

# 1 Study plans

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## ▶ Vocabulary p6

### Studying at university

#### Warmer

In pairs, students discuss the meaning of the unit title *Study plans* and what they think the unit is going to be about. Elicit ideas from around the class and discuss how planning ahead can help students prepare for their exams.

#### Suggested answer

A study plan defines a path that leads to a qualification or exam. If students spread out study times and break up the information they need to revise into weekly or monthly blocks, they will develop a regular study routine, and absorb and retain the necessary material more effectively.

- In pairs, students make a list of all the school or university subjects they can think of. Encourage students to race against each other by setting a two-minute time limit. Find out which pair has the longest list and ask one of the students to write their answers on the board.

#### Suggested answers

history, geography, science (chemistry, physics, biology), languages (English, German, Spanish, French, etc.), maths, information and communication technology (ICT), physical education (PE), art, music, drama, religious studies, business studies, medicine, architecture, etc.

- Students match the words with the definitions 1–8.

#### Key

- |                           |                          |
|---------------------------|--------------------------|
| 1 assignment /ə'saɪnmənt/ | 5 research /rɪ'sɜː(r)tʃ/ |
| 2 tutorial /tju:'tɔːriəl/ | 6 tutor /'tju:tə(r)/     |
| 3 lecture /'lektʃə(r)/    | 7 course /kɔːs/          |
| 4 term /tɜːm/             | 8 notes /nəʊts/          |

#### Extra activity

Ask students to underline the stressed syllables in the words in exercise 2 (see *Key* above) and mark in the schwa /ə/ sounds – the most frequent sound in the English language. Drill the pronunciation of the words.

- Students read the text and note if the words in bold are nouns or verbs. They also try to deduce their meaning.
- Students use their dictionaries to check their ideas in 3.

#### Key

**undergraduate** (noun) /ˌʌndə(r)'grædʒuət/ – a student who is studying for a first degree at a college or university. A student who already has a first degree is a graduate.  
**degree** (noun) /di'ɡriː/ – a course of study at a university, or the qualification that you get after completing the course  
**continuous assessment** (noun) /kən'tɪnjuəs ə'sesmənt/ – a way of judging a student by looking at the work that they do during the year instead of or in addition to looking at their examination results  
**grade** (noun) /ɡreɪd/ – a letter or number that shows the quality of a student's work  
**mark** (noun) /mɑː(r)k/ – a school score  
**revise** (verb) /rɪ'vaɪz/ – to read and learn information that you have studied in order to prepare for an examination  
**fail** (verb) /feɪl/ – to be unsuccessful in achieving a satisfactory level or standard  
**resit** (verb) /rɪ:'sɪt/ – to take an examination again after failing it previously  
**cheat** (verb) /tʃi:t/ – to behave dishonestly, or to not obey rules, for example in order to win a game or do well in an examination  
**pass** (verb) /pɑːs/ – to be successful in an examination or test by achieving a satisfactory standard  
**graduate** (verb) /'grædʒueɪt/ – to complete your studies at a university or college, usually by getting a degree

#### Study skills

Students read about looking up words in a dictionary and discuss how their dictionary gives information about types of word and how it shows the pronunciation of the word. Tell students to turn to page 145 (*Vocabulary: Using a dictionary*) and compare their answers.

## TEACHER DEVELOPMENT: STUDENT TRAINING


### How to use a dictionary

Use this opportunity to review how to use a dictionary as a key way to develop learner autonomy. You could ask your students these questions in an open-class discussion: *How is your dictionary organised? Do you understand all the symbols, abbreviations and note markers? Do you use the phonological information? What other information does your dictionary provide? How do you keep a record of the information you look up in a dictionary?* (e.g. write example sentences in your notebook, etc.) *Do you use a dictionary when you do homework?*

Words defined in the dictionary are called 'entry words'; they are listed alphabetically from *a* to *z*. Two 'guide words' are printed at the top of each page to help you find the word you want. The guide word on the left is the first word on that page and the one on the right is the last word on that page. 'Root words' are the basic forms of words with no endings added. For example, *play* is a root word but *playing* and *played* are not. Many words have more than one definition. Some dictionaries – like the *Macmillan Essential Dictionary* – highlight common words in red and give them a star rating based on their importance and frequency.

Dictionary entries contain a number of grammar codes and abbreviations to refer to parts of speech. Some of the most common abbreviations are: *v* – verb; *n* – noun; *abbr* – abbreviation; *adj* – adjective; *adv* – adverb; *suf* – suffix; *coll* – colloquialism.

Symbols also provide important information about pronunciation. The entire word is spelled out phonetically and a stress mark (') shows which syllable is emphasised. Long words have a primary stress and a secondary stress because two of the syllables have more stress than the other syllables. Primary stress marks mean that this syllable is stressed the most – the sound is longer, higher or louder.

- 5 **LISTENING**  **1.01** Play the CD for students to listen to the vocabulary quiz and answer questions 1–8.

### Audioscript

- 1 What is the opposite of *pass*?
- 2 Where are there more students, in a lecture or in a tutorial?
- 3 Which word is similar to *grade*: *note* or *mark*?
- 4 Is an *undergraduate* a student who has a degree or a student who doesn't have a degree?
- 5 Is a *tutor* a person or a thing?
- 6 What is another name for a piece of work you do as part of your course?
- 7 How many terms are there each year at your school?
- 8 What can you usually do if you fail an exam at university?

### Key

- 1 *fail*
- 2 in a lecture
- 3 *mark*
- 4 a student who doesn't have a degree
- 5 a person
- 6 assignment
- 7 Students' own answers.
- 8 resit the exam

## Life at university

- 6 Students complete the sentences with words a–g.

### Key

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

- 7a **SPEAKING** Students complete the questions with words a–g from exercise 6.

