

Warmer

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

Suggested answer

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

Ages and stages of life

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

Key


All ages are approximate. Accept any appropriate answers.

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

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

Key

- | | |
|---------------|--------------|
| 1 birth | 4 middle age |
| 2 childhood | 5 old age |
| 3 adolescence | 6 death |

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

Audioscript and Key

birth	adolescence	old age
childhood	middle age	death

TEACHER DEVELOPMENT: PRONUNCIATION

Connected speech

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

The family

4 Ask students to write each word under the relevant heading. Check answers by asking different students.

Key

Male: brother-in-law, grandfather, grandson, husband, nephew, stepfather, uncle.
Female: aunt, daughter, niece, wife.
Male or Female: Cousin

Fast finishers

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

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

Key

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

6 **SPEAKING** In pairs, students read the other words in 4 (and also the words added to the list by the fast finishers if applicable) and take it in turns to define a word for their partner to guess. Draw attention to the model dialogue and/or practise the activity in open pairs before they begin.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Using English in class

At the beginning of the school year, students may be shy about using English. Be a good model for your students by making simple and natural comments in English, e.g. *Really? That's a good idea, Sylvie. What do you think, Jacob? I enjoyed your dialogues. Who's next? Now let's look at ...*

Limit yourself to a small range of comments and use them consistently. In time, students will start to imitate you and you can establish an English-only environment.

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

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

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


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

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

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

Key

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

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

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

Key

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

Audioscript

- 1 My name's Joshua. I'm ten years old. I've got three brothers and three sisters. One of my sisters is very special to me. I think that's because she's almost the same age as me. She's eleven.
- 2 Hi, I'm Olivia and I'm fifteen. I'm an only child. My parents are divorced and I live with my father. I've got one cousin. Her name is Olivia too! We spend a lot of time together.

3 My name's Jessica and I'm 78 years old. I've got four children, six grandsons and six granddaughters. I love being with them all; it's great having a big family. And even after all this time, my husband is so important to me. We got married 55 years ago. Can you believe it? ... 55 years, but it feels like it was yesterday!

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

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

Homework

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

Lesson 2 Reading ▶ Skimming and scanning for global and specific information
 Parents spying on children

TEACHER DEVELOPMENT: CLASSROOM TIPS

Recorded reading texts

The reading texts are recorded so students can listen to them as they read and these can be found at Gateway plus Interactive Classroom. This recorded material provides exposure to correct pronunciation, stress, accent and sentence rhythm.

Warmer

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

Suggested answers

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

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

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

Key

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

2 Set a time limit of two minutes for students to read the text quickly for gist. Then ask students to suggest a suitable title.

Key

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

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

Key

- 1 A
- 2 C
- 3 B
- 4 B
- 5 D

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

Key

- 1 extracurricular
- 2 mistakes
- 3 online
- 4 opportunity
- 5 constant care
- 6 message
- 7 informs

TEACHER DEVELOPMENT: PRONUNCIATION

The /aɪ/ sound

Point out that the /aɪ/ sound in the word *spy* is a long vowel sound. A good w to help students remember this sound is to get them to point to their eye as they say it. Refer students to the *Pronunciation guide* in the Student's Book, page 170.

Fast finishers

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

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

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

Extra activity

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

Homework

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

Present simple and present continuous

Test before you teach

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

- 1 Sshhh! Be quiet. John _____ . (*sleep*)
- 2 John _____ eight hours every night. (*sleep*)

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

Key

- 1 is sleeping 2 sleeps

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

Key

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

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

Key

- a 2 c 4
b 1 d 3

TEACHER DEVELOPMENT: LANGUAGE

Actions vs. states

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

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

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

Key

- doesn't study
Does (he) study
is studying
isn't studying
Is (she) studying

▶ Refer students to the *Grammar reference* on **page 14**.

TEACHER DEVELOPMENT: LANGUAGE

Present tense usage

Highlight the need for *do/does* for questions in present simple and *don't/doesn't* for negatives.

Remind students of the spelling rule for verbs ending in *-y*, i.e. the *-y* changes to *-ies* in the third person.

