



**How to Teach  
Secondary Students  
(without losing your  
sanity in the process)  
Liam Tyler**



**Gateway**

Teens: the good, the bad, and the just plain difficult...

shocking

frustrating

interesting

rewarding

stressful

fun

stimulating

difficult

exhausting

challenging

‘Teenagers can be the  
best learners of a  
language!’

Penny Ur, EFL  
author



# A. How to start an English lesson



# Sentence Hangman

\_ / \_ \_ \_ / \_ \_ \_ \_ \_ / \_ \_ \_ \_ \_ .

1 point for guessing a letter correctly.

5 points for guessing a word correctly.

10 extra points for finishing the sentence.

# Sentence Hangman

\_ / \_ \_ \_ / \_ \_ \_ \_ \_ / \_ \_ \_ \_ \_ .

**BUT**

- 1 point for guessing a letter incorrectly.
- 5 points for guessing a word incorrectly.
- 10 points for an incorrect sentence.

# Sentence Hangman

\_ / \_ \_ \_ / \_ \_ \_ \_ \_ / \_ \_ \_ \_ \_ .

Team A: The letter A.

# Sentence Hangman

\_ / \_ \_ \_ / \_ \_ \_ \_ \_ / \_ \_ \_ \_ \_ A

Team A: The letter A.

Teacher: One point.

# Sentence Hangman

\_ / \_ \_ \_ / \_ \_ \_ \_ \_ / \_ \_ \_ \_ \_ A

Team B: The letter S.

# Sentence Hangman

\_ / \_ \_ \_ / \_ S \_ \_ \_ \_ / \_ \_ S S \_ A

Team B: The letter S.

Teacher: One point.

# Sentence Hangman

\_ / \_ \_ \_ / \_ S \_ \_ \_ \_ / \_ \_ S S \_ A

Team A: The letter I.



# Sentence Hangman

I / \_ \_ \_ \_ / \_ I S I \_ I \_ \_ / \_ \_ S S I A

Team A: The letter I.

Teacher: Six points.

# Sentence Hangman

I / \_ \_ \_ \_ / \_ I S I \_ I \_ \_ / \_ \_ S S I A

Team B: The letter M.

# Sentence Hangman

I / \_ \_ \_ \_ / \_ I S I \_ I \_ \_ / \_ \_ S S I A

Team B: The letter M.

Teacher: No. Minus one.

# Sentence Hangman

I / \_ \_ \_ \_ / \_ I S I \_ I \_ \_ / \_ \_ S S I A

Team A: Two words. 'visiting' and  
'Russia'.

# Sentence Hangman

I / \_ \_ \_ \_ / VISITING / RUSSIA

Team A: Two words. 'visiting' and 'Russia'.

Teacher: Correct. Ten points.

(At the moment, A has 17 points, B has 0)

# Sentence Hangman

I / \_ \_ \_ \_ / VISITING / RUSSIA

Team B: We think the second word is  
'love'.

# Sentence Hangman

I / LOVE / VISITING / RUSSIA

Team B: We think the second word is 'love'.

Teacher: Correct. Fifteen points.

But Team A wins 17-15.



**GRAMMAR GUIDE**

*Verb + -ing form and infinitive*

**1** Can the **-ing forms** in bold be changed to a **to-infinitive** or vice versa? If so, does the meaning of the sentence change?

- a He continues **reciting** decimal points.
- b The calculator has stopped **displaying** them.
- c They struggle to read non-verbal signals.
- d They tend to be over-literal.
- e The world began to **make** sense.
- f He remembers **sitting** for hours in exactly the same spot.
- g He has learned to **calm** himself by closing his eyes and counting.

**GRAMMAR REFERENCE** ▶ page 138

**2** Put these verbs in the correct column. Then check your answers in the Grammar reference on page 138.

admit  
afford  
agree  
arrange  
avoid  
begin  
bother

verb + -ing form	verb + to-infinitive	verb + -ing form or to-infinitive with little or no change in meaning
admit		

**3** Complete the text with the correct form (-ing or to-infinitive) of the verbs given.

In 2009 Daniel Tammet agreed (a) ..... (give) an interview to *Scientific American* magazine. In the interview he suggested (b) ..... (follow) different tips in order to learn (c) ..... (think) better.

In the interview, he admits (d) ..... (find) it hard to imagine how other people see numbers, because of the fact that he sees them as colours, shapes and textures. He says that he struggled (e) ..... (learn) in a normal way at school and that he refuses (f) ..... (believe) in so-called 'intelligence tests' because intelligence itself varies a lot from person to person.

Tammet is particularly interested in language learning. He says there is no doubt that learning a language helps (g) ..... (focus) attention. He also recommends (h) ..... (learn) a language in order to stay young and alert.

His tips for improving memory include (i) ..... (use) your imagination, as he says this creates deeper associations with what you are trying to remember. And he also claims that you can manage (j) ..... (recall) more information if the place where you are trying to remember the information has some similarity to the place where you originally learnt it.

**4** Work in pairs. Look at these pairs of sentences and discuss how the meaning changes depending on the verb form.

- 1a Remember to bring your dictionaries to class.
- 1b I remember putting the book in my bag yesterday.
- 2a Try to do the exercise, even if it's difficult.
- 2b I tried walking but my leg still hurt.
- 3a As I was leaving I saw Matt and we stopped to chat.
- 3b After half an hour we stopped running and sat down.
- 4a Doing this exam means studying really hard for the next three months.
- 4b I didn't mean to hurt your feelings.
- 5a The teacher first explained the social background and then went on to talk about the economic situation.
- 5b The teacher went on talking for hours and hours.
- 6a I like to study my notes once a week.
- 6b I like meeting new people.