### Key

- |             |              |               |
|-------------|--------------|---------------|
| 1 abroad    | 4 friends    | 6 facilities  |
| 2 residence | 5 activities | 7 independent |
| 3 loan      |              |               |

- 7b In pairs, students take it in turns to ask and answer the questions from 7a.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Pairwork

Insist students use English when working in pairs or in groups, even when they are setting up a task. Students could make posters with key expressions for pair and group work and hang them on the classroom walls, e.g. *I'm A and you're B, OK? Are you ready? I think ... How about you?* etc.

In the first few lessons, change students around for pairwork. Students of a similar level can be paired and grouped together or you can pair students of different proficiency levels, so that higher-level students can help the lower-level students.

While the students are doing pairwork activities, walk round the classroom and listen to their conversations. Monitoring gives you the opportunity to make notes about pronunciation, vocabulary and grammar points that are causing difficulty. Always carry a notepad and a pen and write down errors and examples of good language to review at the end of the activity. Offer encouragement and praise where possible. A useful tip is to look at one pair, but listen to a different pair nearby. Correct the pair you are listening to. This will mean students are more on their toes, as they won't know when you're listening to them!

### Extra activity

Students write vocabulary quiz questions, similar to those in exercise 5, for other new words from the lesson. Ask them to test each other in the next class.

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

### Homework

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

## ▶ Reading 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 as many words as they can in one minute for the volunteer student to guess. Repeat with Team B. The team that defines and guesses the most words wins.

**1a** Students discuss the questions in pairs.

**1b** Students compare their ideas in small groups or in an open-class discussion. Elicit answers from different students around the class.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### Groupwork

Getting students into groups should be done as quickly and as effectively as possible so as not to waste time. In classrooms where furniture is not easy to move around, ask every other pair to turn around and work with the pair behind them.

**2** Students read the comments from an Internet forum on the right of the page and match the names with the three comments. Set a time limit of three minutes to encourage students to skim read.

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

#### Key

Top Cat **2** Storm **2** Lotus **3** Sa-Ra **1**

### **i** Cultural information

An 'online/Internet forum' is a discussion group where individuals discuss various topics. People add their comments by posting a block of text with their views and opinions. Others can then comment and respond. Forums differ from chatrooms and instant messaging because they usually deal with one topic. Students should be aware that if they participate in forums, their comments are usually archived in a thread (along with similar discussions) and can be referred to at a later date. Forums are usually very helpful for solving practical problems or dilemmas. Discussions similar to the one in this reading can be found at: <http://www.thestudentroom.co.uk>

### Exam success

Students discuss how to approach matching activities for reading texts. Tell them to turn to page 149 (*Reading: Matching activities*) and check their ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Matching activities for reading texts

In exercise 3, students are asked to match the questions to the people. The first step is to read the forum comments again. Students then read the questions and identify key words that help them connect the questions to the people. If students are unsure, tell them to note down the people they think might match (e.g. A, D?) and then move on to the next question. When they have matched the others, they can go back to these and make a final decision. Remind students to guess when there is no penalty for doing so.

**3** Students read the forum comments again and match questions 1–10 with the four people, A–D. Remind students that the people may be chosen more than once.

#### Key

**1** B      **3** D      **5** D      **7** B      **9** A  
**2** A      **4** C      **6** C      **8** D      **10** C

**4** Students find words in the text with similar meanings to the words in the exercise.

#### Key

**1** uni                      **4** issues                      **6** occasions  
**2** like                      **5** ages                      **7** chores  
**3** relationship

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

In pairs or small groups, students discuss the questions. In a less confident class, ask students to write down their ideas first before doing this as a speaking activity.

### Homework

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

## ▶ Grammar in context p8–9

### Present simple, past simple, present continuous and past continuous

#### Test before you teach

Do this exercise to find out how much students remember about the present/past simple and present/past continuous. If students seem to be very familiar with the use and form of these tenses, move quickly through the exercises in the *Grammar guide*, eliciting answers from students in open class.

Tell students to write three true sentences and one false sentence about themselves or other people using the four tenses. In pairs, students read their sentences out to each other for their partner to guess which is the false sentence.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### Test before you teach

Diagnostic testing determines what students can and cannot do – this helps teachers to identify a starting point and adapt the lesson to best suit students' needs. By assessing existing knowledge, teachers can find out more about each student's strengths and weaknesses and tailor instruction to meet individual needs.

**1a** Students look at the verbs in the sentences and name the tenses.

#### Key

**1** present continuous                      **4** present continuous  
**2** past simple                                  **5** present simple  
**3** past continuous                          **6** present simple

**1b** Students match the tenses to questions a–i.

#### Key

**a** present simple                              **f** present simple  
**b** present continuous                      **g** past continuous  
**c** present continuous                      **h** present simple  
**d** present continuous                      **i** present continuous  
**e** past simple

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

## Fast finishers

Students match the sentences in 1a with the uses described in 1b.

### Key

1 c    2 e    3 g    4 i    5 f    6 h

2 Students choose the correct alternative in each sentence.

### Key

- |                   |                           |
|-------------------|---------------------------|
| 1 understand      | 6 usually walks, is going |
| 2 goes            | 7 is always taking        |
| 3 is coming       | 8 Do you wear             |
| 4 are getting     | 9 don't agree             |
| 5 love, always go | 10 sounds                 |

## TEACHER DEVELOPMENT: LANGUAGE

### State and action verbs

State verbs generally fall into four groups:

Verbs of feeling – *love, like, hate, want, prefer, need*

Verbs of thinking – *know, understand, believe, remember, mean*

Verbs of the senses – *sounds, looks, hear, see, taste, smell, feel, seem*

Verbs of possession – *have, own, belong*

When a verb describes a state and not an action, we do not use the continuous tense. Remind students that some words can be both state verbs and action verbs, and in each case the meaning of these verbs is different. For example:

*I **have** a car.* (state verb showing possession)

*I'm **having** a bath.* (action verb which, in this case, means *taking*)

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

*I'm **thinking** about buying a motorbike.* (action verb meaning *considering*)

3 Students read the pairs of sentences and explain the difference in meaning. Ask them to discuss in pairs before you review the answers with the whole class.

