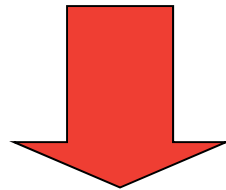


***GATEWAY
TO
EXAM
SUCCESS***

 **MACMILLAN**
EDUCATION

Урок английского языка на этапе подготовки к экзамену

- Коммуникативная компетенция
- Экзаменационные умения и навыки
 - Общеучебные умения



- Успешная подготовка

1 Study plans

Vocabulary/ Developing vocabulary

p6, 9

- ▶ Studying at university
- ▶ Life at university
- ▶ *do* and *make*

Reading p7

- ▶ Reading for global and specific information
- ▶ Studying in your home town or another city

Grammar in context p8–9, 12–13

- ▶ Present and past simple and continuous
- ▶ Present perfect simple and continuous
- ▶ Gerunds and infinitives 1

CLICK onto ... Gap years p10–11

- ▶ International cultural knowledge
- ▶ Gap years

Listening p12

- ▶ Listening for general and specific information
- ▶ Revision strategies

Developing speaking p14

- ▶ Giving personal information – preferences

Developing writing p15

- ▶ An informal email replying to a request for information

Language reference and revision p16–17

- ▶ Grammar: present tenses, past tenses, present perfect simple and continuous, gerunds and infinitives
- ▶ Vocabulary: studying at university, life at university, *do* and *make*

Study skills p145

- ▶ Vocabulary: Using a dictionary
- ▶ Speaking: Accuracy and fluency

Exam success p149

- ▶ Reading: Matching activities
- ▶ Writing: Transactional tasks

MATERIALS

- ▶ DVD (optional): *Into the Wild*
- ▶ Resource materials teacher's notes: p168
- ▶ Resource materials: p178–180
- ▶ Test 1A and B – Gateway Tests CD

► Vocabulary

Studying at university



- 1 Work with a partner. How many school or university subjects can you think of?
history, maths, medicine ...
- 2 Match these words with the definitions 1–8.

assignment course lecture notes research term tutor tutorial

- 1 a piece of work that you have to do as part of your studies
- 2 a lesson where a small group of students discuss something with a teacher
- 3 a lesson where a large group of people listen to an expert talking about a subject
- 4 a period of time that the school year is divided into
- 5 the study of something to discover new facts
- 6 a teacher at university
- 7 a series of lessons in a subject
- 8 things that you write down to help you to remember

- 3 Read the text and pay attention to the words in **bold**. Decide if each word is a noun or a verb and what you think the meaning is.

Most students at university are **undergraduates**. They are studying to get a **degree**. There is usually **continuous assessment** of the students' coursework and assignments. The tutor gives a **grade** or **mark** for each piece of work. Students usually have to take exams too. Before each exam, students need to **revise** their notes. If you **fail** an exam, you normally **resit** the exam another day. Of course, you usually fail automatically if you **cheat**. When you **pass** your final exams, you **graduate**.

- 4 Now use a dictionary to check your ideas in 3.

► STUDY SKILLS

When you look up words in a dictionary, do not just look at the first meaning that appears. Many English words have more than one meaning and can have more than one form (eg, they can be a noun *and* a verb). Look at the introduction to your dictionary to find out how it gives information about types of word, and also how it shows the pronunciation of the word.

STUDY SKILLS ► page 145

- 5 **LISTENING**  1.01 Listen to the vocabulary quiz and answer the questions 1–8.

1 *fail*

 **MACMILLAN**
 **MACMILLAN**
ENGLISH

Gateway B1 Dictionary

INTRODUCTION

This Macmillan Dictionary has been especially designed to meet the needs of Gateway students who are at B1 level. The words have been selected from the B1 student's book and this workbook. Other words that often appear in school leaving exams have also been included.

The most common and useful words are marked according to the Macmillan Dictionary 'star rating'. This is so that you can easily recognise the vocabulary you need to know especially well.

- *** = very common words
- ** = common words
- * = fairly common words

GRAMMAR CODES

Nouns

- [C] countable nouns that are used with *a* or *an* or a number and have a plural: *car, soldier*
- [U] uncountable nouns that cannot be used with *a* or *an* or a number and have no plural: *happiness, pasta*
- [singular] nouns that are used with *a, an, or the* but are never used in the plural: *heat, mess*
- [plural] nouns that are used only in the plural and always take a plural verb: *congratulations, surroundings*

Verbs

- [I] intransitive verbs that have no direct object: *He paused for a moment.* ♦ *Could you speak up please?*
- [T] transitive verbs that have a direct object: *I ate my lunch.* ♦ *She handed the note over to me.*
- [linking verb] verbs that are followed by a noun or adjective complement describing the subject: *They looked happy.* ♦ *I feel better now.*

WORD CLASSES USED IN THIS DICTIONARY

adj (= adjective)	phrase
adv (= adverb)	phr vb (= phrasal verb)
conj (= conjunction)	prep (= preposition)
det (= determiner)	pron (= pronoun)
noun	verb

Aa

absence /ˈæbsəns/ noun [C] a time when someone is not where they should be or where they usually are: *We are concerned about your child's frequent absences from school.*

academic /ˌæksəˈdemɪk/ adjective 1 relating to education, especially in colleges and universities: *We expect our students to meet high academic standards.* 2 based on learning from study rather than practical skills and experience: *The college offers both academic and vocational qualifications.* noun [C] a teacher at a college or university

accept /əksept/ verb [T] *** to take something that someone gives you: *It gives me great pleasure to accept this award.* verb [V] *** to say yes to an invitation, offer, or suggestion: *Our clients will never accept this proposal.*

accident /ˈæksɪdənt/ noun [C] *** 1 an unexpected event that causes injury or damage: *He was killed in a climbing accident.* 2 something that happens without being planned: *I didn't mean to do it! It was an accident.*

accidentally /ˌæksɪdənt(ə)li/ adverb 1 by chance, as the result of an accident: *Police believe the fire was started accidentally.* 2 by mistake rather than deliberate intention: *The program prevents files from being accidentally erased.*

accommodation /əkəməˈdeɪʃən/ noun [C] stay, live or work in 100 people.

according to /əˈkɔːdɪŋ/ preposition information or idea reports, fighting has way that agrees with rules: *The game was*

account /əˈkaʊnt/ noun looks after your money 2 an arrangement or service they provide

accuse /əˈkjuːz/ verb [T] wrong or illegal: *He*

ache /eɪk/ noun [C] a pain strong verb [I] to feel a of your body

achievement /əˈtʃiːvmənt/ noun someone has achieved achievement.

acupuncture /ˌækjupʃən/ noun involves putting needles

adaptation /ˌædæpt(ə)ʃən/ noun from a book or play

addict /əˈdɪkt/ noun [C] harmful drugs: *a*

addicted /əˈdɪktɪd/ adjective drug: *He was addicted*

addictive /əˈdɪktɪv/ adjective that it works or fits 1

adjust /ədʒʌst/ verb [T] that it works or fits 1 *sandal, verb [I] to get ideas or the way you life in England.*

admit /ədˈmɪt/ verb [V] to agree that you have causing death by car

adolescence /ˌædələˈsəns/ noun are changing from 1 when you are a young children's home.

adult /ˈædʌlt, ˈɔːdʌlt/ noun [C] *** someone who is no longer a child and is legally responsible for their actions: *Tickets are £2.50 for adults and £1.50 for children.*

advantage /ədˈvɑːntɪdʒ/ noun [C] ** something that makes one person or thing more likely to succeed than others: *the advantages of a good education* noun [C] ** a good feature or quality that something has: *Having children when you're older has both advantages and disadvantages.*

advertisement /ədˈvɜːtɪsmənt/ noun [C] an announcement in a newspaper, on television, on the Internet etc that is designed to persuade people to buy a product or service, go to an event, or apply for a job

advice /ədˈvaɪs/ noun [U] *** an opinion that someone gives you about the best thing to do in a particular situation: *Ask your father for advice.*

advise /ədˈvaɪz/ verb [V] ** to give your opinion to someone about the best thing to do in a particular situation: *Her doctor advised her to rest.*

aerial /ˈeəriəl/ noun [C] a piece of equipment made of wire or thin metal, used for receiving radio or television signals

affect /əˈfekt/ verb [T] *** to change or influence something, often in a negative way: *Did the newspapers really affect the outcome of the election?*

afraid /əˈfreɪd/ adjective *** 1 worried that something bad might happen: *I was afraid that you'd miss the flight.* 2 frightened: *Don't be afraid - I won't hurt you.*

ALPHABETIC LIST OF WORDS

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▶ Reading

1a Work in pairs. Think of answers to these questions.

