students to put the verbs in bold in 1a in the correct list.

#### Key

- 1 love, like
- 2 know, understand
- 3 sounds, looks
- 4 have, own

► Refer students to the *Grammar reference* on page 16

2 Students decide if each verb describes a state or action and choose the correct alternative.

#### Key

- |                            |                     |
|----------------------------|---------------------|
| 1 am looking / Do you know | 5 Do you know       |
| 2 looks                    | 6 don't understand  |
| 3 has got                  | 7 believe           |
| 4 is having                | 8 don't like / want |

### TEACHER DEVELOPMENT: LANGUAGE

#### State and action verbs

State verbs generally fall into four groups: verbs of feeling (emotion), verbs of thinking, verbs of the senses, verbs of possession. When a verb describes a state and not an action, we do not use the continuous tense. For example, *play* is an action so we can say *playing* whereas *be* is a fixed state which does not change.

Students can be confused by advertising slogans. There is a popular example at the moment which is used by an American restaurant company in their advertising. They simply say for the experience of eating in their restaurant, *I'm loving it*. Grammatically it is not correct to say *I'm loving it*. *Love* is a state verb and so we should say *I love it*.

Some words can be state verbs and action verbs. The meaning of these verbs is then different. Take a look at these:

*I have a car.* – **state verb** showing possession

*I am having a bath.* – **action verb** which, in this case, means taking.

*I think you are cool.* – **state verb** meaning *in my opinion*.

*I am thinking about buying a motorbike.* – **action verb** meaning *considering*

3 Students complete the sentences with the correct form of the verbs.

#### Key

- |          |          |         |
|----------|----------|---------|
| 1 sounds | 4 looks  | 6 hear  |
| 2 smells | 5 tastes | 7 feels |
| 3 seem   |          |         |

4a Students write sentences about the things or people in the pictures. Remind them to use at least one of the verbs and one of the adjectives in the boxes.

#### Example answers

- 1 It looks horrible. It sounds loud in a kitchen late at night.
- 2 It looks really soft. I think it looks warm.
- 3 It feels cold. It looks frightening.
- 4 It looks difficult to play. It sounds too loud.
- 5 It's warm and tastes great.
- 6 It feels cold and wet. It's great fun to play in.
- 7 I think it tastes delicious. I feel great if I eat a lot.
- 8 It smells great and tastes delicious.

4b Students read out their sentences to their partner without saying the name of the things. Their partner must guess which things are being described. Focus students' attention on the model dialogue.

5 Ask students to put the verbs in the present simple or continuous.

#### Key

- |              |                   |              |
|--------------|-------------------|--------------|
| a sound      | g lets            | m smells     |
| b 'm having  | h wants           | n 're making |
| c 'm staying | i are (you) doing | o need       |
| d remember   | j 'm getting      | p 's calling |
| e has        | k cooks           |              |
| f belongs    | l 's making       |              |



- 6 **SPEAKING** Students complete the sentences about themselves and then predict their partner's answers. Students compare their predictions in pairs.

**Extra activity**

Students could write their answers from the speaking activity in 6 but this time with three false sentences. At the beginning of the next class, students could read out their sentences for their partner to guess which sentences are false.

**Study skills**

Ask students to discuss how well they think they did in the last activity. Elicit why it is important to reflect on activities when you finish them and ask students to turn to page 146 to compare their answers.

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Portfolio assessment – learning diaries**

Students can be encouraged to keep a diary where they reflect on how well they feel they are doing. A learning diary can constitute part of a student's CEFR Language Portfolio. Encouraging learners to become active, reflective learners is one of the many strengths of portfolio assessment. It gives learners the opportunity to reflect on their own progress and help them to take responsibility for their own learning. Such autonomous learners become successful learners, and this success can lead to more motivation. Portfolio assessment can support this cycle by contributing positively to each of the three factors: enhanced motivation, active learning, and autonomous learning.

An example of a learning diary page:

Your Name: _____	Date: _____
Activity: <i>Page 13 Speaking activity</i>	
What was the task? _____	
What do you think you did well? _____	
_____	
What do you think you could improve? _____	
_____	
What do you think your partner could improve? _____	
_____	
Other comments _____	
_____	
<p><b>1 Needs working on!   2 This could be improved</b>  <b>3 So-so (not good, not bad)   4 OK   5 Great!</b></p>	

**Homework**

► Refer students to the **Workbook, page 7**.