### Key

- 1a The students stood up immediately after the tutor came in the classroom.  
 1b The students were already standing up when the tutor came into the classroom.  
 2a At quarter past ten, the tutorial finished completely.  
 2b At quarter past ten, the tutorial was in the process of finishing.  
 3a When we arrived, they were in the process of having lunch.  
 3b They waited until we arrived and then they had lunch.  
 4a She was making a film, but we do not know if she completed this activity.  
 4b She finished making the film.
- 4 Students complete the questions with the correct form of the verbs.

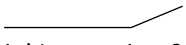
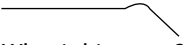
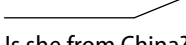
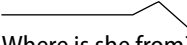
### Key

- |                  |                  |
|------------------|------------------|
| 1 did ... do     | 5 are ... doing  |
| 2 were ... doing | 6 do ... come    |
| 3 do ... do      | 7 were ... doing |
| 4 Do ... like    | 8 did ... go     |
- 5 **SPEAKING** In pairs, students take turns to ask and answer the questions in 4. You could do this activity in open pairs first before students continue in closed pairs.

## TEACHER DEVELOPMENT: PRONUNCIATION

### Intonation in questions

Remind students that the intonation goes down at the end of a *Wh-* question (a question that begins with *who, where, when, what, why* or *how*) and up at the end of a *yes/no* question (a question that can be answered with either *yes* or *no*).

INTONATION	
YES/NO QUESTIONS	WH- QUESTIONS
	
Is his name Juan?	What is his name?
	
Is she from China?	Where is she from?
Is he the teacher?	Who is the teacher?
Is class at nine?	Where does class start?

## Fast finishers

Students can write another question like those in 4 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.

## Present perfect simple and present perfect continuous

6a Students match sentences 1–4 with the explanations of their uses in a–d.

### Key

1 b    2 a    3 d    4 c

6b Students decide which sentences use the present perfect simple and which use the present perfect continuous. Elicit how we form these tenses.

### Key

- 1 present perfect continuous  
 2 present perfect simple  
 3 present perfect continuous  
 4 present perfect simple  
 Present perfect simple: subject + *has/have* + past participle  
 Present perfect continuous: subject + *has/have been* + verb + *-ing*

6c Students match the tenses to questions 1–4.

### Key

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

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

7 In pairs, students say how and why we use the words in the box. Draw attention to the example. Elicit answers from around the class and ask students to write example sentences on the board.

### Key

*For* goes with periods of time, like *three hours, ten minutes, a long time*. It goes just before the time period.

*Since* goes with points in time, like *1990, Christmas, last week*. It goes just before the time period.

*Ever* means 'sometime before now'. It is used in questions, e.g. *Have you ever/Haven't you ever ...?*, and in negative statements, e.g. *Nobody has ever travelled there before*. It goes between *have* and the past participle.

*Never* means 'at no time before' and it is used in negative statements, e.g. *I've never been to New York before*. It goes between *have* and the past participle.

*Just* means 'not so long ago'. It comes between *have* and the past participle, e.g. *They have just gone out*.

*Already* shows an action has been completed. It comes between *have* and the past participle: *I have already heard that song*.

*Yet* means 'up to a specified time' and is used only in the negative and question forms of the present perfect tense. It is normally placed at the end of a sentence, e.g. *I haven't been to the supermarket yet*.

- 8 Students rewrite the sentences using the correct tenses and the words in 7, if necessary.

#### Key

- 1 That artist **has painted** more than a hundred paintings.
  - 2 I've lived here **since** 2005.
  - 3 We **went** to that city in 2008.
  - 4 I've **been doing** this assignment for two weeks but I haven't finished yet.
  - 5 My friend has **had** an accident.
  - 6 I've **been waiting** here for a bus for twenty minutes.
  - 7 She's **failed** six exams.
  - 8 They've been revising for that exam **for** five hours.
  - 9 Oh no! My keys and wallet! **I've** lost them.
  - 10 I haven't **done** this exercise yet.
- 9 Students complete the questions with the present perfect simple or present perfect continuous.

#### Example answers

- 1 How long have you lived here?
  - 2 How long have you been watching TV?
  - 3 Have you ever done a bungee jump?
  - 4 How many times have you eaten sushi?
  - 5 What have you been doing all day?
- 10 **SPEAKING** In pairs, students interview their partner with the completed questions in 9. Round up the activity by asking students to tell the class one interesting thing they found out about their partner.

#### Extra activity

Students think of things that they have done more of or have been doing for longer than their partner (i.e. things where the number in their answer is bigger than their partner's). Individually, they note down questions using the present perfect simple or present perfect continuous tense. In pairs, students take turns asking and answering questions, e.g. *How long have you been wearing the shoes you have on now?* *How many countries have you visited?* *How long have you been studying in this class?*

#### Homework

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

#### TEACHER DEVELOPMENT: CLASSROOM TIPS

##### Homework

Vary the length of homework assignments between those that last 30 minutes to an hour and quick ten-minute activities. Set homework in every class and make sure you write it on the board before the end of the class. (Students might miss the homework because they are rushing out of class.) Take some time to go over the exercise to make sure the students know what is expected.

Go over homework in the next class and correct it together. Students can check their own work or that of another student. Keep a note of who does their homework and who doesn't and note grades as part of your ongoing assessment of students' progress.