What are the advantages and disadvantages of studying at the university in your home town? What are the advantages and disadvantages of moving to another city to study?

1b Compare your ideas.

2 Read the comments from an internet forum. Match the people below to one of the comments 1–3.

- 1 It's better to study at home.
- 2 It's better to study in another place.
- 3 It isn't better or worse to study at home.

Top Cat _____ Storm _____
Lolus _____ Sa-Ra _____

▶ EXAM SUCCESS

In reading activities where you match questions or statements with different texts, remember that the words in the question may not be exactly the same as the words in the text.

EXAM SUCCESS ▶ page 149

3 Read the comments again. For questions 1–10, choose from the four people (A–D). The people may be chosen more than once.

Which person

- thinks that Anita needs to consider more specific questions before she decides? 1 _____
- bases his/her opinion on his/her experience? 2 _____
- bases his/her opinion on someone close to him/her? 3 _____
- bases his/her opinion on what he/she wants? 4 _____
- talks about problems with concentration? 5 _____
- thinks that the decision of staying at home or moving away is not final? 6 _____
- says that first you need to find out what your university has got? 7 _____
- is happy for his/her family to help him/her? 8 _____
- doesn't feel his/her life has changed much? 9 _____
- wants to experience new things? 10 _____

4 Find words in the text with similar meanings to these words.

- 1 university (colloquial) (Anita)
- 2 the same as (Top Cat)
- 3 the way that two or more people act or behave together (Lolus)
- 4 questions, ideas (Lolus)
- 5 a long time (Storm)
- 6 moments (Storm)
- 7 jobs at home (Sa-Ra)

5 SPEAKING What about you?

- 1 What do you want to do when you finish school?
- 2 Where do you think it is better to go to university – in your home town or somewhere else? Why?

Student Helpline
The best place for help with university life
You are here: Home > Forums > General University Discussion

A

28-03-12
Anita
Q: Is it better to go to the uni in your home town and stay at home or to move away to somewhere different? Next year I want to go and study at uni, but I'm not sure if it's better to stay at home and study here or if I should go and live in another city. What do you think?

B

28-03-12
19:27
Top Cat
At the moment, I'm doing a microbiology course at the uni in my home town. I decided to stay here because I wanted to be close to my family and friends. But in the end most of my good friends went away to work or study at other universities. Living at home with my parents is OK, but it's difficult to make new friends because most of the other students live in halls of residence and they spend all their time together. Another problem is that I haven't become very independent because my mum and dad still help me with everything. Sometimes I think I'm at school, not at university. Don't be like me!

C

28-03-12
19:45
Storm
What's better? It depends on you. Nobody can decide for you. It depends on the relationship you have with your parents. It depends on your student loan too because it's usually cheaper to stay at home. Above all, it depends on the course you want to study. Find out which is the best university for your subject. Maybe they don't teach it in your home town. Find out details about the course, the tutors, assessments, etc and compare them with other places. What facilities has the university got for undergraduates? Choosing the right university is a really important decision. It can change your life. Don't make your decision without thinking about the really important issues.

D

29-03-12
10:16
Sa-Ra
I've also been thinking about this question for ages, but now I've made my decision. I'm moving away. I've lived in my home town all my life. Now I'd rather study in another city, maybe abroad, and see the world. I want to become independent. You can always go home for the holidays and for special occasions. Remember, at university the summer holidays are really long. And when you finish university you can decide to go back if you don't like living away from home. But you always make more new friends when you live away from home. You have more time for extra-curricular activities. I love my mum and dad but it's good to be able to come and go when you like without anybody asking where you're going and what time to expect you back.

Last year my brother went away to study. He was living in a hall of residence at first, but then he found a house with four friends. He was having a great time but then he started failing his exams. He sees that he needs to study more but it's impossible in the house. His friends are always having parties, making noise and doing everything except studying! He thinks I should study in my home town and live at home because at home it's quiet and you can study. And he says you have more time because you don't have to do chores like the shopping or the washing. I think staying in my home town has lots of advantages. But I don't know if my parents agree!

▶ EXAM SUCCESS

In reading activities where you match questions or statements with different texts, remember that the words in the question may not be exactly the same as the words in the text.

EXAM SUCCESS ▶ page 149





Cultural information

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

TEACHER DEVELOPMENT: STUDENT TRAINING

Pairwork

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

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

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

GRAMMAR GUIDE

Present simple, past simple, present continuous and past continuous

1a Look at the verbs in these sentences and name the tenses.

- At the moment I'm **studying** in my home town.
- Last year my brother **went** away to study.
- He **was having** a great time.
- His friends **are** always **having** parties and **making** noise.
- You always **make** more new friends when you **live** away from home.
- He **sees** that he **needs** to study more.

1b Which tense do we use when we want to talk about

- present routines and habits?
- actions that are happening now?
- temporary actions in the present?
- changing situations in the present?
- finished actions or situations in the past?
- things that are always or generally true?
- activities in progress at a moment in the past?
- present states?
- actions that happen very often and are annoying and irritating?

2 Choose the correct alternative.

- Thanks to you, I understand / understood now.
- The moon goes / is going round the earth.
- Listen! Somebody comes / is coming.
- Temperatures get / are getting higher each year.
- I love / am loving watching films. We always / are always going to the cinema at the weekend.
- My brother usually / is usually making to university, but this week he goes / is going by bus.
- Not again! My sister always / is always losing my clothes.
- Do you wear / are you wearing a uniform at your school?
- I don't agree / am not agreeing that it's better to study at home.
- That course was / is really interesting.

3 Explain the difference between these pairs of sentences.

- The students stood up when the tutor came in.
- The students were standing up when the tutor came in.
- At quarter past ten we finished our tutorial.
- At quarter past ten we were finishing our tutorial.
- They were having lunch when we arrived.
- They had lunch when we arrived.
- She was making a film about a group of students.
- She made a film about a group of students.

4 Complete the questions with the correct form of the verbs given.

- What _____ you _____ (do) on your last holiday?
- What _____ you _____ (do) at this time yesterday?
- What _____ you usually _____ (do) after school?
- _____ you _____ (like) doing sport?
- What _____ you _____ (do) at the moment?
- How _____ you _____ (come) to school?
- What _____ you _____ (do) at ten o'clock last night?
- What time _____ you _____ (go) to bed last night?

5 **SPEAKING** Use the questions in 4 to interview your partner.

GRAMMAR GUIDE

Present perfect simple and present perfect continuous

6a Match sentence uses a–d.

- I've lived here.
- I've visited London.
- I've just made a decision.
- My brother has been looking for his bag.

Grammar reference

Present perfect simple

We use the present perfect simple to talk about:
 1 an experience in someone's lifetime, without saying the exact time when the event occurred. What is significant is the actual experience, not when it happened.
I've seen Goldplay in concert.
 2 recent events which have a result in the present.
She's lost her bag. (She still hasn't found it.)

- actions or situations that are still true in the present.
Mark's lived here for years and he still lives here.
- actions that finished very recently.
They've just had an argument.

Present perfect continuous

The present perfect continuous has basically the same meaning as the present perfect simple to emphasize the process and duration of an action.
I've been studying in this school for more than five months.
 For that reason, if an action is very short, we cannot use the continuous form.
I've been breaking the window.

We also use the continuous to emphasize that an action finished very recently or is incomplete.
I've been washing the dishes and my hands are wet because I only finished a second ago.
 If we want to emphasize the completion and result of an action, or how many times an action has happened, we use the present perfect simple.
I've painted my bedroom. (It's finished.) I've seen that film three times.

6b Look at these sentence uses a–d. How do we form the present perfect simple and the present perfect continuous?

- I've been trying to find a house.
- I've made my decision.
- I've been thinking about this question for ages.
- I've written to four different universities.

6c Which tense, the present perfect simple or present perfect continuous, gives more importance to

- the completion and result of an action?
- the process and duration of an action?
- how many times an action happens?
- the fact that an action is temporary, incomplete or has finished very recently?

GRAMMAR GUIDE

Present simple, past simple, present continuous and past continuous

1a Look at the verbs in these sentences and name the tenses.

- At the moment I'm **studying** in my home town.
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▶ Developing vocabulary

do and make

- 1 Look at these words. Do they usually go with *do* or *make*? Write two lists.

an assignment a decision well
the dinner an exam the shopping
the washing a noise chores friends
a café a course homework

- 2 Complete the rules with *do* or *make*.

- 1 We usually use _____ with work at school or university.
- 2 We usually use _____ with work around the house.
- 3 We usually use _____ with things we produce, create or construct.
- 4 We usually use _____ when we talk about activities in general.
- 5 We use _____ with these words: a mistake, a decision, a noise, friends, an appointment, an effort, an excuse, money, progress, a phone call, a plan, a promise, an offer, a suggestion.
- 6 We use _____ with these words: your best, a favour, business, sport, your hair.

