

A1+ A2 B1 B1+ B2 B2+ C1

Gateway

2nd Edition

Learning
for life



Information-rich content • Exam success • Life skills • Independent learning

8 reasons to choose Gateway

1 Preparation for school-leaving exams

2 Content-based material and critical thinking

3 Life skills

4 The active role of the learner

5 Grammar in context

6 The Flipped classroom

7 Developing vocabulary

8 Developing skills

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Gateway 2nd Edition is designed to lead teenage students to success in exams, particularly school-leaving exams. It also prepares students for further study and the world of work.

In **Gateway 2nd Edition** we've kept many of the features that have made **Gateway** so popular. Each unit has a clear, logical structure. The whole approach to grammar and vocabulary and to the development of the four skills is carefully staged to be both teacher- and student-friendly. Each level offers a wide range of strategies that will help students pass their exams.

But **Gateway 2nd Edition** has several exciting new features. Firstly there are the **Flipped classroom** videos, which bring grammar points from the **Student's Book** to life. Then there is a whole new focus on **Life skills**, with a special section in each unit preparing teenagers for many, varied facets of life, complete with its own tailor-made video featuring British teenagers.

Meanwhile **Gateway 2nd Edition** offers brand-new, up-to-date texts to motivate you and your students. Reading texts include Critical-thinking questions to get students reflecting on what they've just read. And for all these features, new and old, we've refreshed the design and made it even clearer and easier to use.

I hope you and your students enjoy teaching and learning with **Gateway 2nd Edition!**

Dave



www.facebook.com/macmillangateway

A1+

A2

B1

B1+

B2

B2+

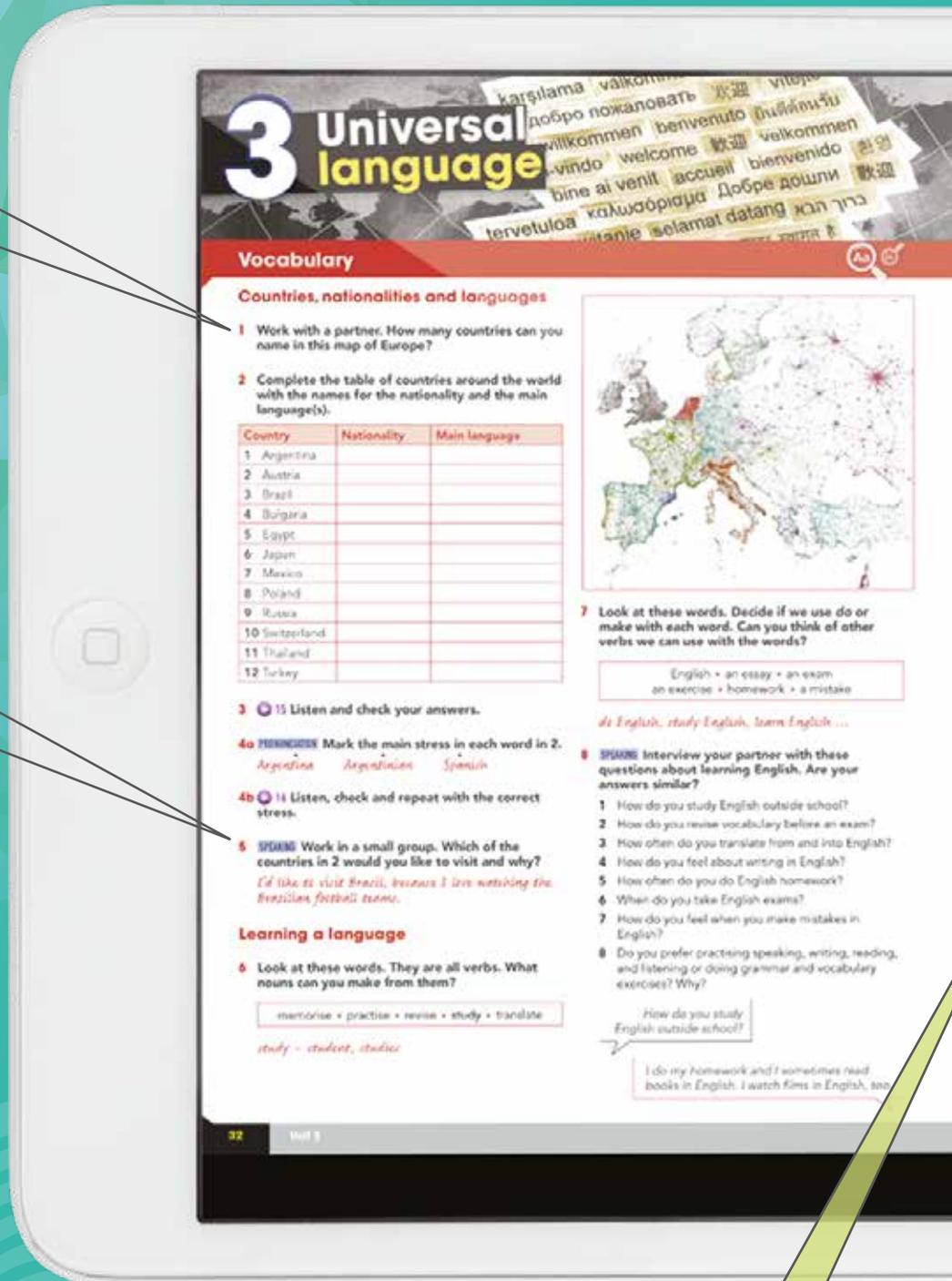
C1



Vocabulary and Reading

The first exercise gives students the opportunity to test their prior knowledge by introducing topic-related vocabulary.

Vocabulary is brought to life with skills activities, allowing students to personalise the language.



Typical reading tasks include exam-style comprehension questions such as multiple-choice, True / False or inserting sentences into a text.

The **Student's Book** offers ten units and a Starter Unit with **Grammar** and **Vocabulary** reference and revision sections in the **Language checkpoint** at the end of each unit. Exam-style activities appear throughout, with consolidation and practice every two units in the **Gateway to exams** pages.

Reading tasks focus on stimulating topics using recognisable and relevant contexts.

Reading

- 1 Look at the map on page 32. The colours show the languages used on Twitter in different countries. Can you guess what language each colour is?
- 2 Read the text. How did they create the map on page 32? What other maps do they talk about in the text?



MAPPING the world's LANGUAGES

Nowadays there are a lot of different ways to communicate with others. One of these is Twitter. People send millions of Twitter messages, or tweets, every day. One Twitter user, Eric Fischer, likes making maps.

He had an idea. He used data collected from Twitter to show all the languages used in the tweets. He needed some time to collect the data. But once he had it all, it didn't take him long to create the maps. Now we have a collection of maps which show who uses which languages and where. The maps are fascinating and also very beautiful.

In North America there aren't many different colours. English, in gray, is the main language. There's also some pink for Spanish. And there is a little purple for French in Canada. The map of Europe, on the other hand, is like a rainbow. We can see that there are big blocks of colour for languages such as English, French, Spanish, German and Italian. But look closely and you can see there are a few areas where different languages co-exist, such as in Switzerland. But what you can see are only tweets. Some countries are almost invisible because there are only a few Twitter users there. And in some countries, like Russia, the tweets are mainly concentrated in big cities.

There are also detailed maps of specific cities. A map of London in 2012 showed that people were tweeting in 66 languages! 50.5% of all the tweets were in English. Next were Spanish, Turkish and Arabic. The experts were surprised to see that the seventh biggest language appeared to be Tagalog, from the Philippines. At first, they couldn't see any good explanations for this unusual result. They looked into it and found that many of the words were not really Tagalog. They were English terms such as 'hahahahaha', 'ffffff' and 'lolololol'. The professor in charge of the project said, 'Tagalog wasn't included in the final map but it seems like a fun language!'

- 3 Read the text again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)?

- 1 Eric Fischer doesn't send Twitter messages. T/F/NM
- 2 Eric Fischer just needed Twitter to make his maps. T/F/NM
- 3 The map of North America shows that one language is dominant there. T/F/NM
- 4 Fischer decided to make the map of Europe colourful. T/F/NM
- 5 On the maps, it is difficult to see countries where people don't use Twitter. T/F/NM
- 6 The Twitter map of London showed that 8.5% of tweets there are in Spanish. T/F/NM
- 7 Tagalog is a very difficult language to learn. T/F/NM
- 8 Tagalog wasn't really the seventh biggest language in London. T/F/NM

CRITICAL THINKING

Think! Then compare ideas with your class.

- What do you think a Twitter map of your town, city, region or country would show?

- 5 What do the underlined words in the text mean? Guess and then check in your dictionary.

SPRING What about you?

- 1 What do you think about social networks like Twitter and why?
- 2 How do you communicate with people and which language(s) do you use?