► **Developing speaking p14**


**Asking for and giving personal information**

**Warmer**

Students think of the name of a hobby for each letter of the alphabet. Give students five minutes.

**Example answers**

Acting, basketball, computers, drumming, football, guitar, horse-riding, ice-skating, juggling, kite-flying, listening to music, making models, needlework, origami, photography, quilting, role-playing games, stamps, train-spotting, UFO's, video and computer games, woodwork

- 1 **LISTENING**  **1.06** Play the CD for students to listen to the conversation between two teenagers and decide what each person's hobbies are.

**Key**

Megan's hobbies: basketball, music  
 Ellie's hobbies: swimming, rock music, playing the guitar

- 2 Ask students to complete the dialogue. Play the CD again if necessary.

**Key**

a first	c swimming	e guitar
b basketball	d rock	f bad

- 3 **SPEAKING** In pairs, students practise the completed dialogue in 2. Fast finishers can swap roles and do the activity again.

- 4 Students look at the sentences in the *Speaking Bank* and read the information about question tags. Students then choose the correct alternative in the statements.

**Key**

- 1 subject pronouns
- 2 auxiliary verbs and *to be*
- 3 negative, affirmative

- 5 Students complete these sentences with question tags.

**Key**

- |                |                |               |
|----------------|----------------|---------------|
| 1 haven't you? | 4 isn't she?   | 7 does he?    |
| 2 can you?     | 5 wouldn't he? | 8 can't they? |
| 3 doesn't she? | 6 is he?       |               |

**TEACHER DEVELOPMENT: PRONUNCIATION**

**Tag questions**

We can change the meaning of a tag question with our intonation, the musical pitch of our voice. With rising intonation, it sounds like a real question. But if our intonation falls, it sounds more like a statement that doesn't require a real answer.

You don't know where the police station is, do you?  
 / rising = real question

You've got a sister, haven't you?  
 \ falling = not a real question

## TEACHER DEVELOPMENT: LANGUAGE

### Question Tags

A question tag is a mini-question at the end of a statement. Question tags are very common in English. We use them at the end of statements when we want to keep a conversation going, or confirm information. They mean something like: 'Am I right?' or 'Do you agree?'

- We form question tags with the auxiliary verb + subject.
- If the auxiliary verb in the sentence is positive, the tag is negative (*You are Spanish, aren't you?*).
- If the auxiliary verb in the sentence is negative, the tag is positive. (*You're not Spanish, are you?*).
- If there is no auxiliary verb in the sentence, we use *do* (*You live in Spain, don't you?*).

Using question tags well promotes a deep understanding of the use of various auxiliary verbs.

#### Special cases are:

- 1 In the present tense, if the subject is *I*, the auxiliary changes to *are* or *aren't*. *I'm sitting next to you, aren't I?*
- 2 With *let's*, the tag question is *shall we*. *Let's go to the beach, shall we?*
- 3 With an imperative, the tag question is *will you*. *Close the window, will you?*
- 4 We use a positive tag question after a sentence containing a negative word such as *never*, *hardly*, *nobody*. *Nobody lives in this house, do they? You've never liked me, have you?*
- 5 If the main verb in the sentence is *have* (not an auxiliary verb), it is more common to use *do* in the question tag. *You have a sports car, don't you?*

- 6 **SPEAKING** In pairs, students take it turns to read out the first part of the sentence from exercise 5 to see if their partner gives the correct question tag.

### Extra activity

Play bingo with tag endings. Write different tag endings on the board. Ask students to draw a 3x3 grid and write different tag endings in the squares. Read out a sentence (e.g. *She went to the supermarket*). If students have a possible ending, they cross it out. The winner is the first student to complete the card.

## Practice makes perfect

- 7a **SPEAKING** Individually, students write down six things they think they know about what their partner likes or doesn't like doing in their free time.
- 7b In pairs, students have a conversation about their hobbies. Remind them to use question tags to ask for confirmation of their ideas and to keep the conversation going. Draw students' attention to the example 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 that it is true for themselves.

