

# Gateway

2<sup>nd</sup> 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

**5** Grammar in context

**4** The active role of the learner

**6** The Flipped classroom

**7** Developing vocabulary

**8** Developing skills

## Author: David Spencer

**Gateway 2<sup>nd</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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.

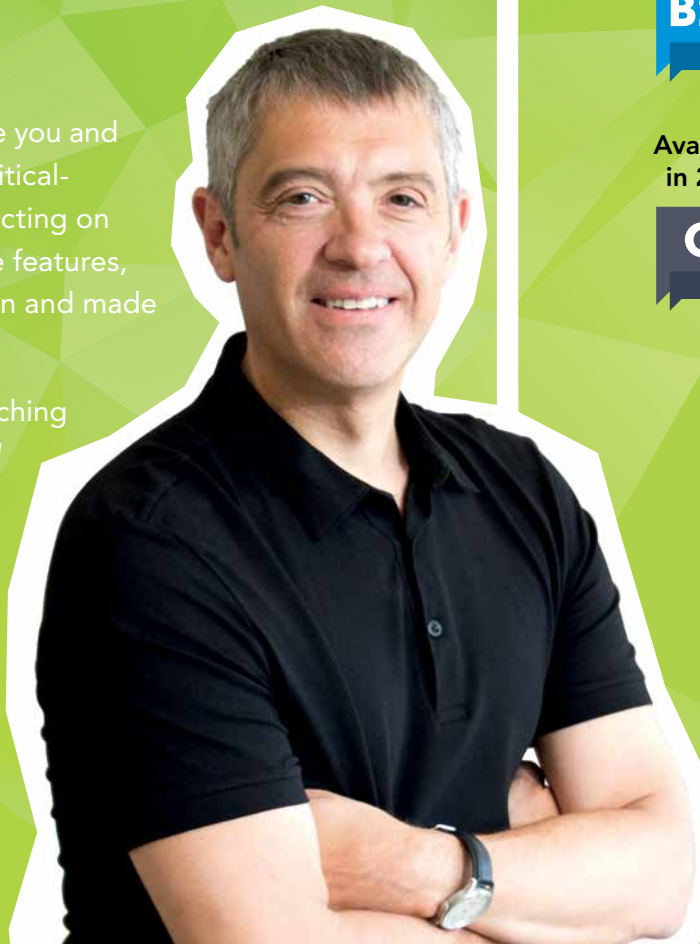
Meanwhile **Gateway 2<sup>nd</sup> Edition** offers brand-new, up-to-date texts to motivate you and your students. Reading texts include Critical-thinking questions to get students reflecting on what they've just read. And for all these features, new and old, we've refreshed the design and made it even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

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

*Dave*



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A1+

A2

B1

B1+

B2

B2+

Available  
in 2017

C1



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

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

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.

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

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



# Grammar in context and Vocabulary

The **Flipped classroom** grammar presentation video 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.

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

**Flipped classroom: watch the grammar presentation video.**

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

**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.**

- Some countries are almost invisible.
- He needed **some** time to collect the data.
- They couldn't see **any** good explanations for this.
- Did Fischer make **any** money from the maps?
- There aren't **many** different colours.
- He didn't need **much** time.
- There are **a lot of** different ways to communicate.
- It doesn't take **a lot of** time.
- There are **a few** areas where different languages co-exist.
- 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?

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**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!

## Developing vocabulary

**Negative prefixes un-, in-, im-, ir-, il-**

**1 Look at the words in the box. What do they have in common? What is the opposite of each word?**

illegal • impossible • incorrect  
informal • invisible • irregular  
unhappy • unusual

**2 Choose the correct alternative.**

- Many common English verbs, such as go, do and make, have a *regular/ an irregular* past form.
- People aren't usually *happy/unhappy* when somebody reads their private messages.
- 'A books' is *correct/incorrect* English.
- You couldn't see the message. It was *visible/invisible*.
- 'Dear Sir or Madam' is a *formal/ informal* expression.
- It is *legal/illegal* to steal data.
- It is *possible/impossible* to read hundreds of messages in just two minutes.