**5** Decide if the sentences are correct. Rewrite the incorrect sentences.

- 1 On my way home from school I stopped buying bread.
- 2 Hours after the exam I kept on to think about the mistakes I'd made.
- 3 My younger brother admitted to take my laptop.
- 4 I like to check my emails at least once a day.
- 5 Do you realize that doing this course means paying a fee?
- 6 Don't bother to knock, just come in.
- 7 Have you managed answering all the questions?
- 8 I'm going to volunteer helping them with their equipment.
- 9 I don't mean being rude but I think you've made a mistake.
- 10 Do you feel like coming with me this afternoon?

**6** **SPEAKING** Work in pairs. Talk about:



- 1 something you tried to do but without success.
- 2 something difficult that you managed to do.
- 3 something that you feel like doing this weekend.
- 4 something you can't afford to do but wish you could.
- 5 a hobby or activity that you would like to take up.
- 6 something you'd like to keep on doing when you've left school.
- 7 something you can't stand doing at the weekend.
- 8 something you would avoid doing if you could.

# Vocabulary bingo

## ▶ Wordlists

(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)	/ˌædəˈles(ə)ns/
adult (n) ***	/ˈædʌlt/
baby (n) ***	/ˈbeɪbi/
birth (n) ***	/bɜː(r)θ/
child (n) ***	/tʃaɪld/
childhood (n) **	/ˈtʃaɪldˌhʊd/
death (n) ***	/deɪθ/
middle-aged (adj)	/ˈmɪd̩əɪl ˌeɪdʒd/
old age (n) *	/əʊld ˈeɪdʒ/
senior citizen (n)	/ˌsiːniə(r) ˈsɪtɪz(ə)n/
teenager (n) **	/ˈtiːn,eɪdʒə(r)/
young adult (n)	/ˌjʌŋ ˈædʌlt/

#### The family

aunt (n) ***	/aʊnt/
born (adj) ***	/bɔː(r)n/
brother (n) ***	/ˈbrʌðə(r)/
brother-in-law (n)	/ˈbrʌðə(r) ɪn ˌlɔː/
cousin (n) **	/ˈkaʊz(ə)n/
daughter (n) ***	/ˈdɔːtə(r)/
divorced (adj)	/dɪˈvɔːst(r)ɪd/
father-in-law (n)	/ˈfɑːðə(r) ɪn ˌlɔː/
grandfather/mother (n) **	/ˈgrænt(d),fɑːðə(r)/, /ˌmʌðə(r)/
grandson/daughter (n) *	/ˈgrænt(d),sʌn/, /ˌdɔːtə(r)/
husband (n) ***	/ˈhʌzbənd/
mother-in-law (n)	/ˈmʌðə(r) ɪn ˌlɔː/
nephew (n) *	/ˈneɪfjuː/
niece (n) *	/ˈniːs/
one-parent family	/ˌwʌn peərənt ˈfæm(ə)li/
only child (n)	/ˌoʊnli ˈtʃaɪld/
partner (n) ***	/ˈpɑːtnə(r)/
single (adj) ***	/ˈsɪŋɡl̩/
sister (n) ***	/ˈsɪstə(r)/
sister-in-law (n)	/ˈsɪstə(r) ɪn ˌlɔː/
son (n) ***	/sʌn/
stepfather/mother (n)	/ˈstep,fɑːðə(r)/, /ˌmʌðə(r)/
uncle (n) **	/ˈʌŋk(ə)l/
wife (n) ***	/waɪf/

#### Noun suffixes -ment, -ion, -ence

adolescence (n)	/ˌædəˈles(ə)ns/
difference (n) ***	/ˈdɪfrəns/
equipment (n) ***	/ˈkwi:pmənt/
improvement (n) ***	/ɪmˈpru:vmənt/
independence (n) ***	/ˌɪndɪˈpendəns/
information (n) ***	/ˌɪnfə(r)ˈmeɪʃ(ə)n/

invention (n) **	/ɪnˈvenʃ(ə)n/
movement (n) ***	/ˈmu:vmənt/
protection (n) ***	/prəˈtektʃ(ə)n/

#### Other words and phrases

alone (adj) ***	/əˈləʊn/
approximately (adv) **	/əˈprɒksɪmətli/
behaviour (n) ***	/brɪˈheɪvjə(r)/
boil (v) *	/bɔɪl/
care (n) ***	/keə(r)/
celebrity (n) *	/səˈlebrəti/
chance (n) ***	/tʃɑːns/
company (n) ***	/ˈkʌmpəni/
computer technician (n)	/kəmˈpjʊtə(r) tekˈnɪʃ(ə)n/
connected (adj) *	/kəˈnektɪd/
constant (n) ***	/ˈkɒnstənt/
cost (v) ***	/kɒst/
cultural values (n)	/ˈkʌltʃ(ə)rəl væljuːz/
dangerous (adj) ***	/ˈdeɪndʒərəs/
decision (n) ***	/dɪˈsɪʒ(ə)n/
difficult (adj) ***	/ˈdɪfɪk(ə)lt/
discipline (n) ***	/ˈdɪsəplɪn/
discuss (v) ***	/dɪˈskʌs/
enter (v)	/ˈentə(r)/
e-pal (n)	/ˈɪspæl/
experiment (n) ***	/ɪkˈsperɪmənt/
(v) *	/ɪkˈsperɪmənt/
explore (v) ***	/ɪkˈsplɔː(r)/
extra-curricular (adj)	/ˌekstrə kəˈrɪkjələ(r)/
fair (= just) (n) ***	/feə(r)/
fashion (n) ***	/ˈfæʃ(ə)n/
fast (adv) ***	/fɑːst/
female (n) ***	/ˈfiːmeɪl/
fortunate (adj) **	/ˈfɔːrtʃənət/
free (adj) ***	/friː/
fridge (n) *	/ˈfrɪdʒ/
government (n) ***	/ˈgʌvə(r)nmənt/
GPS system (n)	/dʒiː piː ˈes sɪstəm/
grow up (v)	/grəʊ ˈʌp/
health (n) ***	/helθ/
helmet (n) *	/ˈhelmt/
hide (v) ***	/haɪd/
inform (v) ***	/ɪnˈfɔː(r)m/
jacket (n) ***	/ˈdʒækɪt/
late (adj & adv) ***	/leɪt/
later (adj)	/ˈleɪtə(r)/
(adv) ***	/ˈleɪtə(r)/
leave (v) ***	/li:v/
lie (= not tell the truth) (v) ***	/laɪ/
limit (n) ***	/ˈlɪmɪt/

# Vocabulary bingo

Choose a set of vocabulary to revise.