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

Last year a good university (a) _____ my brother an offer to study computer science there. He (b) _____ the decision to accept their offer. He has to (c) _____ a lot of work, but his tutors say that he (d) _____ very well at the moment and that he (e) _____ a lot of progress. He has to (f) _____ a lot of theoretical exercises, but he also has to (g) _____ practical assignments. Right now, for example, they (h) _____ a simple computer from old parts. The only problem is that my brother is becoming unhealthy because he never has time to (i) _____ sports and he always eats out because he doesn't have time to (j) _____ the shopping or (k) _____ lunch or dinner. My mum says he needs to (l) _____ an effort to (m) _____ those simple chores, but I understand that it's hard. There isn't time to (n) _____ everything!

- 4a Choose three expressions with *do* and three with *make*. Use the expressions to write questions to ask other people in your class.

What do you think is the best way to make money?

How do you feel when you make mistakes speaking English?

What course would you like to do at university?

- 4b Use your questions to interview as many people as possible.

- 4c Tell the class something you found out about the other students.

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(adj) = adjective
 (adv) = adverb
 (conj) = conjunction
 (n) = noun
 (pron) = pronoun
 (v) = verb

The most common and useful words in English are marked according to the Macmillan Dictionary 'star rating'. This is so that you can easily recognize the vocabulary you need to know especially well.

*** = very common words ** = common words * = fairly common words

If there is no star next to the word, this means that it is not very common.

Unit 1

Ages and stages of life

adolescence (n)	/ˌædəʊles(ə)ns/
adult (n) ***	/'ædʌlt/
baby (n) ***	/'beɪbi/
birth (n) ***	/'bɜːrθ/
child (n) ***	/tʃaɪld/
childhood (n) **	/'tʃaɪldhʊd/
death (n) ***	/deθ/
middle-aged (adj)	/'mɪd(ə)l ,eɪdʒd/
old age (n) *	/əʊld 'eɪdʒ/
senior citizen (n)	/ˌsiːniə(r) 'sɪtɪz(ə)n/
teenager (n) **	/'tiːn,eɪdʒə(r)/
young adult (n)	/'jʌŋ 'ædʌlt/

The family

aunt (n) ***	/aʊnt/
born (adj) ***	/'bɔːn/
brother (n) ***	/'brʌðə(r)/
brother-in-law (n)	/'brʌðə(r) ɪn ,ləʊ/
cousin (n) **	/'kʌz(ə)n/
daughter (n) ***	/'dɔːtə(r)/
divorced (adj)	/dɪ'vɔːst/
father-in-law (n)	/'fɑːðə(r) ɪn ,ləʊ/
grandfather/mother (n) **	/'grænd(f),faːðə(r)/, /ˌmʌðə(r)/
grandson/daughter (n) *	/'grænd(s),sʌn/, /ˌdɔːtə(r)/
husband (n) ***	/'hʌzbənd/
mother-in-law (n)	/'mʌðə(r) ɪn ,ləʊ/
nephew (n) *	/'neɪfjuː/
niece (n) *	/'niːs/
one-parent family	/ʌn pə'rent 'fæm(ə)li/
only child (n)	/əʊnli 'tʃaɪld/
partner (n) ***	/'pɑːtnə(r)/
single (adj) ***	/'sɪŋɡ(ə)l/
sister (n) ***	/'sɪstə(r)/
sister-in-law (n)	/'sɪstə(r) ɪn ,ləʊ/
son (n) ***	/sʌn/
stepfather/mother (n)	/'steɪp,fɑːðə(r)/, /ˌmʌðə(r)/
uncle (n) **	/'ʌŋk(ə)l/
wife (n) ***	/'waɪf/

Noun suffixes -ment, -ion, -ence

adolescence (n)	/ˌædəʊles(ə)ns/
difference (n) ***	/'dɪfrəns/
equipment (n) ***	/'iːkwɪpmənt/
improvement (n) ***	/'ɪm'pruːvmənt/
independence (n) ***	/'ɪndɪ'pendəns/
information (n) ***	/'ɪnfə(r)'meɪʃ(ə)n/

invention (n) **
 movement (n) ***
 protection (n) ***

Other words

alone (adj) ***
 approximately (adv)
 behaviour (n) ***
 boil (v) *
 care (n) ***
 celebrity (n) *
 chance (n) ***
 company (n) ***
 computer technique
 connected (adj) *
 constant (n) ***
 cost (v) ***
 cultural values (n)
 dangerous (adj) **
 decision (n) ***
 difficult (adj) ***
 discipline (n) ***
 discuss (v) ***
 enter (v)
 e-pal (n)
 experiment (n) **

(v) *
 explore (v) ***
 extra-curricular (adj)
 fair (= just) (n) ***
 fashion (n) ***
 fast (adv) ***
 female (n) ***
 fortunate (adj) **
 free (adj) ***
 fridge (n) *
 government (n) ***
 GPS system (n)
 grow up (v)
 health (n) ***
 helmet (n) *
 hide (v) ***
 inform (v) ***
 jacket (n) ***
 late (adj & adv) ***
 later (adj)
 (adv) ***
 leave (v) ***
 lie (= not tell the truth) (v) ***
 limit (n) ***

▶ Vocabulary

1 Studying at university

assignment cheat course continuous assessment
 degree fail grade/mark graduate lecture
 notes pass research resit revise term tutor
 tutorial undergraduate

2 Life at university

become independent extra-curricular activities
 hall of residence make new friends student facilities
 student loan study abroad

3 do and make

do: an assignment, an exam, a course, homework, the shopping, the washing, chores, well, your best, a favour, business, sport, your hair

make: the dinner, a cake, a decision, a noise, friends, a mistake, an appointment, an effort, an excuse, money, progress, a phone call, a plan, a promise, an offer, a suggestion

4 Other words and phrases ▶ page 136

/'ɪk'spɜːtmənt/
 /'ɪk'splɔːr/
 /'ekstrə kə'rɪkjələ(r)/
 /feə(r)/
 /'fæʃ(ə)n/
 /fɑːst/
 /'fɪmeɪl/
 /'fɔːrtʃənət/
 /frɪː/
 /frɪdʒ/
 /'gʌvə(r)nmənt/
 /ˌdʒɪː piː 'es sɪstəm/
 /ˌgrəʊ 'ʌp/
 /helθ/
 /'helmt/
 /haɪd/
 /ɪn'fɔːrm/
 /'dʒækt/
 /leɪt/
 /'leɪtə(r)/
 /'leɪtə(r)/
 /liːv/
 /laɪ/
 /'lɪmɪt/



Gap years

International cultural knowledge

Gap years

- 1 Work with a partner. Look at the pictures and describe what you can see. Would you like to do either of these activities? Why?/Why not?
- 2 **LISTENING** 1.02 Listen to a radio programme about gap years and answer the questions.
 - 1 What is a gap year?
 - 2 Who can take a gap year?
 - 3 When do people usually take a gap year?
- 3 **TRUE** Listen again. Are these statements true (T) or false (F)?
 - 1 People didn't normally have a gap year in the past.
 - 2 People often decide to have a gap year because they are tired of studying.
 - 3 People who take gap years usually have a lot of money.
 - 4 A gap year can help you to decide what course to study at university.
 - 5 People normally prefer travelling short distances during their gap year.
 - 6 You need to pay for everything yourself when you do volunteer work.
 - 7 One way of spending a gap year is teaching languages.
 - 8 Universities always prefer taking students who have done a gap year.

5 Look at these titles for texts about how five different people spent their gap years. Work with a partner. Predict what the people did.

1 A trip to remember for the rest of my life

2 Sun + snow = relaxation

3 A long way from home, helping people without a home

4 Boring but necessary

5 Opening my eyes to an amazing new world

6 Read this newspaper article about how the five students spent their gap years. Match the titles in 5 with the texts A–E.

- 7 Read the texts again. Which student(s)
- 1 planned his/her gap year for a long time?
 - 2 didn't make any plans?
 - 3 worked first and then travelled?
 - 4 didn't work during his/her gap year?
 - 5 learnt two languages?

WORD BOOSTER

Match the words with the definitions.

- | | |
|------------------------------|--|
| 1 look forward to | a the best or most exciting parts of something |
| 2 stand on your own two feet | b feel excited about something that is going to happen |
| 3 environmental | c relating to the natural world and the effect that human activity has on it |
| 4 dive | d do things for yourself without asking people to help you |
| 5 taxes | e swim underwater |
| 6 highlights | f money you pay for using types of public transport |

8 SPEAKING What about you?

- 1 Which student's experience do you like the most? Why?
- 2 What would be your perfect plan for a gap year?