## ▶ Developing vocabulary p9

### do and make

- 1 Students match the words with the verb they usually go with (*do* or *make*).

#### Key

*do* – an assignment, well, an exam, the shopping, the washing, chores, a course, homework  
*make* – a decision, the dinner, a noise, friends, a cake

#### TEACHER DEVELOPMENT: LANGUAGE

##### do and make

Collocations with the verbs *do* and *make* are very often confused by students. These verb + noun combinations just sound 'right' to native English speakers, who use them all the time. In the next exercise, students learn some general usage guidelines. However, there are many exceptions and students must regularly revise and memorise words which collocate with *make* and *do* to avoid making mistakes.

- 2 Students complete the rules with *do* or *make*.

#### Key

1 do                      3 make                      5 make  
2 do                      4 do                         6 do

- 3 Students complete the text with the correct form of *do* or *make*.

#### Key

a	made	f	do	k	make
b	made	g	do	l	make
c	do	h	are making	m	do
d	is doing	i	do	n	do
e	is making	j	do		

- 4a Students choose three expressions with *do* and three with *make* and write questions to ask other people in the class. Draw attention to the example questions.
- 4b Students use their questions to interview as many people as possible.
- 4c Students tell the class something they found out about the other students.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Communicative activities

In monolingual classrooms, it can be difficult to get students to talk in English during pair and groupwork. Point out to your class that in a one-hour lesson with 25 learners, each learner will speak for just 60 seconds if the teacher speaks for half the lesson. However, they can increase that percentage substantially if they try to use English in group activities.

You could put some quiet music on while students 'mingle' (move around) asking each other their *do* and *make* questions. If you have enough space, you could organise an 'onion ring'. Half the class form a small circle in the middle, with their backs to the centre, and the other half stand facing one person in the circle, so forming a larger outer ring. The students ask and answer with their partner for a couple of minutes. The students in the outer circle, then move one person to the left to change partners.

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

### Homework


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

## ▶ Click onto ... Gap years p10–11

### Warmer

Draw a rucksack (or backpack) on the board and introduce the idea of *backpacking* (going travelling around the world). Ask students to write a list of five things they would take with them. In pairs, students then compare and merge their lists to agree on a final list of five items to take with them. They should explain why they chose their items and what they would be useful for.

## International cultural knowledge: Gap years

- 1 In pairs, students describe the photos showing students doing voluntary work and people walking with backpacks. They tell each other if they would like to do either of these activities and say why or why not.
- 2 **LISTENING**  **1.02** Play the CD for students to listen to a radio programme about gap years and answer the questions.

### Audioscript

**PRESENTER:** Today on *Student Hour*, our guest is Monica Miller. Monica is here to talk to us about gap years. Monica, most of our listeners will know what a gap year is but, just in case, could you explain?

**MONICA:** Yes, of course. In the past, almost everybody went straight from school to university. But now thousands of students make the decision to spend a year doing other things before they start their university course. That's basically what we call a gap year.

**PRESENTER:** What reasons do people have for taking a gap year?

**MONICA:** Different people have different reasons. But I suppose that a typical reason is that they have been studying really hard for a long time, and they feel that they need a rest from books and exams and assessment. They want fun, excitement, and they want to do things they've never done before.

**PRESENTER:** I see.

**MONICA:** But sometimes people just take a gap year because they need money to study so they spend a year working and saving money. And there are other people who can't decide what course they want to study at university. They decide to spend a year doing other things to help them to decide what course they want to do.

**PRESENTER:** What type of things can you do in your gap year? What are some popular options?

**MONICA:** Well, travelling is always a popular choice. There are quite a lot of people who travel around the world in their gap year, or they go and visit places that are far away, like Australia or New Zealand. Of course, to do this people usually work at home first to save up enough money. A cheaper option is to travel around Europe, for example, by train.

**PRESENTER:** What about working?

**MONICA:** Hmm. A lot of people do humanitarian work or volunteer work. They do jobs helping other people, maybe in a poor country, or in a place where there's been a natural disaster. They don't usually get any money for it but they get a place to sleep and they get food.

**PRESENTER:** And languages?

**MONICA:** Yes, a lot of people use their gap year as a way to learn or improve a language. They either have lessons or just learn by working and living in the country. And some people do a course to learn how to teach English and make some money by doing that.


**PRESENTER:** OK. You've talked about the students. What do universities think about gap years?

**MONICA:** In general, they see them as a positive thing. They know that working and travelling usually help students to become more independent and mature. But it depends because if you take a gap year and don't do anything – you just sit at home watching TV – that's obviously completely different.

**PRESENTER:** One last question, Monica. Is a gap year always between school and university?

**MONICA:** No, now all kinds of people take gap years. Some people have a year's break between university and their first job, or sometimes people work for a few years and then they decide to stop and spend a year doing something completely different before they go back and work again.

### Key

- 1 A gap year is a year when people decide to spend their time doing other things before they start their university course.
  - 2 They are usually students who are between school and university, but people who work can also take a gap year.
  - 3 People usually take a gap year between finishing school and starting university or college.
- 3  **1.02** Play the CD again for students to decide if the statements are true (T) or false (F). Give students time to read the questions before you play the listening.

### Key

1 T	3 F	5 F	7 T
2 T	4 T	6 F	8 F

### 4 **SPEAKING** What about you?

In pairs or small groups, students discuss the questions about gap years.

### Example answers

I think a gap year sounds good because you can have a break from studying before you go to university.

I think a gap year is a bad thing because many people don't do anything useful or interesting.

I would like to have a gap year when I finish school because I want to volunteer in Africa.