## Unit 7

### Jobs

builder (n) ★★	/ˈbɪldə(r)/
computer programmer (n)	/kəmˌpjʊtə(r) ˈprəʊgræmə(r) /
fashion designer (n)	/'fæʃ(ə)n dɪˌzajnə/
journalist (n) ★★	/'dʒɜː(r)nəlɪst/
mechanic (n) ★	/mɪˈkænɪk/
police officer (n) ★	/pəˈliːs ˌɒfɪsə(r)/
receptionist (n) ★	/rɪˈsepʃ(ə)nɪst/
shop assistant (n)	/'ʃɒp əˌsɪst(ə)nt/

### Personal qualities

ambitious (adj) ★★	/æmˈbɪʃəs/
calm (adj) ★★	/kɑːm/
caring (adj)	/'keərɪŋ/
clever (adj) ★★	/'klevə(r)/
creative (adj) ★★	/'kriːtɪv/
fit (adj) ★★★	/fɪt/
hard-working (adj) ★	/'hɑː(r)d ˈwɜː(r)kɪŋ/
reliable (adj) ★★	/'rɪˌlaɪəb(ə)l/
sociable (adj)	/'səʊʃəb(ə)l/
well-organised (adj)	/'wel ˈɔː(r)gənəɪzd/

### Compound adjectives describing people or jobs

badly-paid (adj)	/'bædli ˈpeɪd/
blue/brown/green-eyed (adj)	/'bluː/'braʊn/'grɪːn,aɪd/
easy-going (adj)	/'iːzi'gəʊɪŋ/
full-time (adj) ★★	/'fʊlˌtaɪm/
good-looking (adj) ★★	/'gʊdˌlʊkɪŋ/
part-time (adj) ★★	/'pɑːtˌtaɪm/
right/left-handed (adj)	/'raɪt/'left ˈhændɪd/
well-paid (adj)	/'wel ˈpeɪd/

Students take a piece of paper and divide it into 6 sections (more if you like).

## Unit 7

### Jobs

builder (n) ★★	/ˈbɪldə(r)/
computer programmer (n)	/kəmˌpjuːtə(r) ˈprəʊgræmə(r) /
fashion designer (n)	/'fæʃ(ə)n dɪˌzainə/
journalist (n) ★★	/'dʒɜː(r)nəlɪst/
mechanic (n) ★	/mɪˈkæntɪk/
police officer (n) ★	/pəˈliːs ɒfɪsə(r)/
receptionist (n) ★	/rɪˈsepʃ(ə)nɪst/
shop assistant (n)	/'ʃɒp əˌsɪst(ə)nt/

### Personal qualities

ambitious (adj) ★★	/æmˈbɪʃəs/
calm (adj) ★★	/kɑːm/
caring (adj)	/'keərɪŋ/
clever (adj) ★★	/'klevə(r)/
creative (adj) ★★	/kriˈeɪtɪv/
fit (adj) ★★★	/fɪt/
hard-working (adj) ★	/'hɑː(r)d ˈwɜː(r)kɪŋ/
reliable (adj) ★★	/'rɪˌlaɪəb(ə)l/
sociable (adj)	/'səʊʃəb(ə)l/
well-organised (adj)	/'wel ˈɔː(r)gənaɪzd/

### Compound adjectives describing people or jobs

badly-paid (adj)	/'bædli ˈpeɪd/
blue/brown/green-eyed (adj)	/'bluː/'braʊn/'griːn,aɪd/
easy-going (adj)	/'iːzi'gəʊɪŋ/
full-time (adj) ★★	/'fʊlˌtaɪm/
good-looking (adj) ★★	/'gʊd'lʊkɪŋ/
part-time (adj) ★★	/'paɪtˌtaɪm/
right/left-handed (adj)	/'raɪt/'left ˈhændɪd/
well-paid (adj)	/'wel ˈpeɪd/





The students choose any 6 words from the list to write in the spaces.

## Unit 7

### Jobs

builder (n) ★★	/'bɪldə(r)/
computer programmer (n)	/kəm,pju:tə(r) 'prəʊgræmə(r) /
fashion designer (n)	/'fæʃ(ə)n dɪ,záinə/
journalist (n) ★★	/'dʒɜ:(r)nəlɪst/
mechanic (n) ★	/mɪ'kæntɪk/
police officer (n) ★	/pə'li:s ɒfɪsə(r)/
receptionist (n) ★	/rɪ'seɪʃ(ə)nɪst/
shop assistant (n)	/'ʃɒp ə,sɪst(ə)nt/

### Personal qualities

ambitious (adj) ★★	/æm'bitʃəs/
calm (adj) ★★	/kɑ:m/
caring (adj)	/'keərɪŋ/
clever (adj) ★★	/'kleɪvə(r)/
creative (adj) ★★	/kri'eɪtɪv/
fit (adj) ★★★	/fɪt/
hard-working (adj) ★	/'hɑ:(r)d 'wɜ:(r)kɪŋ/
reliable (adj) ★★	/rɪ'laɪəb(ə)l/
sociable (adj)	/'səʊʃəb(ə)l/
well-organised (adj)	/'wel 'ɔ:(r)gənaɪzd/