P PROJECT

9a In groups, use the Internet to plan a perfect gap year.

9b Prepare a poster to advertise your gap year. Vote on the best.



A Jason Scott

I needed money to help me to pay for university. I decided to take a job in my home town. It's quite a small town and the only work I could find was at the local supermarket. I didn't enjoy it at all but in some ways that was a good thing. It made me realise that I never wanted to do a job like that again. It motivated me to study hard to be able to get an interesting, creative job. One day while I was working at the supermarket I was feeling really bored and depressed. That was when I had the idea to use some of the money I was making to pay for a week-long holiday in New York when I finished my job at the supermarket. It gave me something to look forward to in the best moments.



B Gwen Laurie

I didn't plan my gap year at all. First I worked in a fast-food restaurant to make some money. I didn't really know where I was going to go, but I knew I wanted to travel. When I had enough money I decided to go skiing in France. I found a job working in a bar there and spent six months just skiing, learning French and making friends. After all that snow I wanted to see the sun so I went to Spain. I learnt basic Spanish and travelled all the way down the east coast, sometimes working but sometimes just spending my time on the beach. I learnt how to become independent and stand on my own two feet. When my gap year finished I was relaxed, full of energy and ready to study again.



C Sophie Jones

D Yvonne Edwards

My gap year had two very different parts. For the first six months I worked in a local restaurant to make some money. Then I looked for work in an exotic country. On the web I found an organisation that does environmental research in Madagascar. I contacted them and they took me on. The whole experience was just amazing. We were living in a dirty little house that was full of strange insects, but I loved it. I learnt how to dive. I taught English to the children in the village where we were living. I saw species of plants and animals that you just can't see anywhere else in the world. I worked with people from totally different countries and traditions. That trip was the start of a new life for me.



E Sam Evans

I knew exactly what I was going to do in my gap year. I've loved travelling since I was little, so I decided years ago that when I finished school I was going to travel round the world. I bought a 'round-the-world' ticket, which cost £1,800 and included all the different flights and train and bus



8 SPEAKING What about you?

- 1 Which student's experience do you like the most? Why?
- 2 What would be your perfect plan for a gap year?

P PROJECT

9a In groups, use the Internet to plan a perfect gap year.

9b Prepare a poster to advertise your gap year. Vote on the best.

IDE INFORMATION

Prince William and Prince Harry both took gap years when they finished school.

Prince William taught children in a town in Southern Chile.

Prince Harry worked on a farm in Australia, helped orphaned children in Lesotho and had a holiday in Argentina.

- There are lots of websites that help students to plan gap years or round-the-world trips. Have a look at some!



Gateway
CLICK

- **Cross-curricular**
- **Literature**
- **International Cultural Knowledge**




▶ Listening

1 SPEAKING Work with a partner. Read these statements made by students about revising for exams. Which ones do you think are a good idea?

- 1 'Reading your notes again and again is useful.'
- 2 'It's good to revise with other students.'
- 3 'I always go to the library to revise.'
- 4 'I revise by reading my notes and then asking somebody to test me.'
- 5 'I can't stand revising so I leave all my revision to the last week before the exams.'
- 6 'I feel tired and stressed when I revise so I go running or swimming to help me to relax.'
- 7 'My revision strategy involves drinking lots of coffee and going to bed really late.'
- 8 'I always need to take a break after 45 or 50 minutes of study.'
- 9 'The last thing I do before the real exam is to do a practice exam.'
- 10 'I avoid revising a lot of subjects before the exam. I just revise some of the points and hope they come up in the exam.'

I think reading your notes again and again is a good idea.

I don't agree. I think it's better to read your notes and then get somebody to ask you questions, like in 4.

2 LISTENING  **1.03** Listen to two teenagers talking about revision. Which three ideas in 1 does the boy mention? Has he prepared well for the exam?

3  Listen again and choose the best answer (A, B or C).

- 1 Last night the boy
 - A didn't sleep at all.
 - B didn't sleep much.
 - C slept badly because of nerves.
- 2 The students found out about the exam
 - A four weeks ago.
 - B yesterday.
 - C four days ago.
- 3 On Fridays the boy
 - A goes out.
 - B does sport.
 - C revises.
- 4 The boy
 - A doesn't understand all the topics in the exam.
 - B doesn't like some of the topics in the exam.
 - C hasn't got information for all the topics in the exam.
- 5 The boy thinks he isn't going to pass the exam because
 - A he needs to answer all the questions.
 - B he's studied the wrong topics.
 - C he's studied last year's exam.
- 6 The boy can't study during lunch because
 - A he goes home for lunch.
 - B he doesn't have enough time.
 - C he hasn't got any books at school to study from.

4 SPEAKING What about you?

- 1 How do you usually prepare for exams?
- 2 Do you think your strategies are good? Why?/Why not?

▶ Developing speaking Giving personal information – preferences

1 Read questions 1–6 and match them with one of the categories A–D.

- 1 What do you like about the place where you live?
- 2 What would you like to do when you finish studying at school?
- 3 Are you happier studying alone or with other people?
- 4 What things do you enjoy doing with your friends?
- 5 Do you like going to parties?
- 6 Are you happier doing mental or physical work?

- A your home and family
- B your interests
- C your studies/work
- D your plans for the future



2 LISTENING 1.04 Listen to six students answering the questions in 1. Match each student to one of the questions.

- Student A _____
- Student B _____
- Student C _____
- Student D _____
- Student E _____
- Student F _____

3 Listen again. Make a note of the students' answers and any reasons or personal details they give. Do you think all the students answer the questions well? Why/Why not?

4 SPEAKING Work with a partner. Take it in turns to ask and answer the questions in 1. Remember to give reasons and personal details.

5 Study different ways of expressing preferences in the Speaking Bank, then do exercise 6.

▶ Speaking Bank

Expressing preferences

prefer

- I prefer revising alone.
- I prefer studying alone to studying with other people.

would prefer

- I'd prefer to be a translator than a musician.
- I'd prefer not to study music.
- My parents would prefer me to do more exercise.

would rather

- I'd rather live in a big city.
- I'd rather not live in a small town.
- I'd rather study than work.
- They'd rather I studied music.
- My parents would rather I didn't study alone.

6 Complete the sentences with the correct form of the verbs given.

- 1 I prefer _____ (play) football to _____ (do) homework.
- 2 I'd rather _____ (go) by bus than _____ (walk).
- 3 She'd prefer _____ (not stay) in at the weekend.
- 4 I'd rather you _____ (not use) my computer.
- 5 She'd prefer to _____ (do) our homework individually.
- 6 She prefers _____ (write) essays by hand.
- 7 He'd rather we _____ (send) him our homework by email.

Practice makes perfect

7a SPEAKING Work in pairs. Ask and answer the questions. Give reasons and personal details and use expressions from the Speaking Bank.

Student A: Ask these questions.

- 1 Which subject(s) do you prefer studying?
- 2 Would you rather study at home or in a library?
- 3 Would you like to have a gap year between school and university/work, or would you prefer to start straight away?

Student B: Ask these questions.

- 1 Would you prefer to study in your country or abroad?
- 2 Do you prefer studying with books or using a computer?
- 3 Would you rather have a school uniform or wear what you like!

7b Change partners and repeat.

▶ STUDY SKILLS

To speak English well we need a balance between accuracy and fluency. Accuracy means how correct our use of grammar is when we speak. Fluency means whether we can speak continuously in English without stopping frequently to think about what we want to say next.