- 5 In pairs, students look at the titles for the texts about how five different people spent their gap years and predict what the people did. Elicit ideas from students around the class.
- 6 Students read the newspaper article on page 11 and match the titles in 5 with texts A–E.

**Recording:** Unit 1 p11 Click onto ... on [www.gateway-online.net](http://www.gateway-online.net)

### Key

1 E      2 B      3 C      4 A      5 D

### Word booster

Students match the words and definitions.

### Key

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

- 7 Students read the texts again and match the students A–E with the statements.

### Key

1 E                      5 B                      8 A, B  
2 A, B                      6 D, E                      9 D  
3 A, B, D                      7 C                      10 C  
4 E

8 **SPEAKING** What about you?

In pairs or small groups, students discuss their opinions of the different students' gap years and describe their ideal gap year.

### Example answers

I think the most interesting experience is Yvonne's. She did some really interesting work in an amazing place and learnt how to dive and teach English.

I'd like to travel around South America and learn how to speak Spanish.

### Inside information

Students read about Prince William and Prince Harry's gap years.

### i Cultural information

After leaving Eton, Prince Harry took a gap year to experience a range of different professions and to travel. He visited Australia for two months and then worked for a time with charities and organisations in Lesotho in Southern Africa. After that, he returned to Africa and prepared for the difficult entry test for the Royal Military Academy, Sandhurst. He also trained to become a rugby coach for young people and worked on a farm to learn about land management.

Prince William chose to have a gap year before beginning his university course in order to travel and gain a variety of new experiences. He prepared for survival exercises with the Welsh Guards in Belize, worked as a volunteer with Raleigh International in Chile where he taught English in local schools, and worked on a dairy farm in the UK, as well as visiting countries in Africa.

### Project

9a Students use the Internet to plan a perfect gap year in groups.

9b Students prepare a poster to advertise their gap year – tell them to include all the details of the gap year (cost, accommodation, activities, benefits) and photos or illustrations. The class then votes on the best poster.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### How to teach a project

Projects help promote autonomous learning and provide a motivating break from routine in the classroom. Here is a suggested plan for this gap year project.

• **Planning** (20 minutes at the end of class, plus homework)

Ask students to plan what they want to include in their project and the resources they will need. Walk round and discuss the proposals with each group. It can be helpful if you have examples of past projects to show students, as they will have a clear idea of the expected outcome. Encourage students to research their chosen topic and find images for homework, either at home or on the school computers.

• **Preparation** (20 minutes in the next class)

Provide the students with materials they need to produce a poster: card, scissors, glue, paper, etc. They should also take some time to plan and practise their presentation (what they want to say, who will say it, etc.).

• **Presentation** (30 minutes to listen to and evaluate students' presentations)

Students come to the front of the class, display their poster and describe their perfect gap year. Use a simple project evaluation sheet to comment on the different aspects of each project:

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

### DVD (optional)

*Into the Wild* (director: Sean Penn; 2007)

**Themes:** Self-discovery; Adventure; Wilderness; Backpacking; Charity

**Plot:** After graduating from Emory University, top student and athlete Christopher McCandless abandons his possessions, gives his entire \$24,000 savings account to charity and hitchhikes to Alaska to live in the wilderness. Along the way, Christopher encounters a series of characters that shape his life.

### Homework

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

### ▶ Listening p12

#### Warmer

Write the words 'CONTINUOUS ASSESSMENT' on the board. In small teams, students use these letters to make as many words as they can in three minutes. The team with the most correctly spelled words wins.

### Example answers

continue, assess, count, time, mess, aim, ten, tease, mouse, mountain, nose, steam, minute, section, team, meat, nine, tent, see, seen, contain, neat, seat, etc.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### Listening tasks

At the end of a listening task, try to develop a class discussion on how students can listen more effectively. Remind students that they must always read the instructions and questions before the first listening. This will help them know what they are listening for and predict content (from key words in the questions or visual clues, etc.). Students need to learn how to take good notes during the listening to help them choose the right answer.

Ask students to evaluate how well they did and if 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 and 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

- 1 **SPEAKING** In pairs, students read the statements made by students about revising for exams and decide which ones are good ideas. Draw attention to the model dialogue. Elicit opinions from different students around the class.

#### Suggested answers

Useful ideas are 1, 2 (as long as all the students are focused on revising), 3, 4, 6, 8 (breaks should be short and involve drinking water and taking some exercise), 9

- 2 **LISTENING**  **1.03** Play the CD for students to listen to two teenagers talking about revision and decide which three ideas in 1 the boy mentions. Ask students if the boy has prepared well for the exam.

#### Audioscript

**GIRL:** Hi, Scott. Are you OK? You don't look very well.

**BOY:** I'm not brilliant, no. I was up late last night studying for the history exam we've got this afternoon. I probably drank five cups of coffee and didn't go to sleep until half three.

**GIRL:** I can't do that. It just makes me too tired to think on the day of the exam.

**BOY:** The problem is that I only started studying for the exam yesterday.

**GIRL:** Why? We've known about it for a month!

**BOY:** I know but I hate revising. I prefer to leave revision to the last minute.

**GIRL:** Really? I remember more if I study for short periods every day.

**BOY:** The problem is that I never have time to study. I've got basketball practice three times a week so I don't have time to study at all on Mondays, Wednesdays and Fridays. And I always have a match on Saturday. And then I need to go out at the weekend too, you know, to relax.

**GIRL:** Well, last night did you have time to revise all of the seven different topics that come up in the exam?

**BOY:** Seven? I thought there were only five! Anyway, I only studied three of the topics, because I haven't got any notes for some of them. I don't know if I've lost them or if I just didn't write anything down in the first place. Anyway, there are only three questions in today's exam, aren't there?

**GIRL:** Yes but what if the questions are about the topics you haven't studied?

**BOY:** I looked at last year's exam and chose the topics that didn't come last year. Anyway, if I do two questions really well, I can pass.