### Compound adjectives describing people or jobs

badly-paid (adj)	/'bædli 'peɪd/
blue/brown/green-eyed (adj)	/'blu:/'braʊn/'grɪ:n,aɪd/
easy-going (adj)	/'i:zi'gəʊɪŋ/
full-time (adj) ★★	/'fʊl,táɪm/
good-looking (adj) ★★	/'gʊd'lʊkɪŋ/
part-time (adj) ★★	/'pɑ:t'táɪm/
right/left-handed (adj)	/'raɪt/'left 'hændɪd/
well-paid (adj)	/'wel 'peɪd/

## Student A writes...

caring	fit	creative
sociable	part-time	au pair

## Student B writes...

reliable	easy-going	clever
mechanic	fit	good-looking

# Collect, shuffle and redistribute the paper.

## Unit 7

### Jobs

builder (n) ★★	/ˈbɪldə(r)/
computer programmer (n)	/kəmˌpjʊ:tə(r) ˈprəʊgræmə(r) /
fashion designer (n)	/'fæʃ(ə)n dɪˌzainə/
journalist (n) ★★	/'dʒɜ:(r)nəlist/
mechanic (n) ★	/mɪˈkæntɪk/
police officer (n) ★	/pəˈli:s ɒfɪsə(r)/
receptionist (n) ★	/rɪˈsepʃ(ə)nɪst/
shop assistant (n)	/'ʃɒp əˌsɪst(ə)nt/

### Personal qualities

ambitious (adj) ★★	/æmˈbɪʃəs/
calm (adj) ★★	/kɑ:m/
caring (adj)	/'keərɪŋ/
clever (adj) ★★	/'klevə(r)/
creative (adj) ★★	/kriˈeɪtɪv/
fit (adj) ★★★	/fɪt/
hard-working (adj) ★	/'hɑ:(r)d ˈwɜ:(r)kɪŋ/
reliable (adj) ★★	/'rɪˌlaɪəb(ə)l/
sociable (adj)	/'səʊʃəb(ə)l/
well-organised (adj)	/'wel ˈɔ:(r)gənaɪzd/

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full-time (adj) ★★	/'fʊlˌtaɪm/
good-looking (adj) ★★	/'gʊd'lʊkɪŋ/
part-time (adj) ★★	/'pɑ:tˌtaɪm/
right/left-handed (adj)	/'raɪt/'left ˈhændɪd/
well-paid (adj)	/'wel ˈpeɪd/

## Student A

caring	fit	creative
sociable	part-time	au pair



## Student B

reliable	easy-going	clever
mechanic	fit	good-looking

# Collect, shuffle and redistribute the paper.

## Unit 7

### Jobs

builder (n) ★★	/ˈbɪldə(r)/
computer programmer (n)	/kəmˌpju:tə(r) ˈprəʊgræmə(r) /
fashion designer (n)	/ˈfæʃ(ə)n dɪˌzajnə/
journalist (n) ★★	/ˈdʒɜ:(r)nəlɪst/
mechanic (n) ★	/mɪˈkæntɪk/
police officer (n) ★	/pəˈli:s ɒfɪsə(r)/
receptionist (n) ★	/rɪˈsepʃ(ə)nɪst/
shop assistant (n)	/ˈʃɒp əˌsɪst(ə)nt/

### Personal qualities

ambitious (adj) ★★	/æmˈbɪʃəs/
calm (adj) ★★	/kɑ:m/
caring (adj)	/ˈkeərɪŋ/
clever (adj) ★★	/ˈklevə(r)/
creative (adj) ★★	/kriˈeɪtɪv/
fit (adj) ★★★	/fɪt/
hard-working (adj) ★	/hɑ:(r)d ˈwɜ:(r)kɪŋ/
reliable (adj) ★★	/rɪˈlaɪəb(ə)l/
sociable (adj)	/ˈsəʊʃəb(ə)l/
well-organised (adj)	/wel ˈɔ:(r)gənaɪzd/

### Compound adjectives describing people or jobs

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full-time (adj) ★★	/ˈfʊlˌtaɪm/
good-looking (adj) ★★	/ɡʊdˈlʊkɪŋ/
part-time (adj) ★★	/ˌpɑ:tˈtaɪm/
right/left-handed (adj)	/raɪt/ˌleft ˈhændɪd/
well-paid (adj)	/wel ˈpeɪd/

## Student A

reliable	easy-going	clever
mechanic	fit	good-looking



## Student B

caring	fit	creative
sociable	part-time	au pair



The teacher now reads definitions of words chosen randomly from the list....

**Teacher: 'someone or something you can trust or believe.'**

**Unit 7**

**Jobs**

builder (n) \*\* /'bɪldə(r)/  
 computer programmer (n) /kəm,pju:tə(r) 'prəʊgræmə(r) /  
 fashion designer (n) /'fæʃ(ə)n dɪ,zajna/   
 journalist (n) \*\* /'dʒɜ:(r)nəlɪst/   
 mechanic (n) \* /mɪ'kænik/   
 police officer (n) \* /pə'li:s ,ɒfɪsə(r)/   
 receptionist (n) \* /rɪ'seɪʃ(ə)nɪst/   
 shop assistant (n) /'ʃɒp ə,sɪst(ə)nt/

**Personal qualities**

ambitious (adj) \*\* /æm'bɪʃəs/  
 calm (adj) \*\* /kɑ:m/  
 caring (adj) /'keərɪŋ/  
 clever (adj) \*\* /'kleɪvə(r)/   
 creative (adj) \*\* /kri'eɪtɪv/  
 fit (adj) \*\*\* /fɪt/  
 hard-working (adj) \* /'hɑ:(r)d 'wɜ:(r)kɪŋ/  
 reliable (adj) \*\* /rɪ'laɪəb(ə)l/  
 sociable (adj) /'səʊʃəb(ə)l/  
 well-organised (adj) /wel 'ɔ:(r)gənaɪzd/

**Compound adjectives describing people or jobs**

badly-paid (adj) /,bædli 'peɪd/  
 blue/brown/green-eyed (adj) /'blu:'braʊn/'grɪn,aɪd/  
 easy-going (adj) /i:zɪ'gəʊɪŋ/  
 full-time (adj) \*\* /'fʊl,tʌm/  
 good-looking (adj) \*\* /,gʊd'lʊkɪŋ/  
 part-time (adj) \*\* /,pɑ:t'tʌm/  
 right/left-handed (adj) /,raɪt/,left 'hændɪd/  
 well-paid (adj) /wel 'peɪd/

**Student A**

reliable	easy-going	clever
mechanic	fit	good-looking

**Student B**

caring	fit	creative
sociable	part-time	au pair

If a student hears a definition which matches one of their words, they cross it off the list.