**3a PRONUNCIATION** **17** Listen to the words in 1. Underline the syllable we stress in each word. Do we stress the prefix in each word?

**3b** **17** Listen again and repeat the words with the correct stress.

**4a** Think of an example of something (for example, a word or a situation) for each word in 1.

**4b SPEAKING** Work with a partner. Say one of your words or situations. Can your partner guess the word?

Climbing Everest in a day. Impossible.

**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

- There are some *French words and some German words*.
- There are a lot of \_\_\_\_\_.
- There aren't any \_\_\_\_\_.
- There aren't many \_\_\_\_\_.
- 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? Yes, there is.  
Is there a lot of snow? No, there isn't.  
Do many people live there? No, not many.

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

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.

Students progress to controlled grammar practice.

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



# Gateway to Life 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.

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 ELTon Award for  
Innovation in Teacher Resources!

Go to  
[www.macmillanenglish.com/  
life-skills/resources](http://www.macmillanenglish.com/life-skills/resources) to explore our  
collection of life skills resources.



See page 22 for more  
information on Life skills.

**Gateway to life skills: Social skills**

## Public SPEAKING

**LIFE SKILLS OBJECTIVES**

- To consider the importance of body language.
- To learn useful tips for public speaking.
- To practice giving a talk to the class.

**KEY CONCEPTS**

gesture [n]: He made a gesture with his hand to tell me to stop.  
confident [adj], confidence [n]: She was confident about the exam because she studied hard for it. (in)secure [adj]: I feel secure when I'm speaking in front of my friends. (non-)verbal [adj]: Animals use non-verbal language because they don't use words. audience [n]: There were 200 people in the audience for the school concert. sincerity [n]: An honest way of behaving which shows you really mean what you say.

**1** Work with a partner. Look at the photos. From this person's 'body language', decide if you think the person is:  
A secure, confident and in control  
B insecure and not very confident

**1b** Turn to page 147 for an expert's answers.

**1c** Do you agree with the expert's opinions? Why/Why not? Is any of the body language in the pictures above impolite in your country?

**2** **READING** Read the text and choose the best title.

- Without words, there's no communication
- Learning to communicate without words
- Body language – it's the same all over the world

**3** Read the text again and answer these questions.

- Why can non-verbal communication cause problems?
- What can we learn by doing the TV experiment mentioned in the text?
- Why do people sometimes put their hand in front of their mouth in a conversation?
- Is it good or bad to look at somebody directly in the eyes? Why?
- Why does the writer mention Bulgarians?
- Is it good or bad to stand very close to the person you are speaking to?
- In what way is body language similar to verbal language?

## WHAT is more important – WHAT YOU SAY or HOW YOU SAY IT?

**Some experts** say that up to 70% of decisions made at interviews 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 insecure, 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. Bulgarians 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!

**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** **15** Complete the advice with one word in each space. Listen again if necessary.

### ADVICE FOR SPEAKING IN PUBLIC

1. Stand up straight.
2. Use your voice – but not too loud.
3. Look at the audience.
4. Speak with a very loud or soft voice.
5. Speak fluently, without frequently.
6. Intonation is when your voice goes up or down and it keeps people interested.
7. Always begin your talk before you begin.

**7** What do you think of the advice in 6? Why?

**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 all finish, give each other feedback. Which advice in 6 did you follow? What can you do better next time?

The engaging videos 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.

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

## Listening

Danke Gracias Merci Gracias The  
ante Thank you Cnacu6o 감사합니다  
Dziękuję Ευχαριστώ Kiitos Tak Dz  
有り難う Obrigado 謝謝 Hvala 有り難  
ack תודה Merci Danke Terima kas  
Grazie Thank you Gracias ขอบคุณ  
がとう 감사합니다 شكرا 謝謝 Cnacu6  
Mulțumesc Cnacu6i Cnacu6o Dankon  
вала Благодаря Asante Dēkuju Obr  
شكراك ありがとう Teşekkür ederim  
شكراك 有り難う Köszönöm Obrigac

**1 SPEAKING** 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** **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 SPEAKING** 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:

a people? **who** and \_\_\_\_\_  
b things? \_\_\_\_\_ and \_\_\_\_\_  
c possessions? \_\_\_\_\_  
d places? \_\_\_\_\_  
e 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**

**3** Match the sentence halves using appropriate relative pronouns.

Quebec is a part of Canada **where** they speak French.