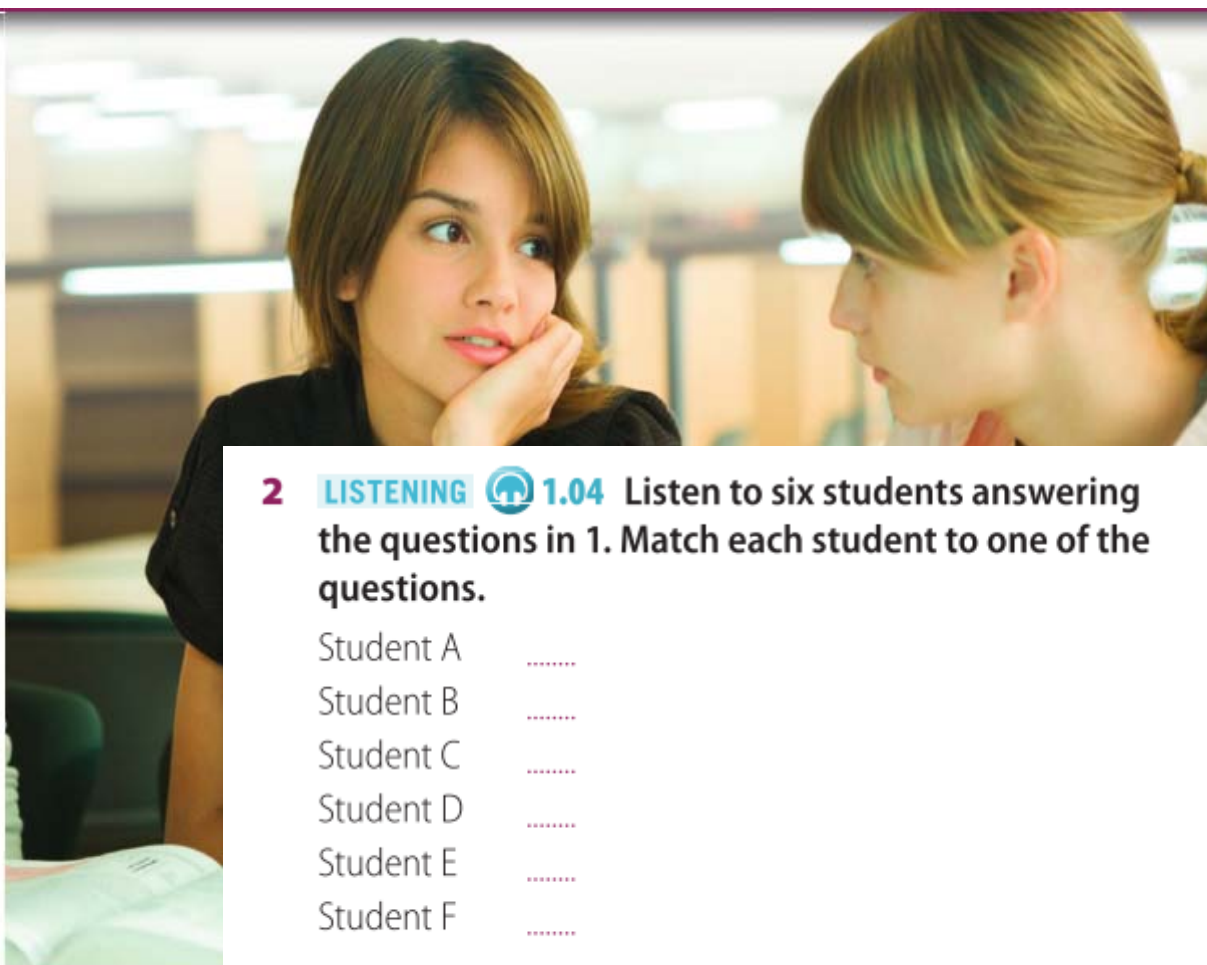
STUDY SKILLS ▶ page 145



1 Read questions 1–6 and match them with one of the categories A–D.

- 1 What do you like about the place where you live?
- 2 What would you like to do when you finish studying at school?
- 3 Are you happier studying alone or with other people?
- 4 What things do you enjoy doing with your friends?
- 5 Do you like going to parties?
- 6 Are you happier doing mental or physical work?

- A your home and family
- B your interests
- C your studies/work
- D your plans for the future

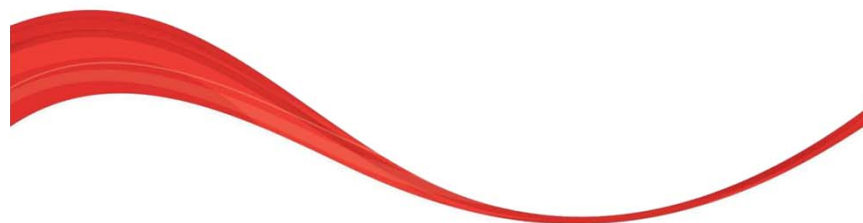


2 LISTENING 1.04 Listen to six students answering the questions in 1. Match each student to one of the questions.

- Student A
- Student B
- Student C
- Student D
- Student E
- Student F

3 Listen again. Make a note of the students' answers and any reasons or personal details they give. Do you think all the students answer the questions well? Why?/Why not?

4 SPEAKING Work with a partner. Take it in turns to ask and answer the questions in 1. Remember to give reasons and personal details.



CEFR portfolio: speaking

The CEFR portfolio consists of three parts:

- 1 The Language Passport with information about a student's proficiency in one or more languages, i.e. qualifications
- 2 The Language Biography where students reflect on learning progress and say what they can do in their favourite language(s).
- 3 The Dossier, a collection of materials and data put together by students to document and illustrate their learning experiences.

Within each unit there are several opportunities for students to practise speaking and record their conversations for the dossier in their CEFR portfolio. They could record their conversations, date them and include them in their portfolio.

Ask students to assess their performance in each speaking activity and give themselves a mark from 1 to 5 according to the following self-assessment criteria:

Content: *Did I say what I wanted to say? Was I interesting? Did I speak in English for a long turn? Did I hesitate a lot?*

Vocabulary and grammar: *Did I use different words? Did I use words I've learned recently? Were my sentences well constructed? Did I make a lot of errors?*

Cooperation: *Did I listen to my partner? Did we help each other if we had problems? Did we both speak for approximately the same length of time?*

In English! *When I didn't know how to say something, did I use English to solve my problem? Did we use English to talk about whose turn it was to speak?, etc.*

STUDY SKILLS

To speak English well we need a balance between accuracy and fluency. Accuracy means how correct our use of grammar is when we speak. Fluency means whether we can speak continuously in English without stopping frequently to think about what we want to say next.

STUDY SKILLS ▶ page 145

▶ Study skills

Unit 1

▶ GRAMMAR: Using reference material

- When you have problems with grammar, use reference material to find help.
- In this book there are grammar explanations on the Language Reference page at the end of each unit. These explanations help you to understand the correct **use** of the grammar (when and why to use the grammatical structure) and also the **form** (the correct parts of the structure).
- After reading about the grammar you can check that you understand it by doing the practice exercises on the revision page opposite.
- You can also use grammar books, either in English or in your own language.
- Look at the grammar help on www.macmillanenglish.com/gateway. Other Internet websites can also provide help with typical grammar problems.

▶ WRITING: Keeping a mistakes checklist

It is normal to make mistakes when you write. That is why it is important to read your work carefully when you finish. Check for mistakes with:

- punctuation
- capital letters
- word order
- spelling
- tenses
- vocabulary
- missing words
- agreement between the subject and verb.

You can learn from your mistakes. Make a list of mistakes that you make with the correction next to it. Use it as a checklist when you are checking your writing. Look at this example:

Mistake	Correction	Explanation
In general, I think the money is important.	In general, I think money is important.	When we talk about things in general we do not use the definite article.

► Developing writing An informal email replying to a request for information

- 1 Read this email from an English boy called Paul to a friend who lives in another country. Underline the four main pieces of information that Paul wants from his friend.

Message

From: Paul <Paul@mail.com>
To: info@redmail.com
Subject: Gap year!

Hi!

Sorry I haven't written for a long time but I've been doing my final exams. I think I've done OK. I hope I've passed them all! What about you? What have you been doing recently? I think I mentioned in my last email that next year my idea is to have a gap year. I want to travel to lots of different places, and I thought it'd be great to come and visit you. When is the best time of year to visit your country? It'd be great to start learning your language while I'm there, too. What do you think is a good way for me to do that? Maybe after I've spent some time there with you, you'd like to come back with me and visit my family in England. If so, tell me what type of things you'd like to do here.

Anyway, I'm going out with my friends now to celebrate the end of our exams. Write back soon!

Best wishes,
Paul

- 2 Think about the style of the email in 1. What things in the text are typical of informal emails?

conclusionive words

- 3 Look at the expressions in the Writing Bank. What do we use each group of expressions for? Can you add any other expressions?

► Writing Bank

Useful words and expressions in informal emails

- Hi... Dear...
- Thanks for your last email.
It was great to hear from you.
Sorry I haven't written for a long time.
I'm writing to tell you about...
- How are you? How are things?
Are you doing exams/on holiday at the moment?
- By the way, Anyway,
- Write back soon... That's all for now... Bye for now.
Best wishes... All the best.

- 4 Work with a partner. Imagine that you have received Paul's email. Make notes about the information that he wants.

1 *What have you been doing recently? – assignments at school, went away with family last weekend, started going running ...*

- 5 You are going to write a reply to Paul. With your partner, make a paragraph plan. Decide what information to include in each paragraph.

Paragraph 1 – Thank Paul for his email. Tell him what I've been doing.

- 4 Work with a partner. Imagine that you have received Paul's email. Make notes about the information that he wants.