**Teacher: 'someone or something you can trust or believe.'**

**Unit 7**

**Jobs**

builder (n) \*\* /'bɪldə(r)/  
 computer programmer (n) /kəm,pju:tə(r) 'prəʊgræmə(r) /  
 fashion designer (n) /'fæʃ(ə)n dɪ,zajnə/  
 journalist (n) \*\* /'dʒɜ:(r)nəlɪst/  
 mechanic (n) \* /mɪ'kænik/  
 police officer (n) \* /pə'li:s ɔfɪsə(r)/  
 receptionist (n) \* /rɪ'seɪʃ(ə)nɪst/  
 shop assistant (n) /'ʃɒp ə,sɪst(ə)n(t)/

**Personal qualities**

ambitious (adj) \*\* /æm'bɪʃəs/  
 calm (adj) \*\* /kɑ:m/  
 caring (adj) /'keərɪŋ/  
 clever (adj) \*\* /'kleɪvə(r)/  
 creative (adj) \*\* /kri'eɪtɪv/  
 fit (adj) \*\*\* /fɪt/  
 hard-working (adj) \* /hɑ:(r)d 'wɜ:(r)kɪŋ/  
 reliable (adj) \*\* /rɪ'laɪəb(ə)l/  
 sociable (adj) /'səʊʃəb(ə)l/  
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 full-time (adj) \*\* /'fʊl,tʌm/  
 good-looking (adj) \*\* /gʊd'lʊkɪŋ/  
 part-time (adj) \*\* /pɑ:t'tʌm/  
 right/left-handed (adj) /raɪt/left 'hændɪd/  
 well-paid (adj) /wel 'peɪd/

**Student A**

<del>sociable</del>	easy-going	clever
mechanic	fit	good-looking

**Student B**

caring	fit	creative
sociable	part-time	au pair

Continue with definitions of words from the list.  
 The first student to cross off all the words on the list shouts 'bingo'!

The teacher then checks the list with the class.

Unit 7	
<b>Jobs</b>	
builder (n) **	/ˈbɪldə(r)/
computer programmer (n)	/kəmˌpjʊ:tə(r) ˈprəʊgræmə(r) /
fashion designer (n)	/ˈfæʃ(ə)n dɪˌzajna/
journalist (n) **	/ˈdʒɜː(r)nəlist/
mechanic (n) *	/mɪˈkænik/
police officer (n) *	/pəˈliːs ˌɒfɪsə(r)/
receptionist (n) *	/rɪˈsepʃ(ə)nɪst/
shop assistant (n)	/ˈʃɒp əˌsɪst(ə)n(t)/
<b>Personal qualities</b>	
ambitious (adj) **	/æmˈbɪʃəs/
calm (adj) **	/kɑːm/
caring (adj)	/ˈkeərɪŋ/
clever (adj) **	/ˈkleɪvə(r)/
creative (adj) **	/kriˈeɪtɪv/
fit (adj) ***	/fɪt/
hard-working (adj) *	/ˈhɑː(r)d ˈwɜː(r)kɪŋ/
reliable (adj) **	/rɪˈlaɪəb(ə)l/
sociable (adj)	/ˈsəʊʃəb(ə)l/
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<b>Compound adjectives describing people or jobs</b>	
badly-paid (adj)	/ˌbædli ˈpeɪd/
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easy-going (adj)	/iːziˈɡəʊɪŋ/
full-time (adj) **	/ˈfʊlˌtaɪm/
good-looking (adj) **	/ˌɡʊdˈlʊkɪŋ/
part-time (adj) **	/ˌpɑːtˈtaɪm/
right/left-handed (adj)	/ˌraɪt/ˌleft ˈhændɪd/
well-paid (adj)	/wel ˈpeɪd/

### Student A – 'bingo!'

reliable	easy-going	calm
mechanic	good-looking	creative

### Student B

calm	easy-going	creative
sociable	part-time	well-paid

**B. How to survive the last 10 minutes of a lesson  
/ How to rescue a lesson that is dying**





**B. How to survive the last 10 minutes of a lesson  
/ How to rescue a lesson that is dying**

**Use activities like the ones we've just seen!**



# Lesson planning – have a ‘Plan B’

## Typical plan:

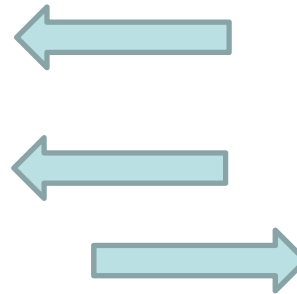
- Warmer (10 mins.) 
- Book grammar/vocab. exs. 1-4 (30 mins.) 
- Role-play based on grammar (10 mins.) 
- Song (10 mins.) 



# Lesson planning – have a ‘Plan B’

## Typical plan:

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# Lesson planning – have a ‘Plan B’

## Typical plan:

- Warmer (10 mins.)
- Book grammar/vocab exs. 1-4 (30 mins.)
- Role-play based on grammar (10 mins.)
- Song (10mins.)



## Rescuers:

- Vocab. bingo
- Sentence hangman
- .....

G is for.....

**GRAMMAR!**

# Language reference and revision

## Grammar reference

### Countable and uncountable nouns

**Book, mistake, shop, euro** are all examples of countable nouns. We can count books, mistakes, shops, euros and so there is a singular and plural form. Some things, for example liquids, we cannot count and so we do not usually use a plural form. These are uncountable nouns. Other examples are **milk, money, bread**. Many words 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 the way)  
 With uncountable nouns we can often make them countable by adding a **piece** of before the word.