The **Critical thinking** activity embedded in every **Reading** lesson guides students towards the use of higher-order thinking skills. It also gives students the opportunity to develop analytical skills and use them in an authentically communicative way.



Student's Book available in both digital and print formats.

Grammar in context and Vocabulary

The **Grammar guide** box highlights sentences from the reading text. Students work out key information about the form and use of the grammar. They are then referred to the **Grammar reference** section in the **Language checkpoint** at the end of the unit to check their ideas.

Grammar in context

some, any, much, many, a lot (of), a few, a little

Flipped classroom: watch the grammar presentation video.

1a Look at the words. Are they countable or uncountable?

1 country	3 money	5 area
2 time	4 colour	6 language

1b Look at these sentences. The words in bold all express quantity. Answer questions a–e about the words.

- 1 **Some** countries are almost invisible.
- 2 He needed **some** time to collect the data.
- 3 They couldn't see **any** good explanations for this.
- 4 Did Fischer make **any** money from the maps?
- 5 There aren't **many** different colours.
- 6 He didn't need **much** time.
- 7 There are **a lot of** different ways to communicate.
- 8 It doesn't take **a lot of** time.
- 9 There are **a few** areas where different languages co-exist.
- 10 They had **a little** knowledge of Tagalog, but not much.

a Which words do we use with uncountable nouns?
some, any, much, a lot of, a little

b Which words do we use with plural, countable nouns?

c Which words usually appear in negative sentences and questions?

d Which words do we use to talk about large quantities?

e Which words do we use to talk about small quantities?

GRAMMAR REFERENCE > PAGE 42

2a Complete the dialogue with **some** or **any**.

Jamie: Brad, I'm going shopping this afternoon. What do we need to get? Have we got (a) _____ bananas?

Brad: Yeah, we've got (b) _____ bananas but we haven't got (c) _____ tomatoes or potatoes.

Jamie: What about sugar? Have we got (d) _____ sugar?

Brad: No, we haven't got (e) _____ sugar, but we have got (f) _____ chocolate. And we need to get (g) _____ biscuits too.

2b All the words above in bold are types of food, but they all have something else in common. Can you guess what it is?

3 Choose the correct alternative.

Nobody knows exactly how (a) *much/many* words there are in total in the English language but there are (b) *a lot/a lot of*. One reason why there are so (c) *many/much* is that English takes words from (d) *much/many* other languages. Look at the words for food in exercise 2, for example. There may be (e) *a few/a little* words there that come from your language. (f) *Some/Any* of the words come from South America – potato, tomato and chocolate. There aren't (g) *any/many* words from Chinese in the English language, but ketchup is one of them. Originally, ketchup was the name for a type of fish sauce in China. Teenagers in the UK don't eat (h) *many/much* fish sauce but they do eat (i) *lots/lots of* burgers. There is (j) *some/any* confusion about the origin of the word burger, but (k) *a lot of/much* people think that it comes from German. Because the UK and France are neighbours it is normal that there are (l) *a few/a lot of* French words in English – hundreds in fact. Biscuit is just one example. On the other hand, (m) *a lot of/many* fruit travels a long way to get to the UK. That explains why the word banana comes from an African language. There are also (n) *a few/a little* words from Turkish, like yoghurt. And, finally, if you ask for (o) *a few/a little* sugar in your coffee, you're using two Arabic words. Just by being in an English kitchen you can travel to (p) *much/many* countries!

Students progress to controlled grammar practice.

The **Flipped classroom** grammar presentation video (A1+ – B2+) provides a versatile and flexible learning tool, and an alternative grammar presentation which gives students greater control over their learning.

The second vocabulary set in a unit is often not a traditional lexical set. It may examine a 'system' of vocabulary and often bridges the gap between vocabulary and grammar.

Developing vocabulary 

4 Work with a partner. Complete these sentences about your language. Use the words in the box for ideas. You may complete each sentence with two or three different ideas.

English/French/German/Russian words
irregular past forms • phrasal verbs • prefixes
prepositions • present tenses • words beginning with Z
words with more than 12 letters

- 1 There are some *French words and some German words*.
- 2 There are a lot of _____.
- 3 There aren't any _____.
- 4 There aren't many _____.
- 5 There are a few _____.

5a Work individually. Look at the photos and choose a country. Make notes about things that there are or aren't in this country. Use the ideas in the box.

animals • bicycles • food • fruit
modern/old buildings • monuments • mountains
offices • people • snow • tourism • trees • water

Japan



Brazil



Switzerland



Egypt



5b **SPEAKING** Work in pairs. You need to discover your partner's country by asking questions with *any, much, many, a few, a little, a lot (of)*. Your partner can only answer 'Yes' or 'No'.

Is there any snow there?

Is there a lot of snow?

Do many people live there?

Yes, there is.

No, there isn't.

No, not many.

Climbing Everest in a day.

Impossible.

5c **SPEAKING** Now choose different countries not in the photos and repeat.

Unit 1 **35**



Students are given the opportunity to practise the language they have encountered in the activity.



Student's Book available in both digital and print formats.

The final grammar activity asks students to use the new grammar in active, oral communication.

Gateway to Life Skills

The **Life skills** lesson is introduced to students with clear objectives.

Students have many opportunities to give and share their opinions.



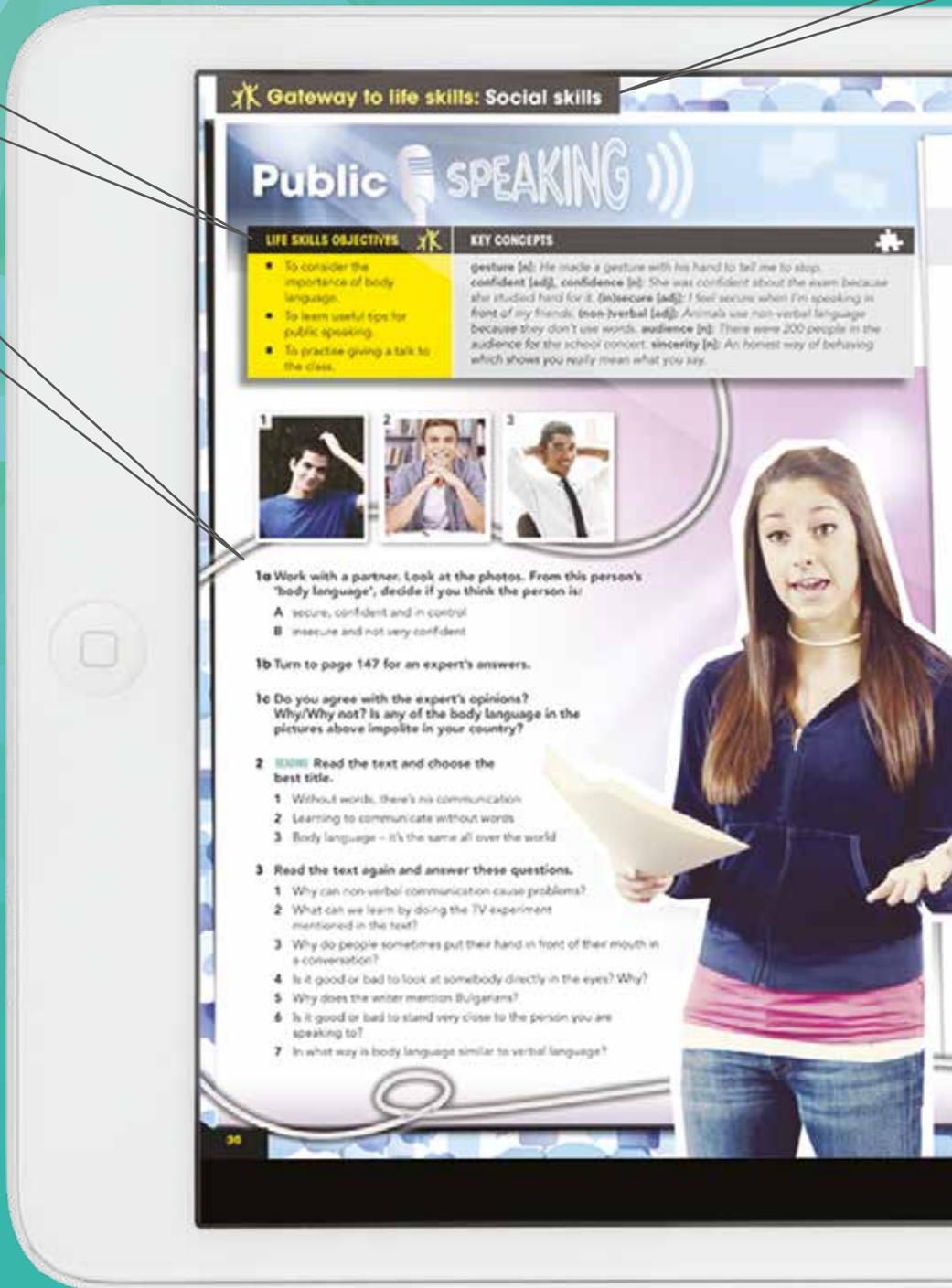
FastFacts

Macmillan Life Skills: winner of the ELTons Award for Innovation in Teacher Resources!