1 *What have you been doing recently? – assignments at school, went away with family last weekend, started going running ...*

► EXAM SUCCESS

In this type of writing exercise, follow the instructions carefully. You lose marks if your reply does not include all the necessary information or if it is not in the correct style.

EXAM SUCCESS ► page 149

▶ Exam success

▶ EXAM SUCCESS

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

EXAM SUCCESS ▶ page 150

Unit 1

▶ READING: Multiple-choice activities

In this type of activity you choose the best answer from three or four different answers.

Step 1: Read the text quickly to get a general understanding.

Step 2: Read all the answers carefully. Sometimes the difference between two answers is just one word.

Step 3: Find the section of the text where you think each answer comes and read it again slowly, in more detail.

Step 4: If you aren't 100% sure which answer is best, take away any answers which you know are not correct.

Step 5: When you finish, check that you have an answer for each question. Never leave answers blank in an exam.

▶ SPEAKING: Information role-plays

- Find out the situation and the information that you need to ask for and give.
- If you don't understand what the examiner or your partner is saying, ask them in English to repeat or to speak more slowly. Use expressions like: *Sorry, can you say that again?* or *Sorry, could you speak more slowly?*
- Listen to your partner and the examiner. In a conversation we speak *and* listen.
- Show that you're interested in what the other person is saying. Use expressions like: *Really? That's interesting. Do you? Me too.*
- Use *Well, Hmm* or *Let me think* to give you time to think of what you want to say next.
- Use basic question words like *Who? What? When? Where? How? Why?* to help you think of more questions to keep the conversation going.

► Gateway to exams Units 3–4

► Reading

► 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 151**

1 Look at the title of the text you are going to read.

Being bilingual is good for your brain

Work with a partner and answer these questions.

- 1 Why do you think that being bilingual is probably good for the brain?
- 2 How do you think scientists discovered this?

2 Read the text. What answers does it give to the questions in 1?

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 planned some special tests. Then they asked 104 people between the ages of 30 and 88 to do them. From the tests, the scientists found out that people who can speak two languages are very good at thinking fast.

The scientists did different experiments and came to the conclusion that being bilingual can help old people to think quickly. Investigation has shown that playing musical instruments, dancing or reading can also help to keep you mentally active. Simple activities like doing crosswords or playing board games like chess or monopoly can also have a positive effect.

Dr Bialystok thinks that speaking different languages is very good for you and your brain. 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. They also checked how fast the people did the activities. 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. 'It is possible that if we learn a second language when we are young, it can help us even when we are old,' said Professor Clive Ballard. Ballard is the Alzheimer's Society's Director of Investigation. 'Education in general can certainly help the brain to stay active.'



3 Read the text again and match the people in 1–6 with the information in a–f.

- 1 The British Alzheimer's Society
- 2 Professor Clive Ballard
- 3 104 people from Canada and India between the ages of 30 and 88
- 4 Dr Ellen Bialystok and her team
- 5 The Canadians, who only spoke English,
- 6 The Indians who did the tests

- a had the idea for this investigation into bilingualism.
- b did the tests that the scientists invented.
- c were the people who spoke English and Tamil.
- d didn't do the tests as quickly.
- e wanted to know about the results.
- f thinks that all education is good for the brain.

4 What about you?

- 1 Are you bilingual? Do you know anybody who is?
- 2 What are the advantages of being bilingual?

► Use of English

► Tip for Use of English Exams

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 150**

5 Complete the text by choosing the correct option: A, B, C or D, to fill each gap.

In China they have 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) 2005. These students suffer different problems. 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 they enjoy the treatment and they say that it has (6) helped them a lot. It makes them feel good and relaxed. In fact, many of the students also say that now they have started to sleep really well. Let's hope that the students haven't started to sleep 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 ever | C never | D already |
| 7 | A just | B yet | C already | D never |

► 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 150**

6 Work with a partner. Look at pages 40 and 123. Each choose a different photo. Take it in turns to talk about your photos using the questions below.

- 1 Where are the people and what are they doing?
- 2 What type of people are they?
- 3 What are they wearing?
- 4 What else is in the picture?
- 5 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 151**

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.
- Inform them who is ill.
- Give the address of the person who is ill and their telephone number.
- Ask Joe to ring you when he gets home.

► 'Can Do' Progress Check

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 <i>for</i> and <i>since</i> . | <input type="checkbox"/> |
| h | I can discuss health problems and illnesses. | <input type="checkbox"/> |
| i | I can describe scenes in photos and pictures using fillers. | <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 page 20–37
- 3 Other: _____

▶ 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 151

▶ 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 151

▶ Tip for Use of English Exams

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 150

▶ 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 150

▶ Grammar revision

Present simple, past simple, present continuous and past continuous

1 Complete the sentences with the correct form of the verbs given.

Normally I (a) (not study) in the summer, but this summer I (b) (go) to special music lessons because I (c) (want) to learn to play the guitar. Two or three weeks ago I (d) (study) for an exam one evening when my mum (e) (come) into my bedroom and (f) (give) me an electric guitar! That's why right now I (g) (do) my homework – 'guitar' homework, not school homework!

WORKBOOK ▶ page 4

/ 7 points

Present perfect simple and present perfect continuous

2 Choose the correct alternative.

- 1 Have you *switched/been switching* off the TV?
- 2 My feet are tired. I've *stood/been standing* here for hours.
- 3 We love this film! We've *seen/been seeing* it five times.
- 4 This is my American friend. She's *stayed/been staying* at my house but she goes back to the USA tomorrow.
- 5 Your eyes are wet. Why have you *cried/been crying*?
- 6 That's it! I've *finished/been finishing* my assignment.

WORKBOOK ▶ page 4

/ 6 points

Gerunds and infinitives 1

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- 1 Don't do that because there's a chance you'll fail. **RISK**
Don't do that because you
- 2 He loves to ride his bike at the weekend. **GO**
He loves to at the weekend.
- 3 I think it's terrible to get up early. **STAND**
I early.
- 4 I think it's essential to have a valid passport. **PASSPORT**
I think is essential.
- 5 Please think about joining our club. **CONSIDER**

▶ Vocabulary revision

Studying at university

1 Complete the sentences with these words. There are two extra words.

tutorial lecture fail pass notes
tutor undergraduate degree marks

- 1 I hope I don't I don't want to resit the exam next month.
- 2 I got an A+ and a B for my last two pieces of work. What did you get?
- 3 Can I borrow the you took in yesterday's history class? I couldn't come because I was ill.
- 4 I need to speak to my because I'm having some problems with my studies at the moment.
- 5 My brother graduated last year. His is in economics.
- 6 This course is only for students – people studying at university for the first time.
- 7 The professor gave a really interesting There were 200 people there.

WORKBOOK ▶ page 2

/ 7 points

Life at university

2 Write words to complete the sentences.

- 1 Some people study instead of studying in their own country.
- 2 I need to ask for a student because I don't have enough money to pay for my studies.
- 3 This university has got great The science laboratories, for example, are amongst the best in the country.
- 4 It's good to be and to do things for yourself.
- 5 I live with other students in a of residence.
- 6 activities can help to take your mind off your studies.

WORKBOOK ▶ page 2

/ 6 points

do and make

3 Put these words in the correct columns.

a decision a favour the shopping the lunch progress
a plan a suggestion

do	make

WORKBOOK ▶ page 5

/ 7 points

Total

/ 40 points

Circle a number to see how close you are to the recommended level (marked in *italics*) for each competence.

Are there any areas where you might need more practice?

KEY

- 1 = I can do this with a lot of help from my teacher.
- 2 = I can do this with a little help.
- 3 = I can do this fairly well.
- 4 = I can do this really well.
- 5 = I can do this almost perfectly.

CEFR LEVEL	COMPETENCE	PAGE	YOUR SCORE
Listening			
B1	I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.		
B2	I can understand in detail what is said to me in standard spoken language even in a noisy environment.		

- **Unit-by-unit activities** – to sharpen listening and writing skills, and for practice tests
- **Video activities** – to expand thinking skills while watching authentic material
- **Games** – for having fun while practising English vocabulary and grammar
- **Readers** – to extend reading fluency with a Macmillan Reader
- **Wordlist** – to organise vocabulary learning through this powerful self-study tool

Synonyms and partial synonyms

3 Write a synonym for each underlined word.

- 1 She's a very bright student.
- 2 Do you think he's attractive?
- 3 This question is really difficult.
- 4 She seems a very happy person.
- 5 Do you consider yourself to be an outgoing person?
- 6 Can you see that old lady over there?
- 7 Do you think that maths is hard?

Video


Listening


Writing


Test Yourself


Game


Wordlist




Gatewayonline

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

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



Gateway Online is a dynamic learning space offering users of the Gateway course additional interactive language practice.