*advice, furniture, information, news* (uncountable)  
*a piece of advice, a piece of furniture, a piece of information, a piece of news* (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.*      *Are there any books?*

We use **much, many, a lot (of)** to talk about big quantities. 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, 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 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 **when a lot** comes before a noun. But we often use **a lot** to do not use of.

*Have you got any water? Yes, I've got 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. 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 Lord of the Rings.*

*That's the book which/that he translated.*

*That's the actor whose film I saw yesterday.*

*Liverpool is the place where I was born.*

*Sunday is the day when I go for a run with my friends.*

We use **who** and **that** for people, **which** and **that** for things, **whose** for possessors, **where** for places, and **when** for times.

We can omit **who, which, or that** when a noun or pronoun immediately after. **Who, which, or that** are the object of the sentence.

*That's the film that I saw. = That's the film I saw.*

*She's the actress that my brother likes. = She's my brother likes.*

but

*That's the film that was popular.*

*She's the actress that made the film.*

## Vocabulary

### 1 Countries, nationalities, languages

#### Countries:

Argentina Austria Brazil Egypt  
 Japan The Netherlands Poland  
 Russia Switzerland Wales

#### Nationalities:

Dutch Egyptian Japanese Polish  
 Russian Swiss Welsh

#### Languages:

Dutch English French German  
 Italian Japanese Polish Romanian  
 Spanish Swedish

### 2 Learning a language

do/study English  
 do/write an essay  
 do/take an exam do an exercise  
 do homework make a mistake  
 memorise memorisation  
 practice/practise practise (x) revise  
 revision student study  
 translate translation

### 3 Negative prefix

unhappy unc  
 incorrect info  
 impossible ill

### 4 Other words and phrases

▶ page 138-9

## Grammar revision

**Must, mustn't, have to, don't have to**

### 1 Choose the correct alternative. If two alternatives are correct, choose both.

- You **must/shouldn't have to** smoke at school.
- You **must/should have to** study a lot to be an architect.
- People who work in a bank **don't have to/should have to/mustn't** wear a uniform.
- You **has to/have to/should** know how to use a computer to work in a bank.
- Visitors to the museum **mustn't/mustn't have to** take photos. It's prohibited.
- A professional football player **mustn't/should have to/should have to** work in an office.
- You **mustn't/should have to/mustn't** drink and drive.

WORKBOOK ▶ page 58

/ 7 points

### Should, shouldn't, If I were you

#### 2 Choose the correct alternative.

- Sue: I want to work in the States. Can you give me some advice?  
 Tami: You should **(a) look for a job** on the Internet.  
 Sue: **(b) I should/shouldn't** send my CV?  
 Tami: Yes, if I were you, I **(c) would/should** send a letter and a CV by email. But you **(d) should/shouldn't** worry if it takes a long time for them to answer. They probably have hundreds of people waiting in and sending CVs. If I were you, I **(e) would/shouldn't** be patient.

WORKBOOK ▶ page 58

/ 5 points

### Second conditional

#### 3 Write complete sentences in the second conditional.

- I see a ghost → take a photo of it.      5 we don't have a TV → talk more
- he had a bad day → be angry → shout      6 he isn't very good at football → not play in the first division
- my parents win the lottery → give me a present      7 I live in Italy → speak Italian
- she had a pen → ask my friend for one      8 we have wings → be able to fly

WORKBOOK ▶ page 61

/ 8 points

## Vocabulary revision

### Jobs

#### 1 Write definitions of these jobs. Use these words to help you.

manual work  
 office outsoles  
 paperwork  
 team travel  
 work with the public



- a builder
- a journalist
- a mechanic
- a receptionist
- a fashion designer
- a nurse
- a shop assistant
- a computer programmer

WORKBOOK ▶ page 56

/ 8 points

### Personal qualities

#### 2 Complete the sentences in a logical way.

- Alex is very ambitious because \_\_\_\_\_
- He's very reliable. He \_\_\_\_\_
- She's very caring. Do you remember when she \_\_\_\_\_?
- Ben is very fit because \_\_\_\_\_
- I think he's clever because \_\_\_\_\_
- When you're creative you \_\_\_\_\_

WORKBOOK ▶ page 56

/ 6 points

### Compound adjectives

#### 3 Complete the compound adjectives with the appropriate word.

- a job which gives you a lot of money: well-\_\_\_\_\_
- relaxed and calm: easy-\_\_\_\_\_
- with brown eyes: brown-\_\_\_\_\_
- when you write with your right hand: right-\_\_\_\_\_
- attractive: good-\_\_\_\_\_
- when you work all day in your job: full-\_\_\_\_\_