Go to www.macmillanenglish.com/life-skills/resources to explore our collection of life skills resources.



See page 22 for more information on Life skills.



FastFacts

At **B2** and **B2+** levels **Life skills** lessons have been divided into **Academic skills** and **21st-century skills**.

Each unit has a **Life skills** lesson that allows students both controlled and freer language practice, using what they have learned in previous lessons in a cumulative way. **Gateway to life skills** lessons equip students with the necessary transferable skills for life beyond the classroom.



WHAT is more important - WHAT YOU SAY or HOW YOU SAY IT?

Some experts say that up to 70% of decisions made in meetings are based on non-verbal factors. We can communicate a lot just with our body, our face and our gestures. The problem is that we often do this without thinking or realising. Just by the way that we sit, stand or walk we can appear nervous, confident or sometimes overconfident. Other people form opinions about us before we open our mouths.

Do a little experiment. The next time you watch TV, turn down the volume. Watch how people move their arms and hands. Look at their faces and their eyes. Now try to imagine what they are saying and how they feel and turn the volume back up. It's incredible how much we can understand without words.

Look around the room right now. Are people sitting up straight? That probably means they are paying attention. Is anybody folding their arms? That's usually a sign that they are being defensive. Is anybody touching their hair? Maybe they're nervous. When somebody speaks, see if they cover their mouth. If they do, perhaps they're lying. On the other hand, when somebody looks straight into your eyes when they speak to you, it's generally a sign of sincerity and confidence.

There can be problems with body language though. Gestures do not mean the same thing in every country. Even gestures for yes and no can sometimes be different. (In Japan, they shake their heads from side to side to mean yes, and they nod up and down to say no. Also, what people believe is polite or impolite can change. Sitting with your hands behind your head is impolite in some countries but not in others. And in some countries it is normal to stand very close to the person you are speaking to. In others, people sometimes feel very uncomfortable when the person speaking to them is very close to them or touching them.

Body language doesn't have grammar or vocabulary, but there are still things we can learn and practise if we want to send the right message!

LIFE TASK
You want to speak in public. Follow this plan:
1 Choose one of these statements. Decide if you agree or disagree with the statement and make notes with your ideas.
a It is essential to learn English in today's world.
b Films and TV series are always best in the original version.
c It's bad for our language when people start using English words.
d Chinese is the language of the future.
e The whole world should speak just one language.
2 Prepare a one- to two-minute talk with your notes in 1. Decide the best order for your different points and ideas.
3 Give your talk to the class or a group of students. Remember to follow the advice in 6.
4 When you are finished, give each other feedback. Which advice in 6 did you follow? What can you do better next time?

ADVICE FOR SPEAKING IN PUBLIC
1 Stand up straight.
2 Don't look away - but not too much!
3 Look at the audience.
4 Don't speak with a very loud or soft voice.
5 Speak fluently, without frequent pauses.
6 Enthusiasm is when your voice goes up or down and it keeps people interested.
7 Always finish your talk before you begin.

4 Work with a partner. Imagine you are going to speak to a group of people. What do you think is good body language in this situation?
5 **LISTENING** Watch the video or listen to two students giving advice about how to speak in public. Do they mention any of your ideas in 4?
6 Complete the advice with one word in each space. Listen again if necessary.

The engaging videos (A1+ – B2+) present a mixture of real teenagers and subject experts talking about the **Life skills** topics in the form of interviews, presentations and vlogs.

The **Life skills** lesson culminates in a productive **Life task** such as giving a presentation, creating a poster or making a plan. It gives students the opportunity to use language in an authentic and collaborative context while practising a useful and transferable **Life skill**.



Student's Book available in both digital and print formats.

Listening and Grammar

Students listen to a wide range of realistic recordings including dialogues, radio programmes, adverts and interviews.

There is a wide variety of exam-type listening tasks, such as True/False, completing notes and matching.

Listening

o Danke Gracias Merci Gracias The
 ante Thank you Cnacubo 감사합니다
 Dziękuję Ευχαριστώ Kiitos Tak Dz
 有り難う Obrigado 謝謝 Hvala 有り難
 rack תודה Merci Danke Terima kas
 Grazie Thank you Gracias ευχαρισ
 ありがとう 감사합니다 شكرا 謝謝 Cnacubo
 Mulțumesc Cnacubi Cnacubo Dankor
 вала Благодаря Asante Dèkuju Obr
 شكراك ありがとう Teşekkür ederim
 شكراك 有り難う Köszönöm Obrigac

1 **SPKING** Work with a partner. Look at the five different languages below. What, if anything, do you know about each one? Do you think they are easy or difficult to learn? Why?

a Spanish c French e Klingon
 b Esperanto d Japanese

2 **LISTENING** 19 Listen to four speakers. Match each speaker to the language in 1 that they are learning now. There is one language you don't need.

Speaker 1 _____ Speaker 3 _____
 Speaker 2 _____ Speaker 4 _____

3 **LISTENING** 19 Listen again and match the speakers and the correct information. There are two pieces of information for each speaker.

A was not very successful with the first foreign language they learned.
 B is learning a language because they like the idea behind the language.
 C wants to learn a language to understand more about the people who speak it.
 D is learning a language because it helps them professionally.
 E started learning a language because of one special person.
 F tells people they meet interesting facts about the language they are learning.
 G was interested in a language from a TV programme before they started learning a real language.
 H knows three or more languages.

Speaker 1 _____ Speaker 3 _____
 Speaker 2 _____ Speaker 4 _____

4 **SPKING** What about you?
 Choose one of the languages to learn. Give reasons.

Grammar in context

Relative pronouns

1a Look at these sentences.

- Mexico and Argentina are two countries **where** I do a lot of business.
- Zamenhof was the man **who** created Esperanto.
- It was a TV series **which** made me want to learn Klingon.
- He's the character **(that)** I like the most.
- That was **when** I decided to start learning Japanese.
- They're comics **that** come from Japan.
- I don't know **whose** idea it was.

Which words in **bold** refer to:

- people? **who** and _____
- things? _____ and _____
- possessions? _____
- places? _____
- times? _____

1b Look at sentences 4 and 6 in 1a and choose the correct alternative. We can/cannot omit **who**, **which** or **that** when a noun or pronoun comes immediately after.

GRAMMAR REFERENCE ► PAGE 42

2 Look at the relative pronouns in these sentences. In which sentences can you omit the relative pronoun?

- The Big Bang Theory was the series **which** made him famous.
- That's the language **that** I want to learn.
- English is a language **which** millions of people speak.
- A linguist is a person **who** studies and speaks a lot of languages.
- He is the teacher **who** taught me French.
- She's the person **that** helped me to speak Italian.
- The first person **who** I met at the hotel was Spanish.
- She never forgot the people **who** helped her to learn English.



Jim Parsons from The Big Bang Theory

The second **Grammar in context** lesson functions in the same way as the previous one allowing students to discover grammar rules for themselves.



3 Match the sentence halves using appropriate relative pronouns.

Quebec is a part of Canada where they speak French.

- 1 Quebec is a part of Canada
- 2 Javier Bardem is a Spanish actor
- 3 Summer is a time
- 4 JRR Tolkien was the writer
- 5 Latin was the language
- 6 Sushi, manga and bento are words
- 7 Captain Kirk and Mr Spock are characters
- a a lot of people go to the UK to study English.
- b makes films in English in the US.
- c adventures appear in the Star Trek films.
- d they speak French.
- e books became a series of very popular films.
- f come from Japanese.
- g they spoke in Ancient Rome.

EXAM SUCCESS

You are going to do a multiple-choice cloze activity. You have a text with gaps. You must complete each gap with one of three or four words that they give you. Why is it a good idea to read the complete text first, without thinking about the gaps?

► EXAM SUCCESS page 144

4a SPEAKING Choose six words from the Vocabulary sections in Units 1–3. Write definitions of the words using *who, that, which, where, when, whose*.

4b Read your definitions to your partner. Can they identify the words?

It's a person who attacks you to take money or objects from you.

A mugger

It's the stage of life when you're a child.

Childhood

5 Complete these sentences with true information about you.

- 1 _____ is a place where I'm usually happy.
- 2 _____ is an object which is really important to me.
- 3 _____ was a year when something special happened to me.
- 4 _____ is a person who is special to me.
- 5 _____ is a place where I want to go one day.
- 6 _____ is a language that I want to learn.
- 7 _____ is a film that I love.