- Quebec is a part of Canada
- Javier Bardem is a Spanish actor
- Summer is a time
- JRR Tolkien was the writer
- Latin was the language
- Sushi, manga and bento are words
- 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.

**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.

- \_\_\_\_\_ is a place where I'm usually happy.
- \_\_\_\_\_ is an object which is really important to me.
- \_\_\_\_\_ was a year when something special happened to me.
- \_\_\_\_\_ is a person who is special to me.
- \_\_\_\_\_ is a place where I want to go one day.
- \_\_\_\_\_ is a language that I want to learn.
- \_\_\_\_\_ 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.**

**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

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

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 went to the University of California, San Diego. **That was** (5) \_\_\_\_\_ he studied a master's in linguistics. For Game of Thrones, he created a (6) \_\_\_\_\_ of words for each language. His wife, Ben, helped him to create at least one word. She **was** 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 use it!

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

**Emilia Clarke**

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.

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.



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.

**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?

**CENTRE begins:**

**Course last:**

**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

**Developing writing**

**A language biography**

a b c

d e

1 **SPEAKING** Work with a partner. Look at the pictures. How can each one help you to learn English?

2 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 Rojas 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 wordlist. 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 because 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.

3 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

4 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, brainstorm your ideas and then group those ideas into logical paragraphs.

**WRITING BANK** ► PAGE 158

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

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.

## Language checkpoint: Unit 3

### Grammar reference

#### Countable and uncountable nouns

**Book, mistake, shop, euro** are countable nouns. There is a singular and plural form. **Milk, money and bread** are uncountable nouns. There is no plural form. Many nouns can be both countable and uncountable. It depends on the context.

**Coffee** is bad for you. (uncountable = in general)  
 Bring me two **coffees**. (countable = two cups of coffee)  
 I haven't got much **time**. (uncountable = in general)  
 I went there three **times**. (countable = on three occasions)

We can often make uncountable nouns countable by adding **a piece of**.

**advice, furniture, information** (uncountable)  
 a piece of **advice**, a piece of **furniture**, a piece of **information** (countable)

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

##### USE

- We use **some** with uncountable nouns and with plural, countable nouns, in affirmative sentences.  
*I've got some books. We've got some free time.*
- We use **any** with uncountable nouns and with plural, countable nouns, in negative sentences and questions.  
*I haven't got any money. He hasn't got any friends. Have you got any free time? Are there any books?*
- We use **much, many, a lot (of)** to talk about big quantities.  
*I haven't got much time. Have you got much water?*
- We often use **much** in negative sentences and questions, with uncountable nouns.  
*I haven't got much time. Have you got much water?*
- We often use **many** in negative sentences and questions, with plural, countable nouns.  
*I haven't got many books. Have you got many books?*
- We use **a lot of** in affirmative and negative sentences and in questions, with countable and uncountable nouns.  
*I've got/I haven't got a lot of time/books. Have you got a lot of time/books?*
- We use **of** when **a lot** comes before a noun. But when there is no noun after **a lot** we do not use **of**.  
*Have you got any water? Yes, I've got a lot. Are there any dictionaries? Yes, there are a lot. A lot of and lots of are the same. I've got a lot of time. = I've got lots of time.*
- We use **a few** and **a little** to talk about small quantities.  
*There are only a few problems.*
- We use **a few** with plural, countable nouns.  
*There are only a few problems.*
- We use **a little** with uncountable nouns.  
*We've only got a little time.*