**GIRL:** Didn't you hear what the teacher said? He said that in this exam you have to answer everything.

**BOY:** Did he? I don't remember that! Oh dear, I'm going to fail, aren't I?


**GIRL:** Look, the exam's after lunch. You can study some of the other topics during the lunch break.

**BOY:** Yes, in theory, I could. But Mum brought me to school in her car this morning because I was so tired and I left my books and papers in the car. She goes home for lunch but it'd take too long to go home and come back again.

**GIRL:** Listen, Scott, the only good thing is that this is the first exam of the term. There are lots of exams this year so you can try to get a higher mark next time.

#### Key

The boy mentions ideas 7, 5 and 10. He hasn't prepared well for the exam.

- 3  Ask students to read the statements and options. Then play the CD again and ask them to choose the best answer: A, B or C.

#### Key

1 B 2 A 3 B 4 C 5 A 6 C

- 4 **SPEAKING** **What about you?**

In pairs or small groups, students take it in turns to ask and answer the questions about preparing for exams.

#### Extra activity

Students develop a list of top five revision tips. Elicit ideas from students around the class and agree on a list that students can copy into their notebooks and add new ideas to during the unit.

## ► Grammar in context p12–13

### Gerunds and infinitives 1

#### Test before you teach

Ask students to think of an example sentence for each rule in exercise 1. If they seem familiar with the use of gerunds and infinitives, go through the *Grammar guide* exercises quickly with the whole class.

- 1 Students match statements 1–10 from Listening 1 with the rules. Remind students that they can use one rule twice.



**Key**

a 1      c 4      e 7, 10      g 2      i 8  
b 6      d 5      f 3      h 9

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

**2a** Students read the text and choose the correct alternative.

**Key**

a to think	i revising
b to revise	j discussing
c revising	k to check
d sitting	l to ask
e to take	m to keep
f reading and reading	n to sleep and take
g doing	o cycling
h To see	

**2b** Students discuss what they think about the ideas in the text. Draw attention to the example sentences. In a less confident class, give students time to note down their ideas before they discuss them in pairs or small groups.

**3a** Students complete the sentences with the gerund or the infinitive form of the verbs given.

**Key**

1 to finish	4 creating	7 answering
2 Starting	5 leaving, to check	8 to complete
3 taking	6 writing	9 to answer

**3b** In pairs, students think of more good advice for taking exams.

line 11: managed to pass

line 13: not to cheat

**5** Students complete the sentences with a true statement about themselves, using a verb in the gerund or infinitive form. You could elicit an example for each sentence in an open class before students do this individually.

**Key**

Students' own answers, using the following forms:

1 gerund	4 infinitive	7 gerund
2 gerund	5 gerund	8 infinitive
3 gerund	6 gerund	

**6** **SPEAKING** In groups, students compare their sentences in 5 to see if any of their sentences are the same. Ask some students to share their sentences with the class.

**7a** **SPEAKING** In pairs, students complete the questions with a verb in the gerund or the infinitive form.

**Example answers**

1 listening to music	5 leaving home
2 falling	6 to do an extreme sport
3 moving to another country	7 to live in space
4 to revise for exams	8 dancing

**7b** Students use their questions to interview other students and make notes of any interesting or funny answers.

**7c** Students tell the class some of the things they have discovered.

**Extra activity**

Students write answers to their own questions from 7a.

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

**Homework**

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

**▶ Developing speaking p14****Giving personal information – preferences****Warmer**

Students think of typical questions connected with personal information that are usually in the first part of an oral exam, e.g. *What's your first name? What's your surname? How do you spell that? How old are you? Where are you from? What's your favourite school subject?* etc.

**TEACHER DEVELOPMENT: STUDENT TRAINING****Giving personal information**

Giving personal information is often the first part of an oral exam. This part of the test gives candidates the opportunity to show their ability to give basic personal information about themselves, e.g. their name, age, family life, school life, daily routines, free-time activities, etc. If the student is in a pair in a speaking exam, the interlocutor usually asks each student different questions about these topics and students should be prepared to give personal information on a variety of topics.

**TEACHER DEVELOPMENT: STUDENT TRAINING****Tips for revising**

Students should now have a variety of strategies they can use to revise for exams. It is very useful to share and discuss strategies together in class. Further useful revision tips include:

- Practise writing against the clock using past exam papers.
- Test your knowledge at the end of a study session – you must be able to produce something without notes.
- Make good quality notes and refine them further onto small pieces of card (condense them into lists, diagrams and mindmaps, and use colour-coding). Visual memory is strongest in 3D, so spend some time constructing your own mental images of concepts.
- Have a checklist of 10–15 key points for every topic and define key trigger words. Number your points (try to remember how many points there are to jog your memory).
- Prioritise subjects you find most difficult or want to do best in. Identify and improve your performance in non-preferred exam tasks.
- Take notes from your revision material three times.

**4** Students find eight mistakes with gerunds and infinitives in the text.


**Key**

line 3: admitted to cheating  
line 4: to pass  
line 5: by studying  
line 6/7: suggested studying  
line 7: agreed to meet  
line 10: appeared to find

- 1 Students read questions 1–6 and match them with one of the categories A–D.

**Key**

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

- 2 **LISTENING**  **1.04** Play the CD for students to listen to six students answering the questions in 1. Tell them to match each student to one of the questions.

**Audioscript**

**STUDENT A:** I need to think about this question at the moment because this is my last year at school. I really like studying languages. I study English and French at school and I also study German outside school. I think I'd like to study languages at university. My parents would rather I studied music because I play the piano really well. But I'd prefer to be a translator or an interpreter than a musician.