6 SPEAKING Work with a partner. Compare your sentences in 5 and discuss your answers.

Home is a place where I'm usually happy.

Me too. But I wrote 'the swimming pool'. I go swimming every weekend. I love it.

7 Read about Emilia Clarke. Choose the best answer (A, B, C or D) to complete the text.



Emilia Clarke

Actors have a difficult job. One difficult thing

(1) _____ they need to do is learn all their words. But imagine how

difficult it is when they need to learn words in

(2) _____ language which doesn't really exist! Emilia Clarke is a British actress

(3) _____ speaks not one but two fictional languages in the TV series Game of Thrones. One of the languages is called Valyrian (4) _____ the other is Dothraki. David Peterson is the person who invented all the languages in the series. Peterson is a professor at the University of California, San Diego. That was (5) _____ he studied a master's in linguistics.

For Game of Thrones, he created a few _____ of words for each language. His wife _____ helped him to create at least one word. She _____ the person

(7) _____ name he used to create the adjective for kind or good in Dothraki. It must be really hard for Emilia (8) _____ she needs to film in Dothraki.

But there are (9) _____ words that she doesn't need to learn in Dothraki. One of them is 'Thank you'.

The Dothraki people are quite aggressive and never _____

- 1 A that B who C whose D when
- 2 A - B a C the D some
- 3 A - B which C who D whose
- 4 A and B but C because D that
- 5 A that B what C where D which
- 6 A lot B lots C many D few
- 7 A that B which C who D whose
- 8 A that B what C when D which
- 9 A few B little C lot D many

Students are given lots of opportunities to use new grammar in active, oral communication. This activity usually involves personalisation. Students work in pairs or small groups and find out new things about their classmates.



Student's Book available in both digital and print formats.

Developing Speaking and Developing Writing

The **Developing speaking** lesson develops students' oral skills with a highly structured and supportive approach to speaking.

The **Speaking bank** highlights and analyses key language for students to refer to during the productive phase of the speaking task.

There are two **Exam success** boxes in each unit. They ask students to reflect on the best way to carry out a specific exam task. Students can discuss the question in pairs and they are then directed to a special section at the end of the book where useful strategies and tips are explained.

Developing speaking

Asking for information

CARDIFF ENGLISH CENTRE:
LEARN ENGLISH IN WALES

As a small school, we can give students the personal care and attention they need. Learn English and have fun, too! Why not contact us to find out more!

1 SPEAKING Work with a partner. Look at this advert for a school that organises summer courses for students of English. Answer these questions.

- Do you think this is a good place to learn English in the summer? Why/Why not?
- You want to do a summer course to practise English. What factors are important in deciding where to study? Make a list.

2 LISTENING Listen to a student asking for information about the Cardiff English Centre and write the information. Does the student ask about any of the factors you thought of in 1? Which ones?

Course length: _____
 Course fees: _____
 Price: _____
 Other activities: _____

3 Look at the useful expressions in the Speaking bank. Read the dialogue in 4 and tick (✓) the expressions which appear in it.

SPEAKING BANK

Useful expressions for checking understanding

- Sorry, did you say ...?
- Could you repeat that?
- Pardon?
- I'm not sure I understood.

4 Complete the dialogue with the correct information.

Receptionist: Good morning. This is the (a) _____ English Centre. How can I help you?
 Student: Good morning. I'd like some information about your summer courses.
 Receptionist: Yes, of course. We have a course for students aged between 14 and 17. It begins on (b) _____.
 Student: Sorry, did you say (c) _____?
 Receptionist: Yes, that's right. The course lasts (d) _____.
 Student: Do you organise accommodation?
 Receptionist: (e) _____, we (f) _____.
 Student: How much is the course?
 Receptionist: The price of a (g) _____ course is (h) _____.
 Student: Could you repeat that?
 Receptionist: Yes, I said the price is (i) _____.
 Student: Does the price include other activities?
 Receptionist: Yes, it does.
 Student: What other activities are there?
 Receptionist: There are (j) _____, (k) _____ and sports activities, including (l) _____.
 Student: Oh, that sounds interesting. Can you send me a registration form?
 Receptionist: Yes, of course. Can you give me your name and address?
 Student: Yes, it's _____.

5 SPEAKING Practise the dialogue in 4 with your partner.

PRACTICE MAKES PERFECT

6a SPEAKING Work with a partner. Do this role-play using the questions in 4 and the Speaking bank to help you.

You want to find out the following information about summer courses at a language school:

- the starting date for the course
- the length of the course
- if accommodation is organised or not
- the price
- other activities on the course

Student A: You are the receptionist at the Sydney English Centre. Look at page 147.
 Student B: You want information about the Sydney English Centre.

6b Now change roles.
 Student B: You are the receptionist at the San Francisco English Centre. Look at page 147.
 Student A: You want information about the San Francisco English Centre.

EXAM SUCCESS

What do you need to do to get a good mark in a speaking exam?

► EXAM SUCCESS page 144

Students are given help in planning and organising the information they need to use in their writing activities. Model texts give students realistic examples of different genres of written texts.



Developing writing

A language biography



- DISCUSS** Work with a partner. Look at the pictures. How can each one help you to learn English?
- A language biography is a text where you describe your experiences of learning a different language. Read this language biography written by a student of English. What similarities are there between her experiences and yours?
We both started learning English at primary school.

My name is Celia Ruiz and I'm 16 years old. I'm Mexican and my mother-tongue is Spanish. Apart from Spanish, I can speak English. I started learning English when I was at primary school. I was five years old. Primary school was where we listened to, and sang, a lot of songs in English. We also played games and read some stories. We didn't study a lot of grammar in primary school, but we learned a lot of vocabulary and we practised speaking. At the moment I'm studying English at secondary school. We study a lot of grammar and vocabulary, and we do a little speaking. We study vocabulary using an interactive notebook. From time to time we do vocabulary tests. We don't do many translations in lessons, but we do lots of grammar exercises, sometimes on the computer. Outside school I don't really speak much English. For homework, we often read special English readers which our teacher gives us. When we finish them, we usually write summaries. I listen to a lot of English music. I love English and American pop music, and I also watch films in English, like *The Hunger Games*. That's my favourite. When I was thirteen I went to Canterbury to do a summer course. When I was there I met some great people. I'd like to go somewhere else in the UK, to London for example. I like learning English by doing activities and games in pairs. I make a few mistakes when I speak English, but I write the corrections down and revise them from time to time.

- The text in 2 is not divided into paragraphs. Read it again and divide it into five paragraphs. Use the plan below to help you. When you finish, read the information in the Writing bank.

Paragraph 1: Basic personal information
Paragraph 2: Language-learning experiences at primary school
Paragraph 3: Language-learning experiences at secondary school
Paragraph 4: Language-learning experiences outside school, including trips
Paragraph 5: How you prefer to learn a language

- Make notes for the paragraphs in 3 with information about yourself and your experiences of learning English.

WRITING BANK

Paragraphs

We use paragraphs to group similar ideas and information together and express them more clearly. When you write a text in English, transform your ideas and then group those ideas into logical paragraphs.

WRITING BANK ► PAGE 158

- PRACTICE MAKES PERFECT** Write your own language biography using your notes in 4. Organise your information into five clear paragraphs.

The Writing bank highlights and analyses the key language of the writing task and gives help in planning and organising the information they need to include. Students refer to it during the productive stage.

The Practice makes perfect activity gives students further practice.