For students:

- Activate your Student's Book code using the **Join Gateway Online** link to lots of interactive activities, games and videos.

Join Gateway Online
Sample Student Resources

Level B1+

Welcome to *Gateway Online*, a dynamic learning space where you can practise your language. Packed full of resources, *Gateway Online* aims to enrich and extend your *Gateway* experience.

- **Unit-by-unit activities** – sharpen your listening and writing skills, and test yourself
- **Video activities** – expand your thinking skills as you watch authentic material
- **Games** – have fun while practising English vocabulary and grammar
- **Readers** – extend your reading fluency with a Macmillan Reader
- **Wordlist** – organise your vocabulary learning with this powerful self-study tool
- **Markbook** – monitor your marks and send them to your teacher

Units | Videos | Games | Reader

Markbook: Level B1 +

This markbook grid shows the individual student's results for the interactive activities completed for this level. You can see how well the student has done in each set of activities, the time taken to complete them all and the overall percentage mark. When the student has finished all the activities for this level, the markbook can be printed and/or sent to the teacher for review.

[Print Markbook](#)
[Send Markbook to teacher](#)

Unit	Video	Listening	Writing	Test Yourself	Time Taken	Percentage
1	11 / 17 66 %	7 / 19 37 %	2 / 6 33 %	19 / 33 40 %	16.03	46 %
2	0 / 0 --	0 / 0 --	0 / 0 --	0 / 0 --	0.00	0 %
3	0 / 0 --	0 / 0 --	0 / 0 --	0 / 0 --	0.00	0 %
4	0 / 0 --	0 / 0 --	0 / 0 --	0 / 0 --	0.00	0 %
5	0 / 0 --	0 / 0 --	0 / 0 --	0 / 0 --	0.00	0 %



Gateway to successful exam preparation:

1. Give students study skills and exam success tips and advice

Using grammar guides and grammar references

GRAMMAR GUIDE
Relative pronouns

1a Look at these sentences.

1. France is a place **where** they did a lot of films.
2. In the person **who** stars Angela Jolie's film.
3. James Depolder is the film **which** made the success in China.
4. I became the character **that** they play.
5. That was the moment **when** I decided to become an actor.
6. That was the first film **that** became popular.
7. We're in a room **where** films are filmed.

Which words in bold refer to?

- a) people? _____ and _____
- b) things? _____ and _____
- c) positions? _____
- d) places? _____
- e) stars? _____

1b Look at sentences 4 and 6. Why is it possible to credit them in sentence 4, but not in sentence 6?

[GRAMMAR REFERENCE](#) • page 62

Gateway

**2 integrate exam
and revision advice
with skills and/or
language work**

Using grammar guides and grammar references

GRAMMAR GUIDE
Relative pronouns

1a Look at these sentences.

1. There is a place where they did a lot of film.
2. It is the person who does the big film stars.
3. It was in 1992 that the film which made me famous in China.
4. I became the director what they say.
5. That was the moment when I decided to become an actor.
6. That was the first film that became popular.
7. He is the actor whose film I like the most.

Which words in bold refer to:

- a. people? **who** and **which**
- b. things? **that** and **whose**
- c. possessions? **whose**
- d. places? **where**
- e. events? **when**

1b Look at sentences 4 and 6. Why is it possible to credit that in sentence 4, but not in sentence 6?

GRAMMAR REFERENCE • 2002/02

Gateway

 **MACMILLAN**
 **MACMILLAN**
ENGLISH

GRAMMAR GUIDE
Relative pronouns

To Look at these sentences,

1. There is a place **where** they did a lot of films.
2. It's the person **who** does the police station.
3. It's the computer **that** I use to write my letters.
4. That was the man **who** I met in the park.
5. That was the man **who** I met in the park.
6. That was the man **who** I met in the park.
7. That was the man **who** I met in the park.

Which words do bold refer to?

- a. people _____ and _____.
- b. things _____ and _____.
- c. persons? _____.
- d. places? _____.
- e. areas? _____.

To Look at sentences 4 and 6. Why is it possible to use 'that' in sentence 4, but not in sentence 6?

GRAMMAR REFERENCE • 1100-11

4 include cumulative language revision

Using grammar guides and grammar references

GRAMMAR GUIDE
Relative pronouns

1a Look at these sentences.

1. There is a place **where** they still talk of him.
2. Do the person **who** dies Angeles talk to him.
3. Although **important** is the film **which** made me famous in China.
4. Because the teacher **that** I met in class.
5. That was the moment **when** I decided to become an actor.
6. That was the first film **that** became popular.
7. He likes acts **where** there is no music.

Which words in bold refer to:

- a) people? _____ and _____
- b) things? _____ and _____
- c) positions? _____
- d) places? _____
- e) time? _____

1b Look at sentences 4 and 6. Why is it possible to omit 'that' in sentence 4, but not in sentence 6?

GRAMMAR REFERENCE • 1000-10

Progress Test: Units 1–8

Grammar

1 Complete the sentences with the correct word.

- My father to wear a uniform – he's a police officer.
- You're always tired in the morning. You go to bed earlier.
- If I you, I'd go to bed earlier.
- You smoke here. It's illegal.
- My mum go to the gym every day if she had time.
- You don't to do the essay this week. You can do it next week if you like.
- You eat chocolate just before you go to bed. It's bad for your teeth.

/ 7 points

2 Correct the sentences if necessary.

- Are you interested in go to Cambridge next week?
.....
- Dancing is my favourite hobby.
.....
- I don't enjoy to play basketball.
.....
- My friends and I go swimming every day in the summer.
.....
- I went to Liz's house yesterday for seeing if she was OK.
.....
- He found the answer by using a calculator.
.....

/ 6 points

3 Match the sentences with their explanations.

- When I'd eaten my lunch, I watched a film on TV.
 - When I ate my lunch, I watched a film on TV.
 - When I had watched a film on TV, I ate my lunch.
 - While I was having my lunch, my phone rang.
 - When I eat my lunch, I watch a film on TV.
 - I've just had my lunch.
 - Tomorrow I'm going to have lunch and then I'm going to watch a film on TV.
- a a plan for two actions in the future
b an action that finished very recently
c an action that came in the middle of another action in the past
d two actions in the past that happened at the same time
e two actions that happened in the past, one after the other – first eating lunch, then watching a film
f two actions that happened in the past, one after the other – first watching a film, then eating lunch
g two actions that are part of a routine

/ 7 points

Total / 20 points

Vocabulary

1 Join the words to find two jobs, three personal qualities and two adjectives to describe jobs. Then complete the table by writing them in the correct column.

- | | |
|-----------|-------------|
| 1 well | a time |
| 2 hard | b assistant |
| 3 fashion | c paid |
| 4 full | d minded |
| 5 shop | e organised |
| 6 open | f working |
| 7 badly | g designer |

Jobs	Personal qualities	Describing jobs
.....
.....
.....

/ 7 points

2 Answer the questions.

- What is the noun which we make from *excited*?
.....
- How do we complete this phrase which means *end a relationship with somebody*? *split* *somebody*
- What is the noun which we make from *bored*?
.....
- How do we complete this phrase which means *have a good relationship with somebody*? *well with somebody*
- How can you explain *get back together again* in other words?
.....
- What is the adjective for the noun *fear*?
.....
- What noun can we make from *friend*?
.....

/ 7 points

3 Complete the words.

- *father* = your mother's new husband
- *throat* = when your throat hurts and you can't speak, for example
- shop* = stealing from a shop
- *show* = a TV programme with a competition, often to win money
- mountain* = a line of mountains like the Andes
- global* = the change in the temperature around the world

/ 6 points

Total / 20 points

Progress Test: Units 1–10

Grammar

1 Rewrite the sentences in reported speech.

- 'I bought a computer in this shop,' said Lily.
Lily said
- 'We've got an exam today,' Jessica said to her mum.
Jessica told
- 'Where is your jacket?' Sam's mum asked him.
Sam's mum asked
- 'Has Thomas seen this film?' they asked Jim.
They asked
- 'I'm going to London tomorrow,' said Helen.
Helen said
- 'My sister is doing her homework,' Jack said to Chloe.
Jack told
- 'Why are you here today?' the teacher asked the students.
The teacher asked

/ 7 points

2 Rewrite the active sentences in the passive form and the passive sentences in the active form.

- Grandparents play computer games too.
Computer games
- Arthur Wynne invented crosswords in 1913.
Crosswords
- A museum is being opened by the queen tomorrow.
The queen
- The concert was seen by 40,000 people.
40,000 people
- Alex Smith has won the competition.
The competition
- They design Honda motorbikes in Japan.
Honda motorbikes

/ 6 points

3 Complete the sentences with the correct form of the verbs given, or find the correct word.

- If I (be) the Prime Minister, I (build) more hospitals.
- This is the city I was born.
- Yesterday I (have) an accident when I (play) tennis.
- Emma come to the party tonight but she hasn't decided yet.
- (surf) the Net is my favourite hobby.