## Model dialogue



- A: Tell me something about your hobbies. You like playing tennis, don't you?
- B: Yes, I do. I'm in the school tennis club and I play twice a week.
- A: Do you play any other sports?
- B: I quite like playing football, but I'm not very good.
- A: Well I'm not very good at any sport! I like music though. You don't play an instrument, do you?
- B: Yes, I do, I play the guitar and the clarinet.
- A: Oh yes, you play in the school orchestra, don't you?
- B: Yes, that's right. You play the flute, don't you?
- A: Yes. And I really like listening to music.
- B: Me too. What kind of music do you like?
- A: Oh, I like all sorts, but my favourite band at the moment is Florence and the Machine.
- B: Great! Come to my house some time and we can listen to music.
- A: OK, thanks!

- 7c When students have finished, they have a different conversation with a new partner.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### CEF Portfolio: Speaking

The portfolio consists of three parts:

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

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

Ask students to assess their performance and give themselves a mark from 1 to 5 according to the following self-assessment criteria:

**Content:** *Did I say what I wanted to say? Was I interesting? Did I speak in English for a long turn? Did I hesitate a lot?*

**Vocabulary and grammar:** *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:** *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!** *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? etc.*

### Extra activity

Students could write sentences with tag questions on the end like the ones in 5. At the start of the next lesson, they could take it in turns to test their partner to see if they can give the correct question tag.

### Homework

▶ Refer students to the **Workbook, page 8**.

## ▶ Developing writing p15

### Informal emails describing people

#### Warmer

Write these three statements on the board and ask students to discuss if they are true or false.

- 1 We start an informal email with the word **Dear**.
- 2 We end an informal email with words like **Take care**, or **Love**, or **Thinking of you**.
- 3 When we finish an email we write our first and last name.

#### Key

- 1 F (write *Hi* and the name of the person we are writing to)
- 2 T
- 3 F (we write our first name or nickname)

- 1 Students read Joe's email to his e-pal and name the different people in the photo. Elicit answers in open class.

#### Key

From left to right: Lucy, Laila, Connor, Freya, Joe

- 2 Tell students to read the email again and write notes about each person's personality.

#### Suggested answers

Connor: He is very quiet.

Laila: She is nice but she is sometimes bossy. She is also very clever and helpful.

Freya: She is really funny and always makes her friends laugh.

Lucy: She is mad, totally crazy.

Joe: He is a bit arrogant (he says he is extremely good-looking!), sociable, sporty.

### i Cultural information

Students may want to find an English-speaking friend to write to from one of the many penfriend websites. Students often prefer to use email (this kind of penfriend is also called an **e-pal**).

English friends: <http://www.pen-friends.net/england.html>

Welsh friends: <http://www.pen-friends.net/wales.html>

Scottish friends: <http://www.pen-friends.net/scotland.html>

Irish friends: <http://www.pen-friends.net/ireland.html>

International Penpals is one of the larger penpal organisations: <http://www.ipfeurope.com>

Remind students that they should not give out their personal address or phone number to someone they have met through the Internet. If they decide to meet their e-pal, they should meet in a public place and take a friend or family member.

- 3 Ask students to complete the sentences in the *Writing Bank* by looking again at Joe's email. Point out that we generally use *rather* instead of *quite* with negative feelings or words.

#### Key

- 1 really blonde
- 2 me
- 3 she's having a good time / she can be really bossy sometimes
- 4 very
- 5 totally
- 6 quite

- 4 Ask students to complete the sentences to describe some of the people in the photo.

#### Example answers

- 1 Theo is really good-looking.
- 2 Jess looks happy.
- 3 Oscar looks like a clever boy.
- 4 Jack is rather nice.
- 5 Sarah is extremely pretty.
- 6 Jess has got quite long hair.
- 7 Sarah looks as if she is taking a photograph.

## Practice makes perfect

- 5a Students find a photo of themselves with friends or family. Tell them to write an email describing the appearance and personality of the people in the photo. Remind them to use the email in 1 as a model and include words and expressions from the speaking bank.

- 5b Students show their photo and description to their partner to see if they can identify the people in the photo correctly.

For students who are less confident, photocopy the model text below for extra support during the writing task.

### Model text

Hi Sam!

You asked me to send you a photo of me and my family. So here it is! Can you guess who everyone is? I'm the one in the black t-shirt. You can probably tell that my sister, Alison, is sitting next to me. Everybody says we look a bit like each other. In the photo she's got medium-length brown hair but now it is really short. She is an absolutely fantastic sister, but she is rather bossy sometimes. I'm sitting next to her daughter, Abby. She's very talkative. That's my nephew, Greg, at the top of the table. He's really funny. My mum is at the end of the table. She's really patient and helps us a lot. Then there's my dad next to her, he's always cheerful. The photo was taken when we were on holiday in Puerto Pollença, Mallorca. It's a totally amazing place! I want to go back there one day.