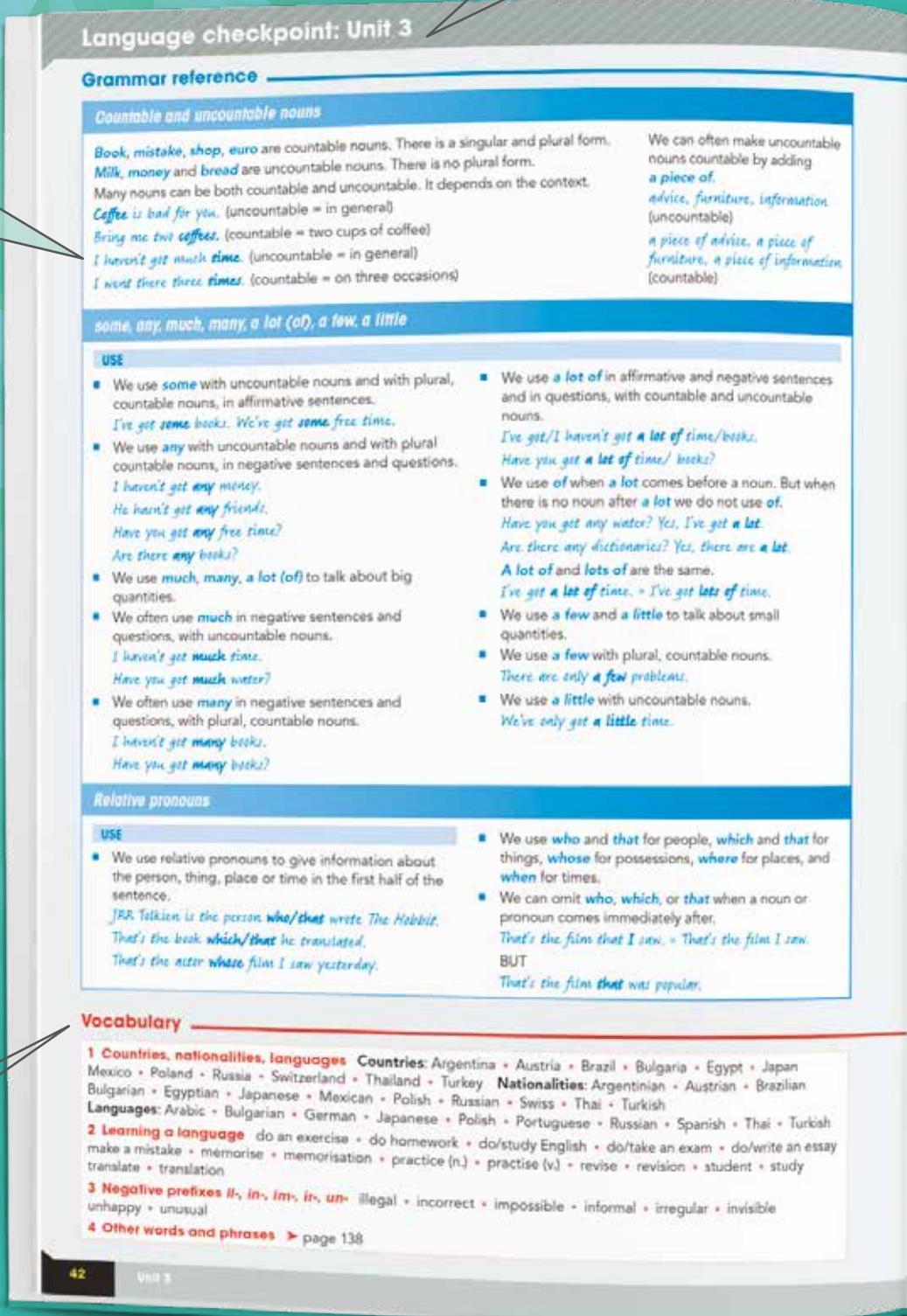


Student's Book available in both digital and print formats.

Language checkpoint

Each unit has a **Language checkpoint** with tables and explanations for quick reference or deeper reflection. Teachers and students can test progress by using the exercises on the revision page opposite the reference page.

The **Grammar reference** at the end of each unit enables students to revise for tests more easily, and consolidates what they have studied.



A checklist of the main vocabulary in the unit is followed by a reference to the wordlist at the back of the book which contains all the new words and phrases that appear in the unit.



Grammar revision

some, any, much, many, a lot (of), a few, a little

/ 8 points

1 Complete the sentences with **some, any, much, many, a lot (of), a few, a little**.

- I haven't got many magazines, only _____.
- We haven't got _____ information about this country – nothing at all.
- There was only _____ milk in the fridge.

- I haven't got _____ money, just five euros.
- Were there _____ people at the concert?
- We haven't got _____ time before the train leaves, only five minutes.
- He gave me _____ good advice.
- There are only _____ people in the library.

Relative pronouns

/ 8 points

2 Join the two sentences to make one sentence. Use **who, which, that, whose, where, when**.

Claudia is a linguist. She teaches German.

Claudia is a linguist who teaches German.

- David Silva is a football player. He speaks Spanish.

- The park is a beautiful place. You can go there at the weekend.

- Last year was a special year. A lot of important things happened that year.

- That's the teacher. Her classes are brilliant.

- This is a great book. They want to translate it into English.

- Piraha is an unusual language. Only around 400 people speak it.

- George R.R. Martin is an American author. He writes fantasy novels.

- We go to the cinema on Wednesdays. There's a special price on Wednesdays.

The revision section includes marking points to help track where more work may be needed.

Vocabulary revision section can be used for self-study as well as in class.

Vocabulary revision

LEARNING A LANGUAGE

/ 8 points

1 Complete the sentences with the words in the box. Use one word twice.

do - exercise - make - practice
practise - revision - translation

- Yesterday we read an English _____ of a Russian poem.
- Before the exam, he did some _____.
- You need to _____ to speak English well.
- Anybody can _____ a mistake.
- Yesterday's exam was just a _____, it wasn't the real one.
- Did you _____ the exercises yesterday?
- This is the fourth _____ on this page.
- At our school we _____ German.

COUNTRIES, NATIONALITIES AND LANGUAGES

/ 8 points

2 Complete the sentences with the correct country, nationality or language.

- Thai people are from _____.
- In Brazil they speak _____.
- People from Turkey are _____.
- Austrians speak _____.
- _____ people are from Poland.
- People from Argentina are _____.
- People from Egypt speak _____.
- People from Egypt are _____.

NEGATIVE PREFIXES UN-, IN-, IM-, IR-, IL-

/ 8 points

3 Complete the words.

- sad = un _____
- wrong = in _____
- you can't do it = im _____
- relaxed and friendly = in _____
- not follow the usual rules = ir _____
- criminal = il _____
- strange = un _____
- you can't see it = in _____

Total: / 40 points

Unit 3

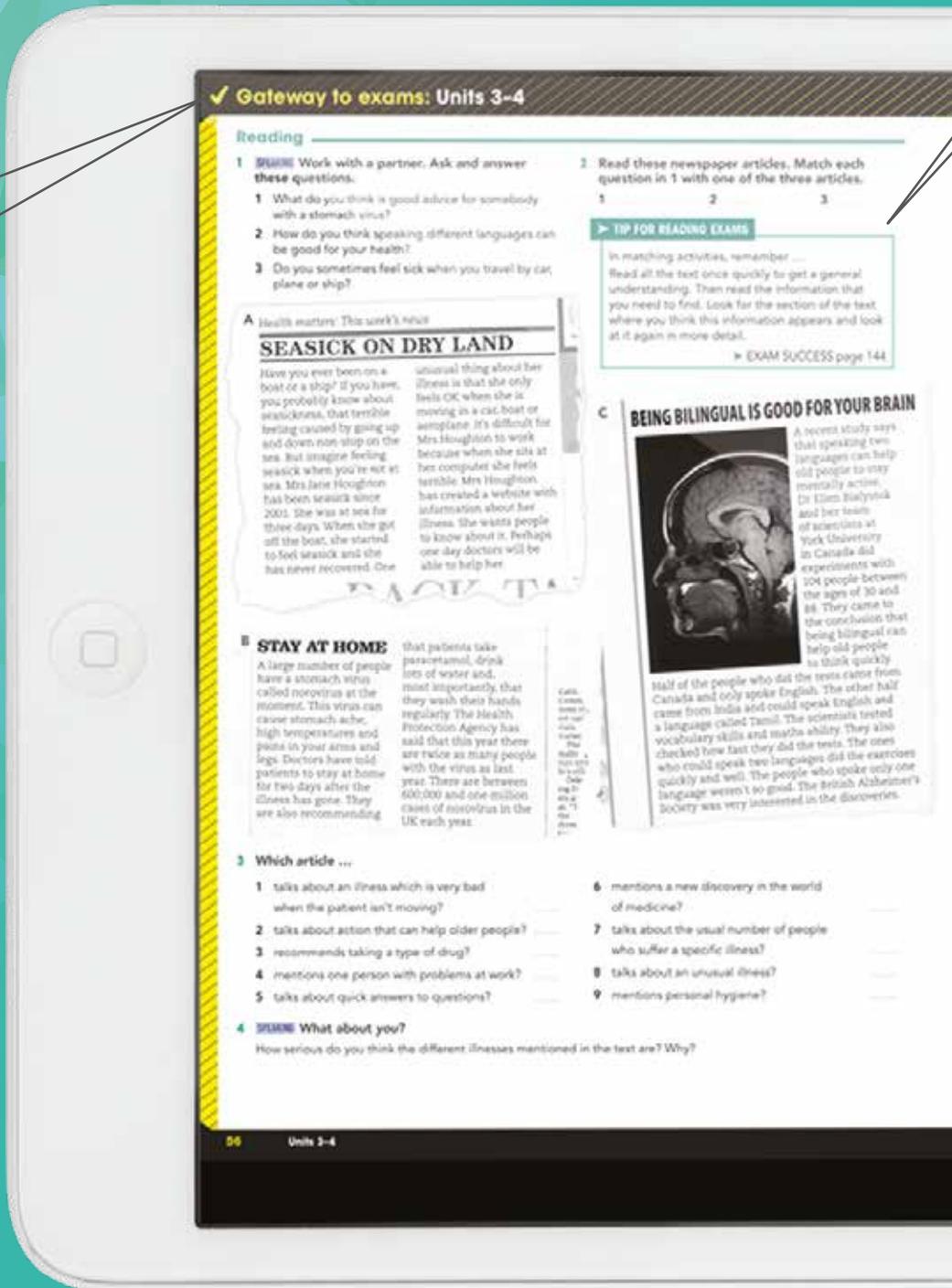
43



Student's Book available in both digital and print formats.