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

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

Suggested answers

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

TEACHER DEVELOPMENT: CLASSROOM TIPS

Error correction and accuracy

Before pointing out errors, encourage students to recognise and correct their own mistakes. You can do this by asking a student to repeat what he/she has said, or by echoing what the student said and placing emphasis on the error.

You can also reformulate the sentence and repeat it correctly. Students could create a *Mistakes list* in their notebooks to remind themselves of the errors they should try to avoid.

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

Key

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

Fast finishers

Ask students to role-play the dialogue in pairs.

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

Key

- | | |
|----------------------|----------------------|
| 1 present continuous | 5 present simple |
| 2 present simple | 6 present continuous |
| 3 present simple | 7 present simple* |
| 4 present continuous | 8 present simple |

* Usually this time phrase goes with present continuous.

Extra practice

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

0% never sometimes often usually always 100%

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

Key

- | | |
|-----------------------|--------------------|
| 1 am/'m looking after | 4 don't understand |
| 2 are (you) shouting | 5 Do (you) need |
| 3 works | 6 is lying |

TEACHER DEVELOPMENT: LANGUAGE

Spelling the *-ing* form

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

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

Verbs with one syllable, ending in one vowel and one consonant: double the final consonant and add *-ing*, e.g. *get*→*getting*.

Verbs ending in *-e*: remove the *-e* and add *-ing*, e.g. *have*→*having*.

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

Key

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

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

Homework

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

Lesson 4 Developing vocabulary ▶ Noun suffixes *-ment, -ion, -ence* Listening ▶ Listening for specific information ▶ Family dinners

Noun suffixes *-ment, -ion, -ence*

Warmer

Make sure students know what a *suffix* is. Brainstorm different noun suffixes with the class, giving examples, e.g. *-ness (tiredness), -ity (anonymity), -tion (reaction), -sion (decision), -ment (development), -ance (annoyance), -ence (independence), -ship (friendship), -hood (brotherhood)*, etc. Write sentences 1–6 up on the board. Ask students to change the words in brackets into nouns and compare them with their partner's. Check the answers with the class. Tell students to spend one minute thinking about the sentences and then finish each one appropriately. Have students discuss their sentences in small groups saying whether they agree or disagree with them.

- 1 If children live with _____ (*tolerate*), they learn ...
- 2 If children live with _____ (*accept*), they learn ...
- 3 If children live with _____ (*approve*), they learn ...
- 4 If children live with _____ (*honest*), they learn ...
- 5 If children live with _____ (*secure*), they learn ...
- 6 If children live with _____ (*friendly*), they learn ...

Key

- | | |
|--------------|---------------------------|
| 1 tolerance | 4 honesty |
| 2 acceptance | 5 security |
| 3 approval | 6 friendliness/friendship |

- 1 Students look at the words from the text on page 9 and read about suffixes. Provide further explanation/examples if necessary.

TEACHER DEVELOPMENT: LANGUAGE

Suffixes

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

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

Key

- | | |
|---------------|---------------|
| 2 movement | 8 discuss |
| 3 improvement | 9 independent |
| 4 retire | 10 adolescent |
| 5 protect | 11 difference |
| 6 collection | 12 confident |
| 7 invention | |

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

Key

- | | | | |
|---|-------------|---|--------------|
| 1 | Adolescence | 4 | independence |
| 2 | difference | 5 | discussions |
| 3 | invention | 6 | protection |

Fast finishers

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

Homework

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

Before you listen

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

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

TEACHER DEVELOPMENT: STUDENT TRAINING

Describing a photo


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

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

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

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

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

- 1b** Ask students to read the questions and note down their answers. They then ask and answer the questions in pairs.
- 2** **LISTENING**  **1.03** Play the CD for students to listen to a radio programme about family dinners and match the people with the situations. Tell students that there are two extra situations. Play the CD again if necessary, before checking answers. Then ask some comprehension questions to check students' understanding: *What's Mike's job? How many children has he got? What does Chris usually eat? Why do Sally and her*

sister have dinner late? Why does she think family dinners are important? How many people are there in Alice's family? Why is Jennifer eating alone tonight? Why doesn't anybody talk in Daniel's house at dinnertime?