#### Relative pronouns

##### USE

- We use relative pronouns to give information about the person, thing, place or time in the first half of the sentence.  
*J.R.R. Tolkien is the person who/that wrote The Hobbit. That's the book which/that he translated. That's the actor whose film I saw yesterday.*
- We use **who** and **that** for people, **which** and **that** for things, **whose** for possessions, **where** for places, and **when** for times.  
*That's the film that I saw. = That's the film I saw. BUT That's the film that was popular.*

### Vocabulary

- Countries, nationalities, languages** Countries: Argentina • Austria • Brazil • Bulgaria • Egypt • Japan • Mexico • Poland • Russia • Switzerland • Thailand • Turkey Nationalities: Argentinian • Austrian • Brazilian • Bulgarian • Egyptian • Japanese • Mexican • Polish • Russian • Swiss • Thai • Turkish Languages: Arabic • Bulgarian • German • Japanese • Polish • Portuguese • Russian • Spanish • Thai • Turkish
- Learning a language** do an exercise • do homework • do/study English • do/take an exam • do/write an essay • make a mistake • memorise • memorisation • practice (n.) • practise (v.) • revise • revision • student • study • translate • translation
- Negative prefixes** *il-, in-, im-, ir-, un-* illegal • incorrect • impossible • informal • irregular • invisible • unhappy • unusual
- Other words and phrases** ➤ page 138

### 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.

### 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 = \_\_\_\_\_
- relaxed and friendly = in \_\_\_\_\_
- not follow the usual rules = ir \_\_\_\_\_
- criminal = il \_\_\_\_\_
- strange = un \_\_\_\_\_
- you can't see it = \_\_\_\_\_

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.

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.

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



# Gateway to 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.

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.

**✓ Gateway to exams: Units 3-4**

**Reading**

1 **SPK** Work with a partner. Ask and answer these questions.

- What do you think is good advice for somebody with a stomach virus?
- How do you think speaking different languages can be good for your health?
- Do you sometimes feel sick when you travel by car, plane or ship?

2 Read these newspaper articles. Match each question in 1 with one of the three articles.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

**▶ TIP FOR READING EXAMS**

In matching activities, remember ...  
Read all the text once quickly to get a general understanding. Then read the information that you need to find. Look for the section of the text where you think this information appears and look at it again in more detail.  
▶ EXAM SUCCESS page 144

**A Health matters: This week's news**

**SEASICK ON DRY LAND**

Have you ever been on a boat or a ship? If you have, you probably know about seasickness, that terrible feeling caused by going up and down non-stop on the sea. But imagine feeling seasick when you're not at sea. Mrs Jane Houghton has been seasick since 2001. She was at sea for three days. When she got off the boat, she started to feel seasick and she has never recovered. One unusual thing about her illness is that she only feels OK when she is moving in a car, boat or aeroplane. It's difficult for Mrs Houghton to work because when she sits at her computer she feels terrible. Mrs Houghton has created a website with information about her illness. She wants people to know about it. Perhaps one day doctors will be able to help her.

**B STAY AT HOME**

A large number of people have a stomach virus called norovirus at the moment. This virus can cause stomach ache, high temperatures and pains in your arms and legs. Doctors have told patients to stay at home for two days after the illness has gone. They are also recommending that patients take paracetamol, drink lots of water and, most importantly, that they wash their hands regularly. The Health Protection Agency has said that this year there are twice as many people with the virus as last year. There are between 600,000 and one million cases of norovirus in the UK each year.

**C BEING BILINGUAL IS GOOD FOR YOUR BRAIN**

A recent study says that speaking two languages can help old people to stay mentally active. Dr Ellen Bialystok and her team of scientists at York University in Canada did experiments with 104 people between the ages of 50 and 88. They came to the conclusion that being bilingual can help old people to think quickly. Half of the people who did the tests came from Canada and only spoke English. The other half came from India and could speak English and a language called Tamil. The scientists tested vocabulary skills and maths ability. The ones who could speak two languages did the exercises quickly and well. The people who spoke only one language weren't so good. The British Alzheimer's Society was very interested in the discoveries.