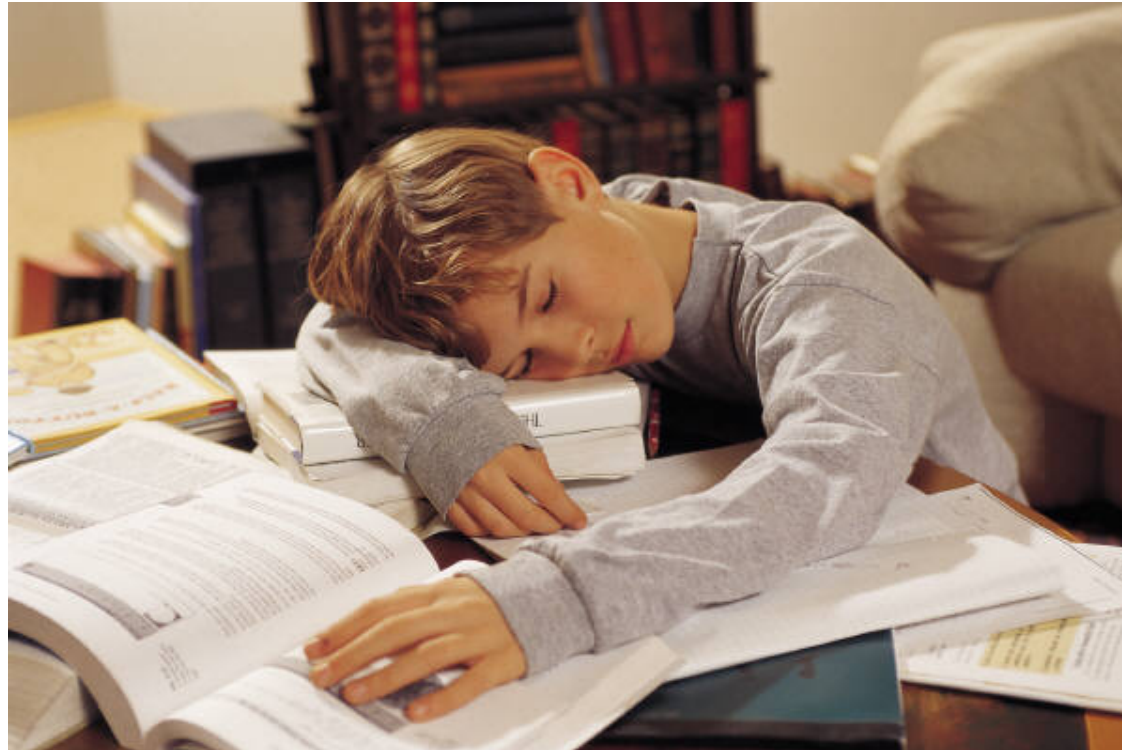
WORKBOOK ▶ page 59

/ 6 points

**Total** / 40 points

95

## C. How to correct grammar exercises (without students falling asleep)



- 1) DON'T ask students one by one in a set order. Ask in random order to keep them on their toes.**
- 2) DON'T just ask for the answer. Ask them to explain WHY it's the answer.**
- 3) If a student answers in a soft voice, DON'T move closer to them – move further away so they have to speak up.**
- 4) For variety, YOU answer the questions (and get a few wrong to test them).**
- 5) If the exercise was for homework and someone didn't do it, they still have to answer NOW.**



## 6) Don't correct them right away – try self-correction

- 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

Students:

1. A
2. A
3. D
4. A
5. B
6. D
7. C

Teacher:

‘Look again – you have 2 mistakes to change’

## 6) Don't correct them right away – try self-correction

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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

Students (new answers):

1. A
2. A → C
3. D
4. A
5. B
6. D
7. C → B

Teacher:

'Now they are all correct!'



## **D. How to encourage teenage students to speak in English**

## Motivation - the most important factor:

*Substitute long- and mid-term motivation by creating in students the immediate desire to do an activity.*



**Spot the difference**















## **D. How to encourage teenage students to speak in English (continued)**

**Other factors to bear in mind:**

- 1. Correction – listening to WHAT teenagers say, not just HOW they say it.**

# What's wrong with this?

- Teacher: 'How was your weekend? Did you go to the party?'
- Student: 'Something very unpleasant came out and I couldn't go to the party.'
- Teacher: 'Something very unpleasant came UP, not came OUT.'
- Student: 'Oh, sorry.'

## A better version...

- Teacher: 'How was your weekend? Did you go to the party?'
- Student: 'Something very unpleasant came out and I couldn't go to the party.'
- Teacher: 'Oh, I'm sorry to hear that, I hope it wasn't anything too serious?'
- Student: 'Well, I had some problems with my dog....'

‘The greatest mistake  
(if oral ability is the aim)  
is for the learner not to speak at all.’


from the introduction to  
*Games for language learning* - Wright, Betteridge and Buckby, CUP

## **D. How to encourage teenage students to speak in English (continued)**

**Other factors to bear in mind:**

### **2. 'Task Avoidance Behaviour'**

# Task avoidance: reasons and solutions

- It's not interesting
- 
- Take a new / engaging approach

# The students are bored: make it engaging / varied

▶ Developing vocabulary

**Different uses of get**

1 Look at *get* in these sentences and match each one to the correct meaning (a–e).



- 1 Summers are *getting* very hot. c
- 2 I *got* your email yesterday. ....
- 3 Last week she *got* a book about pollution. ....
- 4 What time will you *get* to the meeting? ....
- 5 Can you *get* me the pen that's on the desk? ....

a arrive                      d obtain or buy  
b bring                        e receive  
c become

**4a SPEAKING** Work with a partner. Write a story where you use *get* as many times as possible.

**4b** Tell your story to the class. Who uses *get* the most?

Yesterday I got up at 7am and I got ready for school.



▶ Developing vocabulary

**Different uses of get**

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- 5 Can you *get* me the pen that's on the desk? ....

a arrive                      d obtain or buy  
b bring                        e receive  
c become

2 Complete the sentences with these words. What is the meaning of *get* in each sentence?

dark late ready red thin worse

- 1 I can see that you're hot. Your face is getting .....
- 2 My brother needs to eat more. He's getting very .....
- 3 Come on! You need to get ..... for the meeting.
- 4 Scientists are very worried because they say the situation is getting .....
- 5 Come on! It's getting ..... Time for bed.
- 6 I'll switch the light on. It's got very ..... in here.

3 What usually happens in these situations? Write sentences with *get* and these words.

an email with news angry bread  
home late paper and a pen presents tired

- 1 Somebody is saying horrible things to you. You get angry.
- 2 You run for an hour or more. ....
- 3 It's your birthday tomorrow. ....
- 4 You're out at 11pm and there are no buses. ....
- 5 You're in a supermarket because you want to make a sandwich for lunch. ....
- 6 Your friend in the USA writes to tell you about what happened to her last week. ....
- 7 Somebody is talking to you on the phone and wants to leave a message. ....