/ 7 points

Total / 20 points

Vocabulary

1 Complete the words with the missing letters and then complete the table by writing them in the correct column.

- re_d_n = *read on*
- | | |
|-----------|--------------|
| 1 m_nu_l | 5 lo_k_p |
| 2 thr_l_r | 6 b_g_r_p_hy |
| 3 f_nt_y | 7 f_r_y_t_le |
| 4 r_ad_t | |

Fiction	Non-fiction	Phrasal verbs connected with reading
.....	<i>read on</i>
.....
.....

/ 7 points

2 Complete the sentences with the correct words.

- Google is a popular search
- The hard is the part of the computer which has the information that the computer needs to work.
- The USB is where you can connect a keyboard or a camera, for example.
- Emails back if the email address isn't correct.
- Yesterday I received an email for my cousin so I decided to to it quickly.
- You move the mouse on the mouse
- A broad Internet connection is faster than a normal connection.

/ 7 points

3 Match the words or parts of words and then write a simple definition or explanation for each.

		Definition/explanation
1 have	into something	1
2 ice	hood	2
3 look	an argument	3
4 first	somebody out	4
5 child	aid	5
6 ask	cap	6

/ 6 points

Total / 20 points

**5 let students
predict and
prepare exercises
and exam tasks**

Using grammar guides and grammar references

GRAMMAR GUIDE
Relative pronouns

1a Look at these sentences.

1. There is a place **where** they still talk of him.
2. Do the person **who** dies Angela's father's firm.
3. Although **important** is the firm **which** trade the services in China.
4. Because the insurance **which** they pay.
5. That was the moment **when** I decided to become an actor.
6. That was the first film **that** became popular.
7. He likes acts **where** there is no music.

Which words in bold refer to:

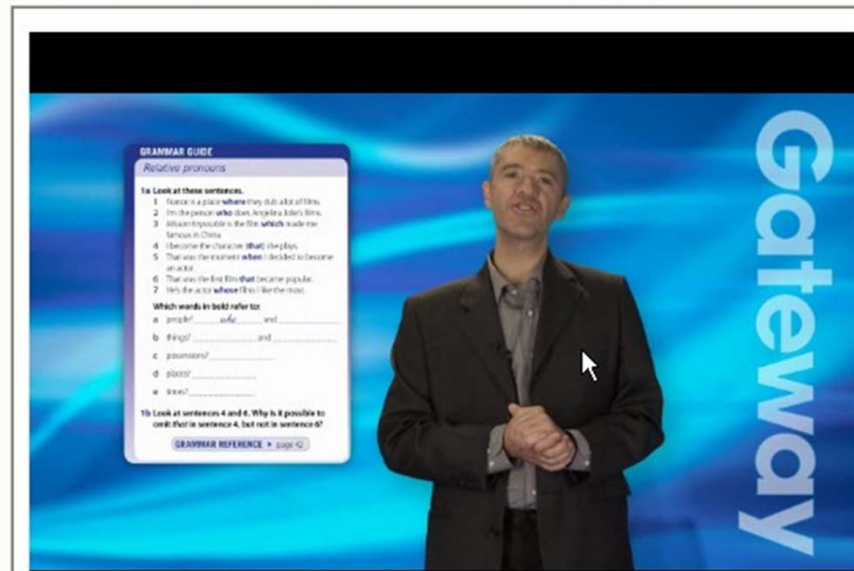
- a. people? **who** and **which**
- b. things? **that** and **where**
- c. positions? **which**
- d. places? **where**
- e. time? **when**

1b Look at sentences 4 and 6. Why is it possible to omit that in sentence 4, but not in sentence 6?

GRAMMAR REFERENCE • 1000-10

6 rehearse and repeat activities – **practise makes perfect**, and it builds confidence

Using grammar guides and grammar references



**7 be positive with
your advice and
feedback**

Using grammar guides and grammar references

GRAMMAR GUIDE
Relative pronouns

1a Look at these sentences.

- 1 France is a place **where** they did a lot of films.
- 2 In the person **who** does, Angelina Jolie films.
- 3 Jackson Pollock is the first **which** made the success in China.
- 4 I became the character **that** they buy.
- 5 That was the moment **when** I decided to become an actor.
- 6 That was the first film **that** became popular.
- 7 He's the actor **whose** film I like the most.

Which words in bold refer to:

- a people? _____ and _____
- b things? _____ and _____
- c positions? _____
- d places? _____
- e time? _____

1b Look at sentences 4 and 6. Why is it possible to omit that in sentence 4, but not in sentence 6?

[GRAMMAR REFERENCE](#) • page 61

Gateway

 **MACMILLAN**
 **MACMILLAN**
ENGLISH

PETER

1.21

4b) Expand

$$(a+b)^n$$

$$= (a + b)^n$$

$$= (a + b)^n$$

$$= (a$$



$$b)^n$$

Very funny Peter.

8 aim for a balance between:

Testing/Training

Exam-related work/Non-exam-related work

Using grammar guides and grammar references

GRAMMAR GUIDE
Relative pronouns

1a Look at these sentences.

1. There is a place where they still talk of him.
2. Do the person who lives in the city.
3. Although it is possible to do it, which is the best way to do it?
4. Because of the fact that they had...
5. That was the moment when I decided to become an actor.
6. That was the first film that became popular.
7. We have to where there is the most.

Which words in bold refer to?

- a) people, wife, and
- b) eggs, and
- c) passengers
- d) pizza
- e) snow

1b Look at sentences 4 and 6. Why is it possible to omit that in sentence 4, but not in sentence 6?

GRAMMAR REFERENCE • 2000-02

Gateway

Summary Question

Excellent

Very Good

Good

Fair

19 Overall, how would you rate your learning experience in this course?

In the space below please write any overall comments about this course or instructor not covered above.

If I had one hour to live, I'd spend it in this class because it feels like an eternity.

Additional Questions (if separate sheet is provided)

20 1 2 3 4 5

23 1 2 3 4 5

26 1 2 3 4 5

29 1 2 3 4 5

32 1 2 3

21 1 2 3 4 5

24 1 2 3 4 5

27 1 2 3 4 5

30 1 2 3 4 5

33 1 2 3

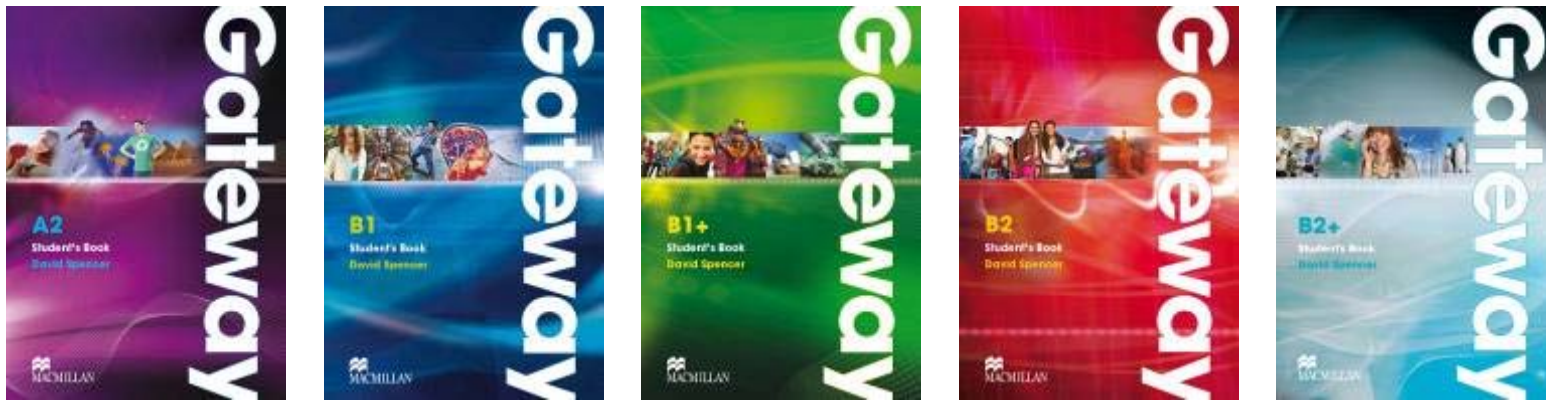
22 1 2 3 4 5

25 1 2 3 4 5

28 1 2 3 4 5

31 1 2 3 4 5

34 1 2 3



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 **MACMILLAN**
EDUCATION