Gateway to Exams

Every two units the **Gateway to exams** pages allow students to test their progress and at the same time develop their skills through targeted training tasks for exams.



Useful exam tips cover all of the skills – **Writing, Speaking, Listening** and **Reading** – give guidance for **Use of English** tasks, providing invaluable reminders and hints for students to approach their exams fully prepared.

Students are referred to the **Exam success** pages at the back of the book for more detailed exploration of the skills they have been learning and the best way to approach a specific exam task.

Use of English

> TIP FOR USE OF ENGLISH

In multiple-choice cloze activities, remember ...
Read the complete text first without thinking about the gaps. This helps you to get a general understanding of the text.

> EXAM SUCCESS page 144

5 Read about acupuncture. Choose the best answer (A, B, C or D) to complete the text.

In China they've used acupuncture for thousands and thousands of years. But now a school in England (1) ... just started to use it with their students. Stanchester Community School is the school (2) ... they have begun this project. At this school they have a teacher who has spent time living in China studying acupuncture with Chinese experts. This teacher has (3) ... acupuncture to a small group of students at the school (4) ... September. A very common problem that the students have is stress, usually stress caused by exams or homework. People (5) ... suffer from stress often have headaches, backache or stomach ache. The students all say that the treatment has (6) ... helped them a lot. In fact, many of the students say that they've started to sleep really well, luckily they haven't started sleeping in class (7) ...

- | | | | |
|-----------|--------|---------|-----------|
| 1 A has | B is | C have | D was |
| 2 A that | B who | C where | D which |
| 3 A give | B gave | C gives | D given |
| 4 A since | B for | C at | D on |
| 5 A - | B who | C when | D what |
| 6 A yet | B for | C at | D already |
| 7 A yet | B ever | C never | D in |

Speaking

> TIP FOR SPEAKING EXAMS

In speaking exams, remember ...
It's important to know what the examiners want to hear. Find out how many marks there are and what you need to do to get a good mark.

> EXAM SUCCESS page 144

6 SPEAKING Work with a partner. Student A: Look at photo A on page 147. Student B: Look at photo B on page 148. Take it in turns to talk about your photos using the questions below.

- 1 Where are the people and what are they doing?
- 2 Who are the people and what are they wearing?
- 3 What else can you see?
- 4 How do you prefer to learn a language?

Writing

> TIP FOR WRITING EXAMS

In writing exams, remember ...
Include all the information in the instructions or you will lose marks. And don't forget to write in the correct style (formal or informal).

> EXAM SUCCESS page 144

7 You are staying with an English teenager called Joe. You haven't got a mobile phone. This afternoon you are at home alone but you need to go out to the chemist's to buy some medicine and then take it to a friend. Leave Joe a message. Include this information.

- Explain where you have gone and why.
- Say who it is.
- Give the address of the person who is ill and their telephone number.
- Ask Joe to ring you there when he gets home.

'CAN DO' PROGRESS CHECK UNITS 3-4

CEF

1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

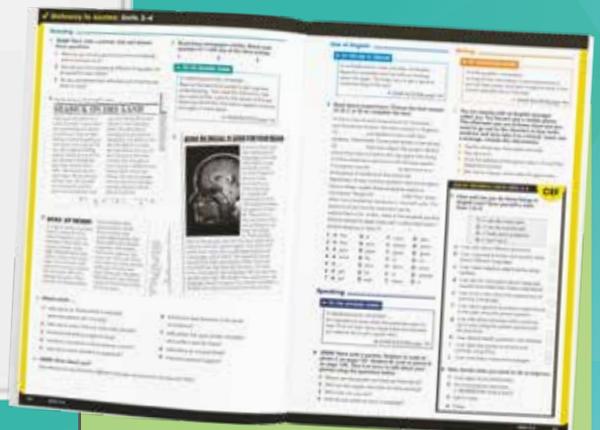
- 1 = I can do it very well.
2 = I can do it quite well.
3 = I have some problems.
4 = I can't do it.

- | | |
|--|--------------------------|
| a I can talk about different quantities. | <input type="checkbox"/> |
| b I can understand written and spoken texts about different languages. | <input type="checkbox"/> |
| c I can make negative adjectives by using prefixes. | <input type="checkbox"/> |
| d I can ask for information about language courses and check that I have understood. | <input type="checkbox"/> |
| e I can write a text about my experiences of learning a language. | <input type="checkbox"/> |
| f I can report general and recent experiences in the past using the present perfect. | <input type="checkbox"/> |
| g I can talk about activities which continue up to now using the present perfect with for and since. | <input type="checkbox"/> |
| h I can discuss health problems and illnesses. | <input type="checkbox"/> |
| i I can describe scenes in photos and pictures using filters. | <input type="checkbox"/> |
| j I can write basic notes and messages. | <input type="checkbox"/> |

2 Now decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises.
> WORKBOOK Units 3 and 4
- 3 Ask for help.
- 4 Other:

The **'Can do' progress check** empowers students by encouraging them to measure their own progress against a checklist of tasks they are able to do successfully after every two units. It also acts as a useful summary of the language topics and skills covered so far.



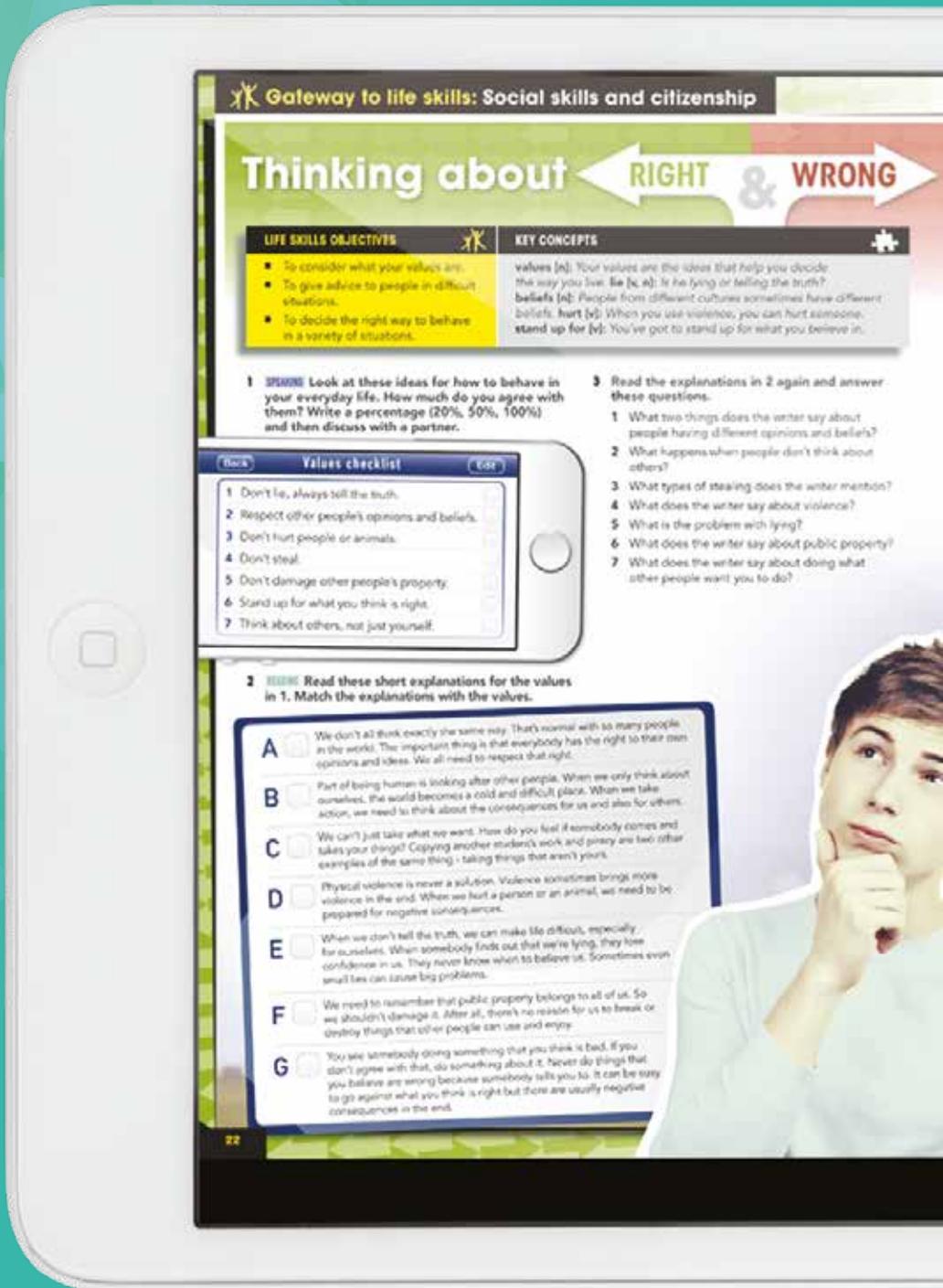
Student's Book available in both digital and print formats.