Key

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

Audioscript

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

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

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

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

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

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

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

3 **SPEAKING** **What about you?**

In pairs, students discuss if it is important to eat with their family. Draw attention to the model dialogue.

Asking for personal information

Warmer

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

- 1 Tell students to complete the personal information file with information about either their brothers, sisters or their best friend, and about themselves.
- 2 **SPEAKING** In pairs, students read the four personal information files and compare them to their own. Students should say which person they are most similar to and why. Draw their attention to the model sentence.
- 3 **LISTENING** **1.05** Tell students they are going to listen to two of the teenagers in 2 meeting and talking at a party. Play the CD and ask them to decide which two people are talking.

Key

Emma and Olivier

Audioscript

EMMA: Have you got any brothers or sisters?

OLIVER: Yes, I've got one brother.

EMMA: Me too. How old is he?

OLIVER: He's 22.

EMMA: Does he live at home?

OLIVER: No, he doesn't. He's at university in Manchester.

EMMA: How often do you see him?

OLIVER: About once a month, when he comes home for the weekend.

EMMA: That's good! I see my brother every day because he's only fourteen. What do you usually do at the weekend?

OLIVER: I usually go out with my friends on Saturdays and we sometimes play football on Sundays. What about you?

EMMA: My brother and I often go to the cinema on Saturdays. But I never play football because I don't like sport.

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

Key

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

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

Key

Diagram A: a, c

Diagram B: b, d, e, f

- 5b If needed, play the CD again for students to repeat the questions.

- 5c Ask students to choose the correct alternative in each rule.

Key

- 1 down
- 2 up

TEACHER DEVELOPMENT: PRONUNCIATION

Intonation in questions

There is a final rising pitch for a Yes/No question, e.g. *Is your name Anna?*, and a final falling pitch for a Wh-question, e.g. *What's your name?*

Intonation helps us to communicate meaning, i.e. whether a situation is open (rising pitch) or closed (falling pitch).

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

Practice makes perfect

- 7a **SPEAKING** Ask students to get into pairs and read the task. Remind them to use the dialogue in 4 and the *Speaking Bank* to help them construct their dialogue. For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself or alternate the roles with you and a strong student. Then instruct students to read aloud in pairs, alternating between roles A and B. Then ask them to read it again, changing the underlined information so it is true for themselves.

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

Model dialogue

A: Hi there. It's a nice party, isn't it? What's your name?

B: Yes, it is. My name's Sophie.

A: Hi, Sophie. My name's Jake. I'm a friend of Jill's.

B: Tell me something about your family.
Have you got any brothers or sisters?

A: Yes, I have. I've got a sister. She's 17.

B: Me too. My sister's 16. I've got a brother too.
He's only nine.

A: What do you usually do at the weekend?

B: I go swimming on Saturday morning and then
I usually go to the cinema with my friends.
What about you?

A: I go out with my friends on Saturday nights.
I go to a BMX bike park on Saturday mornings.

B: What else do you do in your free time?

A: I play football, play computer games with my friends
and go running.

B: You do a lot of things!

Articles

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

Key


- | | |
|--------|--------|
| 2 the | 4 the |
| 3 a/an | 5 a/an |

- ▶ Refer students to the *Grammar reference* on **page 14**.

TEACHER DEVELOPMENT: LANGUAGE


Articles

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

- 2a **PRONUNCIATION**  1.04 Play the CD for students to listen and note the difference in pronunciation depending on whether *the* is stressed or unstressed.

Key

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

- 2b  Play the CD again for students to listen and repeat.
- 3 Ask students to write *the* in the sentences that need it.

Key

- | | |
|----------|--------|
| 1 the, – | 5 – |
| 2 the | 6 the |
| 3 – | 7 –, – |
| 4 – | |

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

Key

- | | |
|-------|-----|
| a An | g a |
| b the | h – |
| c – | i a |
| d – | j – |
| e a | k a |
| f the | |

- 5 Students read the questions and write *a*, *an*, *the* or (–) in each gap. Check the answers with the class before you continue.