Right, I need to go. I'm going out in about ten minutes! When you send your next email, don't forget to send me a picture of you and your family.

Take care  
Susie

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Assessing writing

Ask students to assess their performance in each writing activity in the *Developing Writing* section and give themselves a mark according to the following self-assessment criteria. Their written work and assessments could form part of the CEF dossier.

- Are your sentences complete?
- Is there subject-verb agreement?
- Is there consistency in verb tense?
- Are pronouns used correctly?
- Are all your words used correctly?
- Are punctuation, capitalisation, spelling and paragraphs used correctly?
- Provide students with a key to the marking symbols you use to correct texts to help them grade their or their partner's work:

WF	wrong form	The movie was the <u>most good</u> WF she had seen.
WW	wrong word	She smiled happily and <u>sweet</u> WW.
T	wrong tense	He woke and <u>had jumped</u> T out of bed.
^	Something is missing.	She arrived ^ school on Monday.
Sp	wrong spelling	The chair was not <u>confortable</u> Sp
WO	wrong word order	When I got to the restaurant, she already WO had ordered a meal.
P	wrong punctuation	Be careful, P The train is coming.
V	wrong verb form	She <u>drunk</u> V the wine elegantly.
//	new paragraph needed	They had dinner and went to bed.// Next day when they woke, the sun was shining.
∪	Join the ideas in one sentence	She sat down. ∪ She drank the coffee.
?	What does this mean?	? They waking up teeth brushed daily. ?
~	change order	She had <u>brown~dark</u> hair.

## TEACHER DEVELOPMENT: CLASSROOM TIPS

### How to use model texts in class

A model is a text that provides a good example of how texts of a particular kind can be written. Students will notice features such as layout, structure and fixed phrases that they can make use of in their own written text. Model texts can also develop useful exam techniques such as planning and self-correction. Always read the model text provided and go through the writing tasks in detail so that students are fully aware of why they are writing and who they are writing to.

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

### 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.

### Present simple and present continuous

- 1 Students decide if sentences are correct or not and correct them.

#### Key

- 1 I **don't** usually **go** to school by bus.
  - 2 correct
  - 3 My friends and I **sometimes play** football after school.
  - 4 correct
  - 5 Mia can't speak to you at the moment because she's **doing** her homework.
  - 6 Where **do** penguins **live**, in the Arctic or the Antarctic?
- 2 Students put the verbs in the present simple or present continuous.

#### Key

- |   |                   |   |             |   |            |
|---|-------------------|---|-------------|---|------------|
| a | are (you) wearing | c | 'm going    | e | work       |
| b | don't usually     | d | 'm starting | f | 're saving |

### State and action verbs

- 3 Students choose the correct alternatives.

#### Key

- |   |                |   |            |   |                 |
|---|----------------|---|------------|---|-----------------|
| 1 | need           | 4 | owns       | 7 | are you looking |
| 2 | Do you know    | 5 | don't seem | 8 | belongs         |
| 3 | Are you having | 6 | prefer     |   |                 |

## ▶ Vocabulary revision p17

### Appearance

- 1 Students write the adjectives.

#### Key

- |   |            |   |            |
|---|------------|---|------------|
| 1 | straight   | 4 | well-built |
| 2 | overweight | 5 | bald       |
| 3 | ugly       | 6 | curly      |

### Personality

- 2 Students write the opposite of the words.

#### Key

- |   |         |   |            |   |           |
|---|---------|---|------------|---|-----------|
| 1 | noisy   | 4 | clever     | 6 | lazy      |
| 2 | untidy  | 5 | unfriendly | 7 | impatient |
| 3 | serious |   |            |   |           |

### Synonyms and partial synonyms

- 3 Students write a synonym for each underlined word.

#### Key

- |   |              |   |          |   |           |
|---|--------------|---|----------|---|-----------|
| 1 | clever       | 4 | cheerful | 6 | elderly   |
| 2 | good-looking | 5 | sociable | 7 | difficult |
| 3 | hard         |   |          |   |           |

 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](http://www.gateway-online.net).