**STUDENT B:** I enjoy going out with my friends at the weekend. We don't have much time to go out during the week but on Saturday or Sunday we try to meet up in the city centre. We go to the cinema if there's a good film on. If not, we eat out, you know, just have a hamburger or a pizza or something and talk.

**STUDENT C:** Yes, I do. Parties are good. I like them ... Yes, I like parties.


**STUDENT D:** It depends. I like doing projects and things like that with other people. But when I have exams, I prefer revising alone because I find it easier to concentrate when I'm on my own. You have a good time when you work with other people but sometimes you don't do much work.

**STUDENT E:** I prefer doing mental work. That's because I'm not very strong, and I don't really like sport. My parents would prefer me to do more exercise because they say I'm always reading or playing computer games. The thing is I don't mind spending hours reading at the weekend. But when my mum makes me do chores I get bored really quickly.

**STUDENT F:** Hmm. It's quite a small place and so I like being able to walk everywhere. For example, I can walk to school; I don't need to catch a bus or anything. But it can be a bit boring too because there aren't many places to go. At least I live quite close to a big city so I can go there quite easily, at the weekend for example. But personally I think I'd rather not live in a small town, I'd rather live in a city.

**Key**

- |                        |                        |
|------------------------|------------------------|
| Student A – question 2 | Student D – question 3 |
| Student B – question 4 | Student E – question 6 |
| Student C – question 5 | Student F – question 1 |

- 3  Students listen again and make a note of the answers, reasons and personal details each person gives. Elicit from students if they think the people answer the questions well and ask them to say why or why not.

**Suggested answers**

All the students answer the questions well except Student C who does not give reasons or personal details to support his answer.

- 4 **SPEAKING** In pairs, students take it in turns to ask and answer the questions in 1. Remind students to give reasons and personal details. In a less confident class, give students time to make notes before they do this as a speaking exercise.
- 5 Students look at the different ways of expressing preferences in the *Speaking Bank* and then do exercise 6.

**TEACHER DEVELOPMENT: LANGUAGE**

**Expressing preferences**

We often use words like *prefer*, *would prefer*, *would rather* to talk or ask about preferences. We tend to use *prefer* to talk generally about likes, dislikes and what we want. The expressions *would prefer* and *would rather* are used when we want to be a little more specific, e.g. *I would prefer to be a translator (not a musician)*.

Draw students' attention to the differences in form:

*I prefer living in a city.* (followed by the gerund)

*I would prefer not to study music.* (followed by the infinitive with to)

*Would you rather stay at a hotel?* (followed by the base form of the verb without to)

*Would rather* is very common in spoken English and is usually abbreviated to *'d rather*. *Would rather* is also followed by a past tense when we want to involve other people in the action, even though it has a present or future meaning, e.g. *They'd rather I studied music*.

- 6 Students complete the sentences with the correct form of the verbs given.

**Key**

- |                  |              |           |
|------------------|--------------|-----------|
| 1 playing, doing | 4 didn't use | 6 writing |
| 2 go, walk       | 5 to do      | 7 sent    |
| 3 not to stay    |              |           |

**Practice makes perfect**

- 7a **SPEAKING** In pairs, students ask and answer the questions. Remind them to give reasons and personal details and to use examples from the *Speaking Bank*.

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:** Which subjects do you prefer studying?
- B:** I prefer studying literature and languages. I spend hours reading books and I love finding out about different cultures and speaking other languages.
- A:** Would you rather study at home or in a library?
- B:** I would rather study at home because I have a desk in my bedroom and it is quiet and I can concentrate better when I am on my own. When I go to the library, I usually meet my friends and we don't do as much work.
- A:** Would you like to have a gap year between school and university/work, or would you prefer to start straight away?
- B:** I'd prefer to have a gap year because I think it's a good idea to see the world and get some work experience before starting university.
- B:** Would you prefer to study in your country or abroad?
- A:** I'd prefer to study abroad because I can learn another language better and enjoy living in another culture.
- B:** Do you prefer studying with books or using a computer?
- A:** I prefer using a computer because it's more fun and you can store and change the information you find.
- B:** Would you rather have a school uniform or wear what you like?
- A:** I'd rather wear what I like. I prefer wearing my own clothes and being individual to wearing the same clothes as other people.

**7b** Students change partners and repeat the exercise.

### Study skills

Students read the information about the balance between accuracy and fluency. Discuss the importance of both for speaking and tell students to turn to page 145 (*Speaking: Accuracy and fluency*) to compare their ideas.

#### TEACHER DEVELOPMENT: STUDENT TRAINING

##### Accuracy vs. fluency

Often too much emphasis is placed upon accuracy with no progression towards fluency. Many learners can score high marks in exams, yet are unable to communicate well. At the beginning of a new school year or when you are dealing with a group that doesn't know each other well, the emphasis should be on creating a safe atmosphere so that you can slowly start focusing on fluency.

#### TEACHER DEVELOPMENT: STUDENT TRAINING

##### CEFR portfolio: speaking

The CEFR 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 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 the dossier in their CEFR portfolio. They could record their conversations, date them and include them in their portfolio.

Ask students to assess their performance in each speaking activity 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.*

### Homework

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

## ▶ Developing writing p15

### An informal email replying to a request for information

#### 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 words 'Dear Sir or Madam'.* (false)
- 2 *We end an informal email with words like 'I look forward to hearing from you soon'.* (false)
- 3 *When we finish an informal email, we usually only write our first name.* (true)

- 1 Students read the email from an English boy called Paul to a friend who lives in another country. They underline the four main pieces of information Paul wants from his friend.

#### Key

What have you been doing recently?  
When is the best time of the year to visit your country?  
What do you think is a good way for me to learn your language?  
Tell me what type of things you would like to do in England.