**3 Which article ...**

- talks about an illness which is very bad when the patient isn't moving? \_\_\_\_\_
- talks about action that can help older people? \_\_\_\_\_
- recommends taking a type of drug? \_\_\_\_\_
- mentions one person with problems at work? \_\_\_\_\_
- talks about quick answers to questions? \_\_\_\_\_
- mentions a new discovery in the world of medicine? \_\_\_\_\_
- talks about the usual number of people who suffer a specific illness? \_\_\_\_\_
- talks about an unusual illness? \_\_\_\_\_
- mentions personal hygiene? \_\_\_\_\_

4 **SPK** What about you?  
How serious do you think the different illnesses mentioned in the text are? Why?

**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 **SPK** 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.

- Where are the people and what are they doing?
- Who are the people and what are they wearing?
- What else can you see?
- 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 is ill.
- 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. ☐  
b I can understand written and spoken texts about different languages. ☐  
c I can make negative adjectives by using prefixes. ☐  
d I can ask for information about language courses and check that I have understood. ☐  
e I can write a text about my experiences of learning a language. ☐  
f I can report general and recent experiences in the past using the present perfect. ☐  
g I can talk about activities which continue up to now using the present perfect with 'for' and 'since'. ☐  
h I can discuss health problems and illnesses. ☐  
i I can describe scenes in photos and pictures using filters. ☐  
j I can write basic notes and messages. ☐

2 Now decide what you need to do to improve.

- Look again at my book/notes.
- Do more practice exercises.
- Ask for help.
- 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



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.



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 **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.