Digital Student's Book



Students can work through interactive versions of the **Student's Book** exercises, developing their language skills through collaborative or individual learning.

Enhanced **Student's Book** pages are easy to navigate, and contain embedded audio and video, as well as interactive activities.



The **Gateway 2nd Edition Digital Student's Book** offers a content-rich interactive learning experience for your students, encouraging interactive studying and effortless self-study. The interactive features provide the teachers with engaging teaching tools.



The **Notes** functionality enables students to put language into meaningful written practice, take presentation notes, or even add links for further research.

Completed exercises are automatically marked and grades synced to your Teacher Gradebook when online.



Flipped classroom

Available in A1+ – B2+



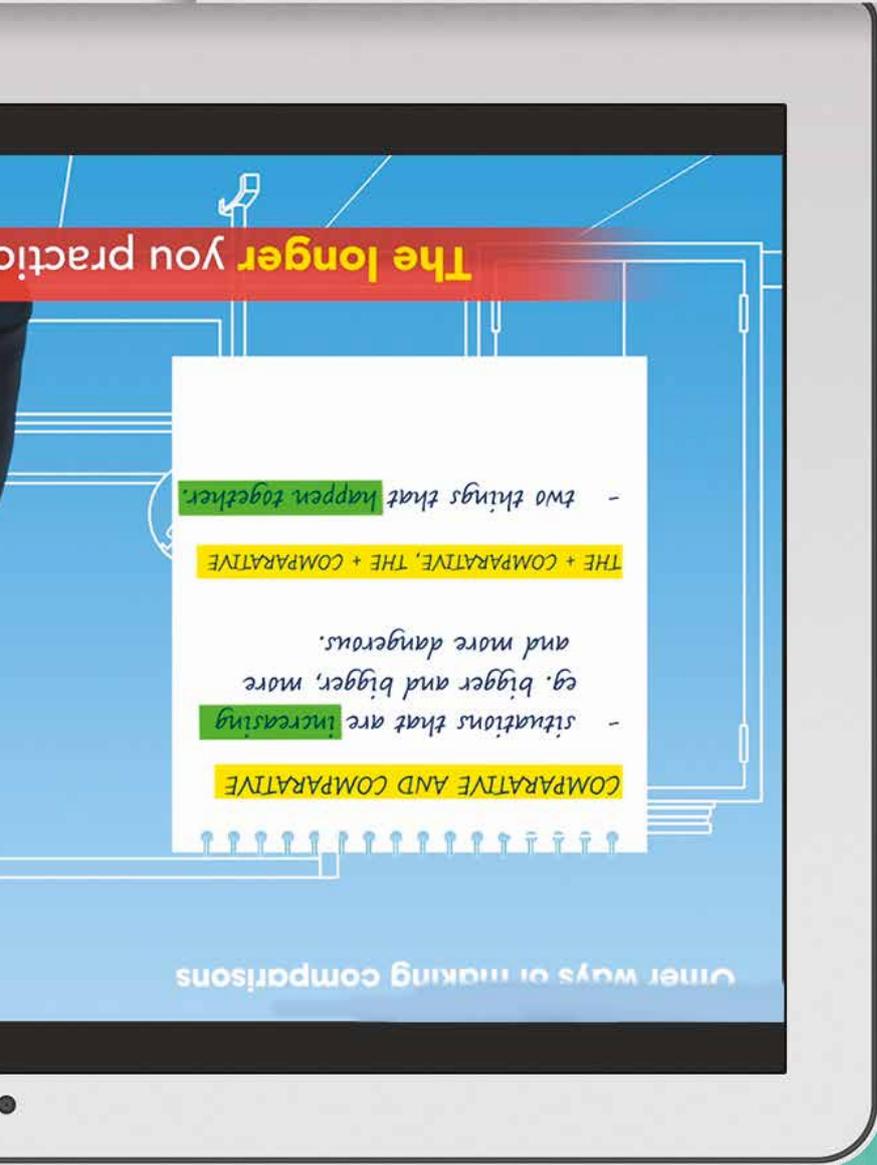
The **videos** are a versatile and efficient resource for teachers, since they can be used flexibly for mixed-ability groups or for revision

The Flipped classroom refers to students learning new content outside the classroom, via video presentations, and then doing practice in the class. This makes it easier for the teacher to give more personalised help and attention during the practice stage. It also means students can go at their own speed during the presentation stage.





FastFacts
 Ideal for visual learners, research shows that the **Flipped classroom** can create a more effective language-learning environment.



The **Flipped classroom videos**, delivered by **Gateway 2nd Edition** author, David Spencer, offer an engaging grammar presentation of each unit's **Grammar in context** section. The visual presentations introduce concepts and make new structures accessible through examples, timelines and diagrams.

By presenting the grammar to students outside class time, the **Flipped classroom** approach allows for more lesson-time practice.



Life skills videos

Available in A1+ – B2+

The **Life skills** videos form part of the **Life skills** lessons. They show British teens demonstrating or discussing the **Life skills** topic in a way that has direct relevance to all students' lives.

There are comprehension tasks on the **Student's Book** page and further exploitation exercises and activities for the video in the Resource Centre.



The video formats are fun and appeal to teens and feature:

- vlogs
- school projects
- street interviews
- role-plays
- interviews



After watching the video, students complete the **Life task** – a project or presentation in which they can apply what they have learned during the **Life skills** lesson.



FastFacts

We help students in areas as wide-ranging as personal and physical well-being, citizenship, social skills, money and finance, and the world of work.



Workbook



The **Workbook** offers consolidation of the core language in the **Student's Book**, with extra listening, Study skills and a special cumulative **Revision** page in each unit.

Developing vocabulary and listening

1 Add the correct prefixes to make negative adjectives.

2 Listen again and match the speakers with the correct information.

3 Use the clues to complete the puzzle and find the word in the shaded column.

4 Listen to three people talking about people who work with languages. Match the speakers (1-3) with the jobs (a-d). There is one job you do not need.

5 Use the correct prefixes *im-, in-, in- or di-* to make these adjectives negative.

6 Complete the sentences with the correct adjectives from 5.

7 Listen to three people talking about people who work with languages. Match the speakers (1-3) with the jobs (a-d). There is one job you do not need.

8 Use the clues to complete the puzzle and find the word in the shaded column.

9 Listen to three people talking about people who work with languages. Match the speakers (1-3) with the jobs (a-d). There is one job you do not need.

10 Use the correct prefixes *im-, in-, in- or di-* to make these adjectives negative.

11 Complete the sentences with the correct adjectives from 10.

Listening tasks recycle the vocabulary of the unit. The task types match those in the **Student's Book**, giving students further opportunity to develop particular exam skills.

Exercises support the **Student's Book** and give extra practice in developing vocabulary, often through the use of images, puzzles and other engaging tasks.

Vocabulary extension boxes expand on the vocabulary taught in the **Student's Book**, offering students more challenge. Cumulative **Grammar challenge** boxes provide students with more demanding practice of the target language. These activities are particularly valuable in mixed-ability classes.

Cumulative revision pages provide essential recycling of language from not only the preceding unit but also earlier units in the book.

Revision: Units 1-2-3

Grammar

1 Decide if the words in bold are correct in these sentences. If not, correct them.

2 There isn't **some** bread on the table.

3 There's **walk** orange juice in the fridge.

4 Only **a few** people can win a Nobel Prize.

5 There was **a little** people at the party.

6 I've got **any** pencils that you can use.

7 Are there **a lot of** people in the shop?

2 Complete the sentences with the correct relative pronoun: *who, that, which, whose, when or where*.

1 He's the teacher **_____** helped me to pass the exam.

2 That's the school **_____** I went when I was five.

3 Do you remember the time **_____** I fell into the river?

4 That's the girl **_____** father is an actor.

5 Have you read the essay **_____** I wrote?

6 This is the email **_____** came yesterday.

3 Complete the definitions with the correct relative pronoun or \emptyset if it's possible to leave it out.

1 It's the nationality of a person **_____** comes from Switzerland.

2 It's the country **_____** Argentinian people live.

3 It's the man **_____** father is your grandfather.

4 It's the pillow **_____** I wrote a comment.

5 It's the person **_____** copied DVDs and software illegally.

6 It's the period **_____** you are a child.

7 It's a country **_____** people speak Portuguese.

8 It's a thing **_____** you often do after school.

4 Complete the paragraph with one word for each gap.

I want to go **_____** shopping centre near my house this morning to buy **_____** clothes, but there was **a lot** **_____** of people there so I didn't stay. I went home and looked at **a lot** **_____** websites online. I started to find **_____** information about **_____** entertainment for my school project, but there wasn't **_____** useful information at all.