Key

- | | |
|---------|-------|
| 2 –, an | 5 the |
| 3 –, – | 6 the |
| 4 –, – | 7 – |

TEACHER DEVELOPMENT: STUDENT TRAINING

Teaching phonology

Phonemic awareness is a valuable tool for all language learners. If students are familiar with phonetic symbols, they can quickly learn the correct pronunciation of words by

looking them up in a dictionary. Students must understand the relationship between the written letters of the alphabet (graphemes) and the individual sounds of spoken language (phonemes). Phonemes are the smallest parts of spoken language that combine to make up words. They are the speech sounds, not the actual letters, in a word.

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

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

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

Fast finishers

Students write ten sentences to describe what is happening in the family dinner cartoon on page 11 of the Student's Book.

- ▶ **Teacher's Resource File (www.staffroom.pl):** See Unit 1 Grammar worksheet *Let's risk it*.

Extra activity

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

Homework

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

TEACHER DEVELOPMENT: CLASSROOM TIPS

Using role-plays in class

Role-plays enable students to take on different personalities in various situations in order to use new language. The goal is fluency and the focus is on getting students to speak freely about a topic. Before starting, make sure students have clear instructions (demonstrate the activity if necessary), set a time limit and give students time to think about what they are going to say.

► **Teacher's Resource File (www.staffroom.pl):** See Unit 1 Communication worksheet *What am I doing?*

Homework

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

Lesson 7 Developing writing ▶ An informal email

An informal email

Warmer

Ask students to look at the photos at the top of page 13 of the Student's Book. In pairs, students describe the photos to each other and guess which city it is.

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

Key

Alanna wants to find an international e-pal.

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

Key

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

- 3 Students read the email again and complete the information in the *Writing Bank*.

Key

I've	all
:-)	back
anyway	wishes

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

Key

Paragraph 2	e
Paragraph 3	b
Paragraph 4	a
Paragraph 5	d

Practice makes perfect

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

Model text

Hi Giovanni!

I'm Adriana. I'm from Barcelona in Spain. Let me tell you about myself.

I've got a sister. She's older than me, but we have a lot of similar hobbies. We go everywhere together. My mum is a doctor and my dad works at the airport.

I love listening to music, especially pop and rock.

My favourite groups are Estopa and Green Day.

Do you like them too? Right now, I'm listening to their latest song on my MP3 player.

English is one of my favourite subjects :-), but I also like maths and science. I like sports too – swimming, running, cycling.

Anyway, that's all for now. Write back soon if you want to be my e-pal.

Best wishes,

Adriana :-)

Homework

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

Self-check Unit 1 ▶ Grammar revision ▶ Vocabulary revision

▶ Grammar revision

Present simple and present continuous

- 1 Students write the third person singular form and the -ing form of the verbs.

Key

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

2 Students choose the correct word to complete each sentence.

Key

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

Articles

3 Students choose the correct alternatives.

Key

- | | |
|----------|--------|
| 1 a, the | 3 -, a |
| 2 A, the | 4 a, - |

► **Vocabulary revision**

Ages and stages of life

1 Students complete the text with the appropriate words.

Key

- | | |
|------------|--------------|
| a aged | e birth |
| b divorced | f wife |
| c only | g stepfather |
| d cousin | h single |

Noun suffixes -ment, -ion, -ence

2 Students choose the correct form of these words.

Key

- | | |
|---------------|---------------|
| 1 improvement | 5 differences |
| 2 move | 6 adolescents |
| 3 invention | 7 collection |
| 4 protects | 8 independent |

You can do the Unit 1 tests (www.staffroom.pl).

Lesson 8 Gateway to success Unit 1 ▶ *Znajomość środków językowych – minidialogi – wybór wielokrotny*

Warmer

Tell the students that your child or the child of your friend responds with *I dunno* to every question you/your friend ask(s). For example: *How was school today? I dunno; Are you hungry? I dunno; Do you have to do any homework? I dunno.*

Ask students if there is a similar situation in their homes. Why?/Why not? Tell students to work in pairs or small groups and think about what advice they could give to a parent of the child. If there is time, you may also elicit from students some different expressions that they could use instead of *I dunno*, e.g. *I have no idea, I don't have a clue, I'm not sure, I'm not certain, etc.*

1 Before students start doing the task, ask them to analyse and then follow the TIP. Brainstorm different situations in which utterances 1–5 might be used. Students work in pairs and think of two appropriate questions/responses for each of the utterances. Tell them to avoid Yes/No answers. Have a class feedback.