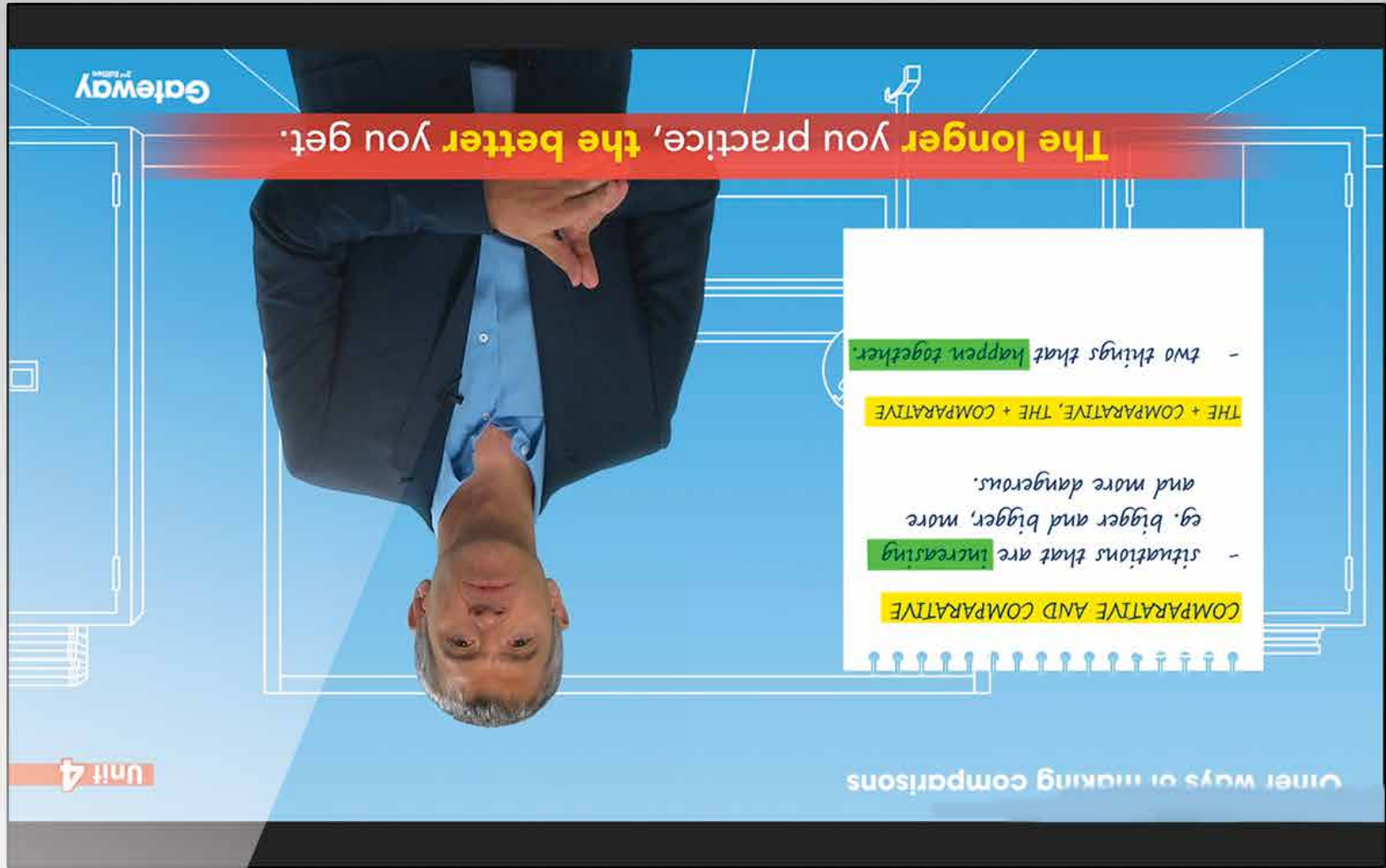
# Flipped classroom

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.



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

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.



# Life skills videos

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.

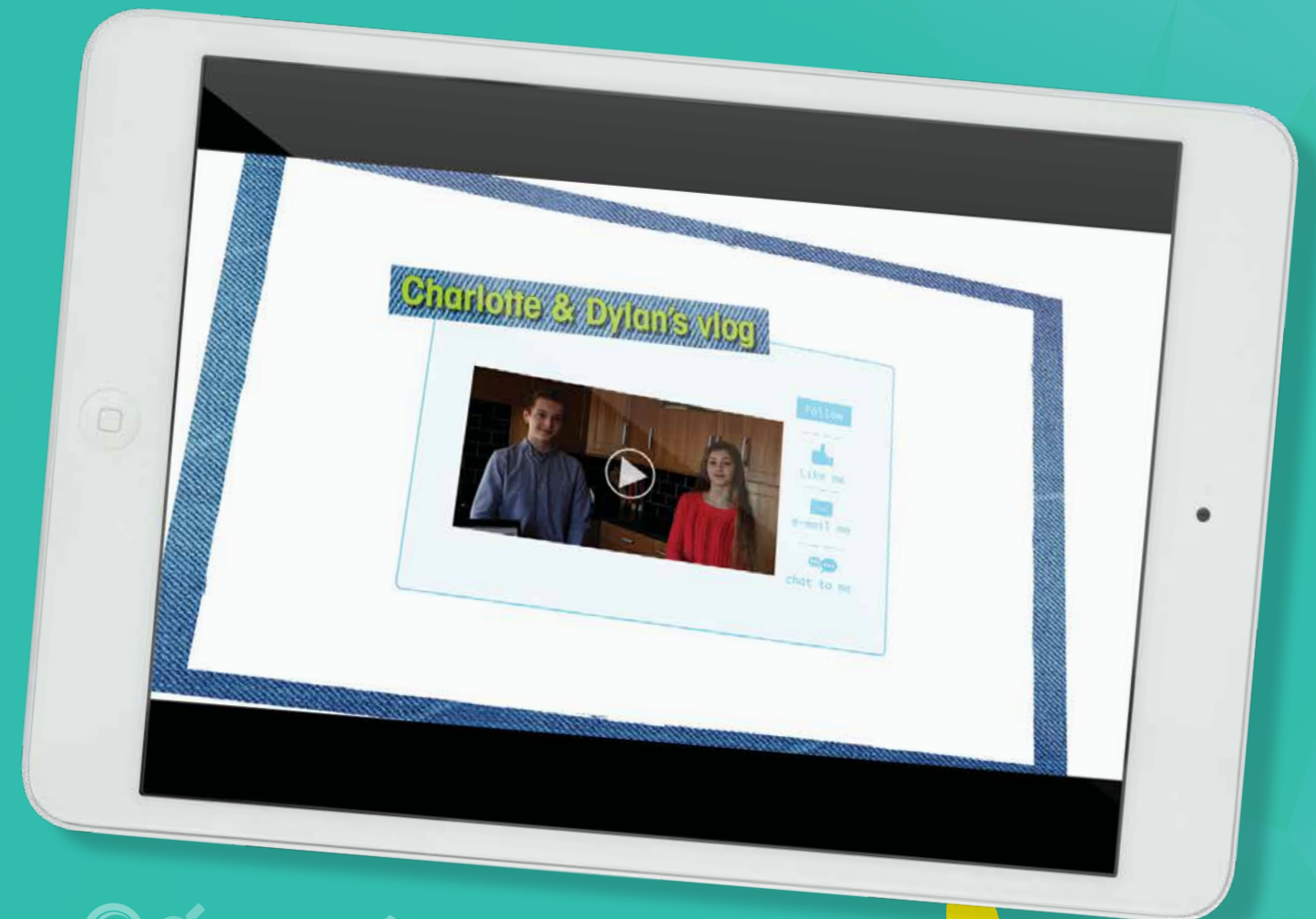
There are comprehension tasks on the **Student's Book** page and further exploitation exercises and activities for the video in the Resource Centre.