- 2 Students make notes about the things in the letter that are typical of informal emails.

**Key**

exclamation marks	informal words
'Hi!' as a greeting	simple sentences
contractions ( <i>I've, it'd, etc.</i> )	'Best wishes' at the end

- 3 Students look at the expressions in the *Writing Bank* and decide what we use each group of expressions for. Elicit more expressions to add to each group.

**Suggested answers**

- Greetings (*Hello ..., Hey ...*)
  - Opening remarks (*Great to hear from you. Thanks for telling me all your news. I just wanted to get in touch about ...*)
  - Asking about a person's health and current activities (*What have you been up to? What have you been doing recently/lately? How have you been?*)
  - Changing topic (*On another note, ..., That reminds me - ...*)
  - Signing off (*I'll be in touch soon. See you!*)
- 4 In pairs, students imagine they have received Paul's email and make notes about the information he wants.
- 5 Students make a paragraph plan and decide what information they are going to include in each paragraph.

**Suggested answers**

Paragraph 1: Thank Paul for his letter. Tell him what I've been doing.  
Paragraph 2: Describe the best time to visit my country/the best way to learn my language  
Paragraph 3: Describe things I'd like to do in England  
Paragraph 4: Say goodbye

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Penpals**

Students may want to find an English-speaking friend to write to (perhaps someone with similar interests or who is interested in their culture). They may prefer to use email (this kind of penpal is called an e-pal).

Recommend these websites to students:

- <http://www.pen-friends.net/england.html>
- <http://www.ipfeurope.com>
- [http://www.europa-pages.com/penpal\\_form.html](http://www.europa-pages.com/penpal_form.html)

Remind students that they should not give out their personal address or phone number to someone until they are sure they can trust the person. If they decide to meet their e-pal, make sure that the first meeting is in a public place, and, if possible, take a friend.

**Practice makes perfect**

- 6 Students write their reply to Paul, using their notes and paragraph plan to help them. Remind them to write between 120 and 150 words. For students who are less confident, photocopy the model text below for extra support during the writing task.

**Model text**

Hi Paul!

Thanks for your email. Sorry I haven't written for a long time but we've had lots of exams recently at school. I hope I've passed everything! How are you? What have you been doing recently?

The best time of the year to visit my country is in spring. It's warm but it's not too hot in April and May and all the flowers and trees are in bloom. It's really pretty and the mosquitoes haven't started to bite yet! If you want to start learning Spanish while you're here, the best idea is to do a language course in the morning. I can find a good school that is close to my home if you want. In the afternoon, we can speak in Spanish and I can take you to see some exciting places in Madrid.

I'd really like to come back with you and visit your family in England. I've always wanted to visit London, so we could spend a day there. I know you like science so maybe we could visit the Science Museum. I would also like to do some shopping because I love British fashion and music!

Anyway, I've got to go and revise for my last exam!

Bye for now,  
Sonia

**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. As students become familiar with the structures of different text types, they will feel more comfortable in approaching written exam tasks. The overall aim is to provide the students with a solid framework from which they can notice features (such as layout, structure and fixed phrases) that they can make use of in their own written text. 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.

**Exam success**

Students discuss the importance of using the correct style and including the correct information in their written texts. Tell students to turn to page 149 (*Writing: Transactional tasks*) to compare their ideas.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Transactional tasks

A 'transactional' letter is one that is written for the purpose of getting something done in the real world, as opposed to a 'non-transactional' letter, which might be just to share feelings, opinions or experiences with someone else.

In order to successfully complete transactional writing tasks in exams, students must analyse the instructions carefully and identify the key information they must include:

- Who is writing – students may be asked to assume a role, e.g. Paul's friend
- Who you are writing to, e.g. Paul, a penpal
- The purpose for writing the text, e.g. to reply to Paul's request for information, and the reader's purpose for reading it, e.g. to find out information
- The format (informal email) and number of words required (120–150 words)

This information guides the students' choice of style, content and tone. Remind students that marks are awarded for appropriate response to the task and if all the necessary information is included.

### 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, past simple, present continuous and past continuous

- 1 Students complete the sentences with the correct form of the verbs given.

#### Key

- |               |                |            |
|---------------|----------------|------------|
| a don't study | d was studying | f gave     |
| b 'm going    | e came         | g 'm doing |
| c want        |                |            |

### Present perfect simple and present perfect continuous

- 2 Students choose the correct alternative.

#### Key

- |                 |                |
|-----------------|----------------|
| 1 switched      | 4 been staying |
| 2 been standing | 5 been crying  |
| 3 seen          | 6 finished     |

## Gerunds and infinitives

- 3 Students complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Remind students that they mustn't change the word given and they must use between two and five words.

#### Key

- |                           |                       |
|---------------------------|-----------------------|
| 1 risk failing            | 5 consider joining    |
| 2 go cycling              | 6 the first to finish |
| 3 can't stand getting up  | 7 'd love to see      |
| 4 having a valid passport |                       |

## ▶ Vocabulary revision p17

### Studying at university

- 1 Students complete the sentences with the words. Remind students that there are two extra words.

#### Key

- |         |          |                 |
|---------|----------|-----------------|
| 1 fail  | 4 tutor  | 6 undergraduate |
| 2 marks | 5 degree | 7 lecture       |
| 3 notes |          |                 |

### Life at university

- 2 Students write words to complete the sentences.

#### Key

- |          |               |                    |
|----------|---------------|--------------------|
| 1 abroad | 3 facilities  | 5 hall             |
| 2 loan   | 4 independent | 6 Extra-curricular |

### do and make

- 3 Students put the words in the correct columns.

#### Key

*do*: a favour, the shopping  
*make*: a decision, the lunch, progress, a plan, a suggestion

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

## Gateway<sup>online</sup>

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

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