Suggested answer

- 1 Sorry, I'm busy. / Yes, that's a good idea.
- 2 Yeah, I agree with you. / It's quite expensive, don't you think?
- 3 Yes, I am. / No, not really.
- 4 Nothing special. / I don't know yet.
- 5 Don't you remember where you left them? / I think they're on the table.

2 Students analyse the TIP and read the task. Students match utterances A–E with points 1–5 in 1 to create short dialogues. Have a class feedback.

Key

- | | |
|-----|-----|
| A 3 | D 5 |
| B 4 | E 2 |
| C 1 | |

Extra practice

Ask students to write four different utterances similar to the ones in 1 on a slip of paper: questions, affirmative or imperative sentences,

exclamations, etc. Students walk around the classroom and take turns to read out their sentences to as many people as possible in the time available. Each student has to give a response with as little hesitation as possible. The student who is reading their statement can count to three using their fingers to indicate the time limit. Monitor the activity. Ask volunteers to act out their mini dialogues in front of the class.

3 Students analyse the TIP and read the task. Students read the short dialogues 1–3 and choose the correct answer A–C. In pairs students compare their answers and justify why the remaining answer options are incorrect. Have a class feedback.

Key

- 1 B
- 2 A
- 3 B

Extra practice

Tell students to work in pairs and think of the most appropriate context for the options they didn't choose in 3. Ask students to write mini dialogues by adding 1–2 utterances to each option.

4a Students read the fragment of a short dialogue and decide which of the answers (A–E) complete it correctly. Check the answers with the class.

Key

- B, C, D

4b Student read the whole dialogue and decide which of the answers A–E in exercise 4a completes it best. Have a class feedback and ask students to justify their choice.

Key

Not very often, as he studies in Wrocław.

- 5 Students complete mini dialogues 5.1.–5.5. with options A, B or C. Before checking the answers with the class, let students compare their suggestions with their partner.

Key

5.1. B
5.2. B
5.3. C

5.4. B
5.5. C

Extra practice

Prepare mini dialogues (each consisting of two utterances only) and write each on a separate slip of paper. You need a slip for every student in the class. Give out the slips to random students and ask them to mingle and find their matching pair. Students walk around the class, say their sentences out loud and check whether the two utterances make sense when combined. Once, they've found their partner, they sit down. Have a class feedback.

Homework

- Refer students to the **Workbook, page 9**.

Gateway to success Unit 1 ▶ Mówienie – część uszna

Zadanie 1. (4 minuty)

- A:** I'm so happy you're going to stay with us for two weeks!
B: I'm really excited about it, too, but I'm also worried that I won't know how to behave at your place. Do you have any advice for me?
A: Don't worry about anything. Just feel at home and ask if you don't know how to do something. My parents are very open and they both speak English.
B: Phew! That's good.
A: Maybe if I tell you what a typical day looks like in our house, it'll be easier for you to manage. So, we have breakfast together at 7:00 am and then my dad drives me and my brother to school. My mum leaves home later because she starts work at 9:30 am. I am back home before my parents and I usually do my homework while I'm waiting for them. We eat dinner together at 6:00 pm. Does it sound OK so far?
B: Yes, I think so.
A: We don't spend much time at home. On weekdays we all leave home at 7:30 am and get back at about 5:00 pm.
B: Why do you get back so late?
A: Twice a week I have extracurricular classes and sometimes I just hang about with my friends. Anyway, at home we all have our jobs to do, for example, my dad does the shopping, my mum cooks and I do the dishes. On Saturday we clean the flat together. I'm usually responsible for my room and the kitchen but don't worry, you won't have to do anything because you'll be our guest.
B: *I don't think that's fair.* I'll be staying at your place for two weeks so I ought to do something.
A: OK, if you don't mind you could sometimes vacuum the carpets because we always argue about who should do it.
B: *That's fine by me.*
A: As you know, you'll be going to school with me. I always start classes at 8:00 am, I have lunch with my friends in the canteen at 12:30 am but I finish school at different times, depending on the day, sometimes at 2:00 pm and sometimes even at 3:30 pm.
B: Really? In my school we always have lessons till 2:00 pm.
A: Cool. As for our free time I think we could do some sightseeing around Warsaw, ride bikes or have a barbecue with my friends from school. What do you reckon?
B: It all sounds great. Do you think it'd also be possible to visit Cracow, Zakopane or Gdańsk?
A: Well, we can go either to Cracow and Zakopane or to Gdańsk because they are in completely different parts of Poland.
B: And which do you recommend?
A: You like walking so let's go to Zakopane.