Vocabulary

1 Write the country or nationality.

Country	Nationality
US	Polish
Brazil	UK
US	Mexican
UK	Turkish
Japan	UK
UK	Thai
Russia	UK
UK	Austrian

2 Correct the words in bold.

1 Oh no! I **did** a mistake in that exercise.

2 Are you **taking** this exercise?

3 We need to **examine** before the test.

4 I like being a teenager because I can be more **independence**.

5 Do you want to **generate** this tomorrow?

6 Police arrested the **burglary** yesterday.

3 Make the words negative by adding prefixes.

1 ... possible 2 ... legal 3 ... happy

4 ... regular 5 ... correct 6 ... visible

4 Write the nouns from these verbs.

1 realize _____

2 analyze _____

3 translate _____

4 arrive _____

5 collect _____

6 discuss _____

7 send/lose _____

8 investigate _____

9 memorize _____

10 improve _____

Online Workbook



The **Online Workbook** presents all the printed **Workbook** content and more in a fully interactive format for flexible self-study.

Multiple attempts keep students motivated, allowing them to consolidate what they have learned in class in an engaging way. Students can also access the **Flipped classroom** videos and activities on the **Online Workbook**, making this an excellent tool for developing independent learning.



Multiple classes and levels can be managed in a single location, and the content-locking feature gives you control over how you set tasks for your students.

The messaging and notification features allow you to correspond with your students, send homework reminders and notify your classes when results are available.



Results are automatically collated in the Gradebook in an easy-to-read, easy-to-compare way. Learner progress can be monitored at a glance, highlighting areas where students may require additional support or assistance.

Detailed feedback on activity scores and progress, along with customisable elements such as avatars, all help to create a highly personalised self-study environment.



Teacher's and Student's Resource Centres



FastFacts

Free Macmillan Reader with each level of Gateway 2nd Edition Available in A1+ – B2+



Student's Resource Centre

The **Student's Resource Centre** provides complementary materials to consolidate learning and encourage independent study including:

- Teen-focused culture worksheets to inspire a broader cultural perspective. Available in A1+ – B2+
- A graded **Macmillan Reader**, with extra activities and extended reading support. Available in A1+ – B2+
- Study skills materials to encourage students to take control of their learning
- **Life skills** video worksheets and **Flipped classroom** video worksheets to support students in getting the most out of the video material. Available in A1+ – B2+



Teacher's Resource Centre

The **Teacher's Resource Centre** is your go-to place for resources to deliver dynamic lessons in the classroom, for homework assignments and to support you in the classroom. The flexible content includes:

- Audio and video files and scripts
- Complete answer keys
- Teacher tips and videos
- Extra grammar worksheets and communication activities
- Everyday English worksheets
- Optional CLIL and literature lessons. Available in A1+ – B2+
- Teacher notes and guides to accompany all material

Testing and assessment materials

Test Generator

The Test Generator allows you to create customised tests from an extensive database of exercises.

- Aligned closely to CEFR learning outcomes
- Includes a range of reading, writing, speaking and listening tasks typical of international and school-leaving exams

Printable tests

A comprehensive range of printable tests in both PDF and editable Word format can be selected and then customised to meet the specific needs of your school and classes.

- One diagnostic test per level
- Ten Unit tests, three Review tests and one End-of-Year test for tracking progress

Presentation Kit



Bring **Gateway 2nd Edition** to life in the classroom with your complete presentation and teaching tool.

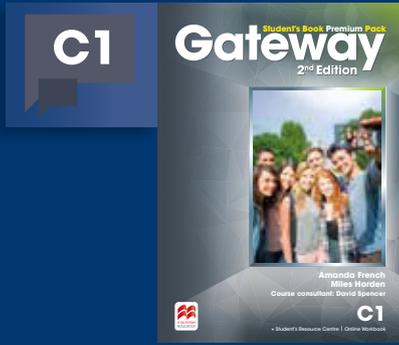
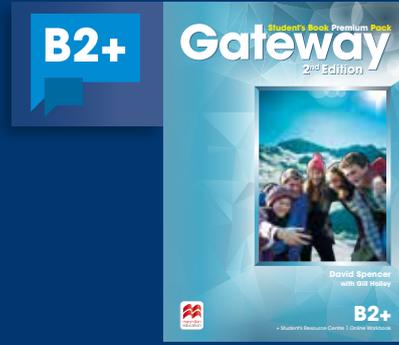
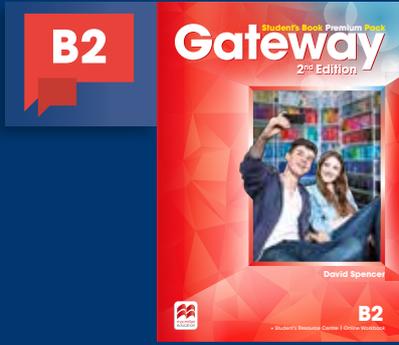
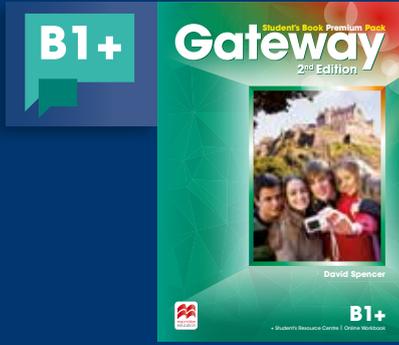
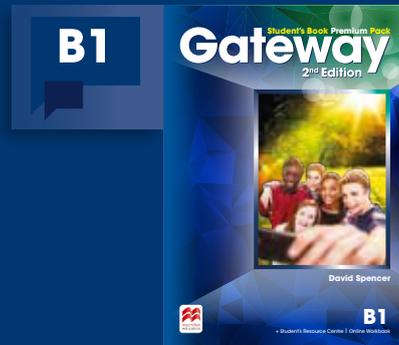
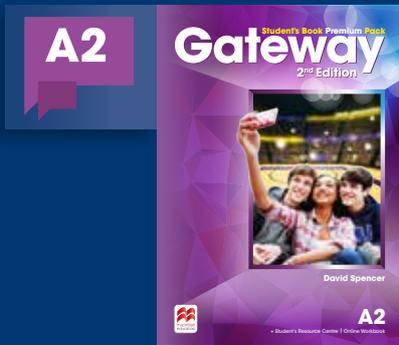
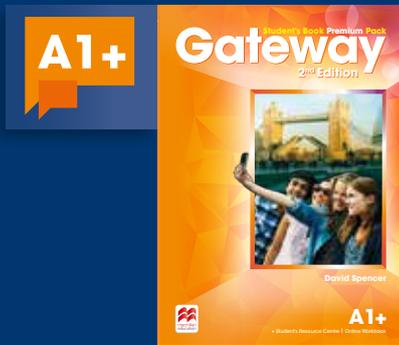
Pages contain interactive versions of many of the **Student's Book** exercises with automated marking offering instant feedback.

Class audio and **video** can be played at the click of a button.



The interactive vocabulary presentation tool provides additional support for presenting the **Student's Book** core vocabulary.

The built-in tools allow you to annotate and customise your presentations in advance. During class time you can use the highlight, spotlight and mask functions to focus on a particular language point.



Student's Book Premium Pack contains:
 Student's Book, Student's Resource Centre, Online Workbook

Student's Book Pack contains:
 Student's Book, Student's Resource Centre

Digital Student's Book Premium Pack contains:
 Digital Student's Book, Student's Resource Centre, Online Workbook

Digital Student's Book Pack contains:
 Digital Student's Book, Student's Resource Centre

Components	A1+	A2	B1	B1+
Student's Book Premium Pack	9780230473072	9780230473102	9780230473119	9780230473157
Student's Book Pack	9780230473058	9780230473102	9780230473126	9780230473140
Digital Student's Book Premium Pack	9780230498464	9780230498471	9780230498501	9780230498518
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Online Workbook	9780230480742	9780230480766	9780230480780	9780230480803
Teacher's Book Premium Pack	9780230473065	9780230473089	9780230473133	9780230473164

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Workbook	9780230470972	9780230471009	9781786323170
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Teacher's Book Premium Pack	9780230473195	9780230473225	9781786323118