

1 Study plans

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| MATERIALS | <ul style="list-style-type: none"> ▶ DVD (optional): <i>Into the Wild</i> ▶ Resource materials teacher's notes: p168 ▶ Resource materials: p178–180 ▶ Test 1A and B – Gateway Tests CD |

▶ 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 /tjuː'tɔːriəl/ | 6 tutor /'tjuːtə(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) /dɪ'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) /tʃiːt/ – 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 (ˈ) 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

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**.