Zadanie 2. (3 minuty)

Uczeń A

In the picture I can see two women who must be mother and daughter. The daughter has got long bright pink hair and very heavy make-up. The mother is holding up her daughter's hair in disgust and pointing at it with her index finger. *Just by looking at her facial expression we can tell that she doesn't approve of her daughter's appearance.* The daughter, on the other hand, looks as if she had no idea what her mum expects from her. She is pointing at her mother and her face seems to be saying something like: 'Look, she's picking on me for no reason again.'

1. What is the woman probably telling her daughter?

It's obvious that the woman doesn't like her daughter's pink hair so I'm sure she's telling her off. She may be suggesting that her daughter has ruined her hair and now she looks awful. Also, she might be saying that she can be suspended from school because there's no way her teachers will approve.

2. Why do you think teenagers so often disagree with their parents?

Teenagers often disagree with their parents because of the so-called generation gap. Many parents seem to have forgotten what it was like to be a teenager. Thus, they often treat their adolescent sons and daughters as if they were still little children. Also, parents often criticise their children's appearance, hobbies or even their friends. *Little wonder that teenagers who want to be independent don't like the way their parents treat them and often rebel against their decisions.*

3. Describe the last time that you did something against your parents' will and their reaction to it.

I don't usually do anything against my parents' will but a few months ago I did and I don't regret it. I had always wanted a dog but my parents had always been against the idea. Last March my friend's dog had three puppies and he offered me one. I asked my parents if I could bring the dog home and keep it but they said no. However, I took the puppy anyway. In the morning my mum found the dog sleeping at my feet and, surprisingly, she fell in love with it! It stayed and now we can't imagine our life without it.

Uczeń B

The photo shows a group of women of different ages. They are in a room, which looks like a kitchen or a dining room. They're standing around a big table on which there are lots of fruit and vegetables. On the right, I can see piles of pancakes or tortillas. The women are smiling and apparently posing for the photo.

1. What do you think the people in the picture are celebrating?

It's hard to say what the women in the picture are celebrating. I don't think it's a family celebration because there are no men in the picture. There aren't any special dishes or cakes, either, just raw fruit and vegetables and pancakes. I guess it might be a food festival or a meeting of the members of a women's association which is interested in cooking. It may also be a cookery course and the women might be celebrating either the beginning or the end of the course.

2. What are the advantages and disadvantages of growing up in a big family?

Well, there are obviously both advantages and disadvantages to living in a big family. As for the advantages, if you have a lot of brothers and sisters, you always have some company and your house is always full of life. What's more, you can share different household chores and, as a result, actually have less to do. On the other hand, in smaller families parents are able to spend more time with each of their children individually. The house of a smaller family might be less lively, but it's also less crowded and everyone can have their own room, which is a great advantage.

3. Tell us about the last time you went to a family celebration.

I last went to a family celebration a week ago. Last Saturday my cousin was getting married. After the ceremony in the church we all went to the wedding reception, which took place in a really nice hotel. The food was amazing and the music was so good that we danced till 3:00 am. My cousin and her newly-wed husband were very excited and happy. I liked their wedding a lot and I was glad I could meet my whole family and catch up with the cousins I hadn't seen for a while.