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.



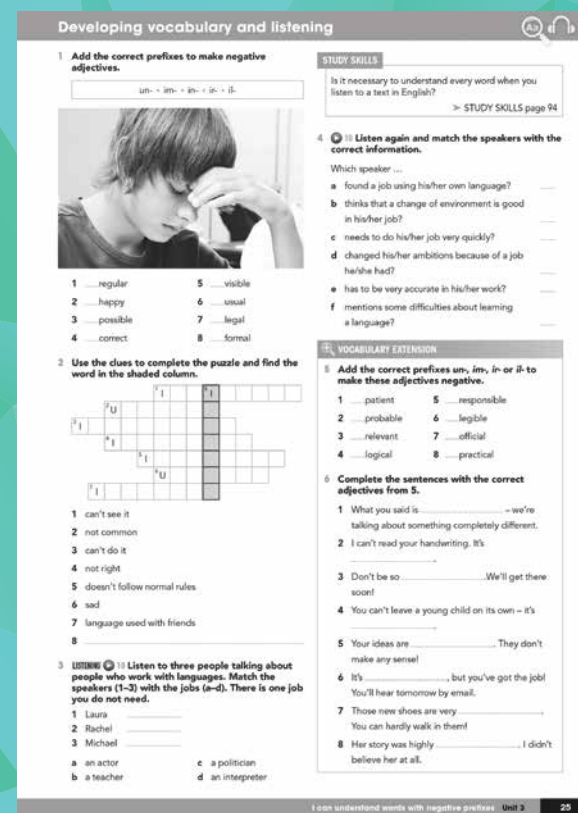
## FastFacts

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.



**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.

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

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.



# 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.

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

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



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.



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.





# Teacher's and Student's Resource Centres

# Presentation Kit



Bring *Gateway 2<sup>nd</sup> 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 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
- A graded **Macmillan Reader**, with extra activities and extended reading support
- 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.

## Fast Facts

Free Macmillan Reader with each level of Gateway 2nd Edition



## 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 CUL and literature lessons
- 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



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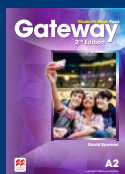


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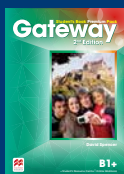


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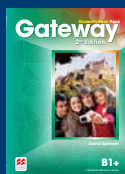


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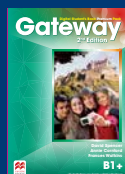
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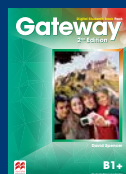
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