**4a SPEAKING** Work with a partner. Write a story where you use *get* as many times as possible.

**4b** Tell your story to the class. Who uses *get* the most?

Yesterday I got up at 7am and I got ready for school.

Unit 6 73





## ► Developing vocabulary

### Different uses of *get*

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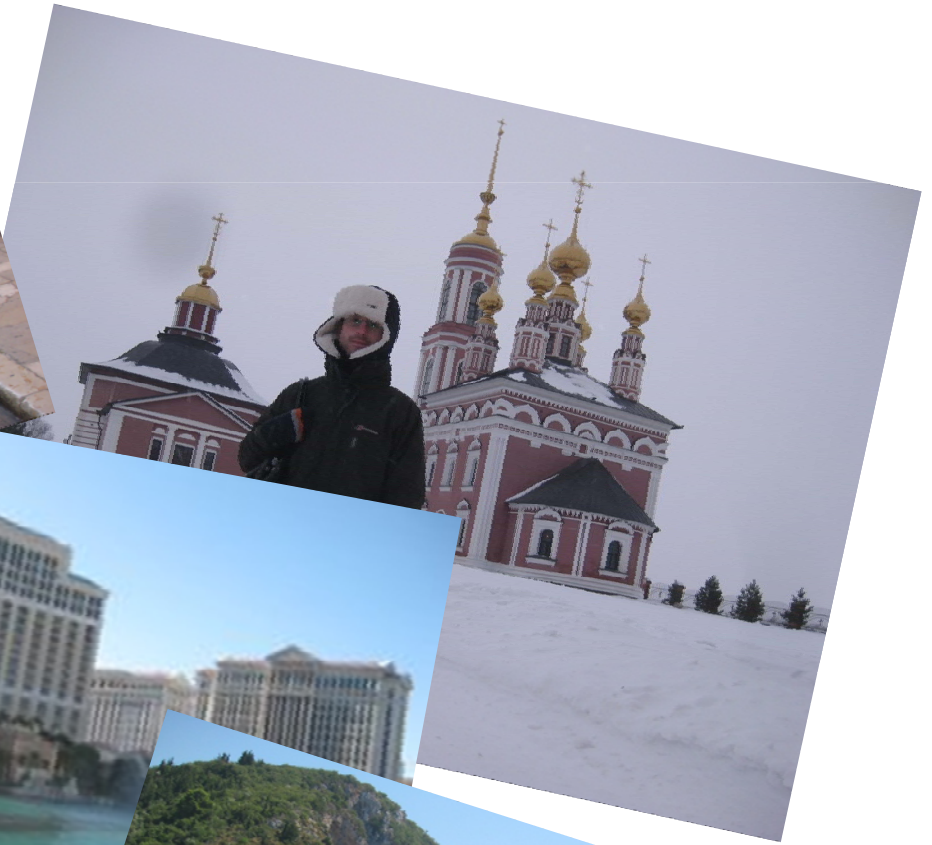
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- 4 What time will you *get* to the meeting? ....
- 5 Can you *get* me the pen that's on the desk? ....

- |          |                 |
|----------|-----------------|
| a arrive | d obtain or buy |
| b bring  | e receive       |
| c become |                 |

## **D. How to encourage teenage students to speak in English (continued)**

**Other factors to bear in mind:**

**3. Making it engaging through ‘personalisation’**





- What's happened to R-Patz and Kristen?
- Why do footballers need English?
- Who was Ian Flemming?

**7 What's hot, what's not**

Grammar • Reported speech  
Vocabulary • Music and film • Media habits  
Speaking • Compound nouns and adjectives  
Writing • Discussions 1  
• A review

**Click onto** **The language of work**

Cross-curricular – Economics  
Learning English for work

**Literature**  
*Casino Royale* by Ian Fleming

**i INSIDE INFORMATION**

- The author of the James Bond novels was English. His name was Ian Fleming. During the Second World War, Fleming worked with spies in the Intelligence department of the British Navy.
- *Casino Royale* was the first James Bond novel. It appeared in 1953. They made a film of *Casino Royale* in 2006, with Daniel Craig as Bond.
- In *Casino Royale* Bond's mission is to destroy Le Chiffre, an important Russian agent. Le Chiffre loses all his money when he plays cards with Bond. But Le Chiffre and his men kidnap Vesper, the woman who is working with Bond. Mathis is another local agent working with Bond. The text here describes what happens when Bond follows Le Chiffre and Vesper in his car.

**6** **1.13** Read and listen to the text. What do you think is going to happen just after this scene?

**7** Read the text again. Decide if the sentences are true (T) or false (F).

- The weather was good that night. *T/F*
- Bond decided to give Le Chiffre the cheque. *T/F*
- Bond was driving the Bentley and Le Chiffre was driving the Citroën. *T/F*
- There were five people in the Citroën. *T/F*
- Vesper was sitting in the back seat of the car. *T/F*
- Le Chiffre drove very fast to escape from Bond. *T/F*
- Le Chiffre and his men are planning a surprise attack on Bond. *T/F*

**8** Correct the false sentences in 7.

**The Crash**

Soon Bond was speeding along the coast road. There was no wind, and the night was clear.

Bond drove faster and faster. He was angry. Why had M sent Vesper – a woman – on this job? He knew that Le Chiffre's men wouldn't do it! This job was more important than Vesper. All right, he would try and catch the Citroën. But if he didn't catch them, he would go back to his hotel. He would say nothing to Mathis about the Citroën. He would not pay Le Chiffre's men the forty million francs. Tomorrow he would show Mathis the note. He would ask Mathis what had happened to Vesper.

Bond's Bentley was travelling at 160 kilometres an hour. The Citroën was only a kilometre or two ahead. Bond took a gun from under the driver's seat. He put it on the seat beside him.

There were three men and the girl in the Citroën. Le Chiffre was driving. The man who had carried the walking-stick gun, was beside him. There was a thick handle next to the man's left hand. The handle came from the floor of the car.

The tall, thin gunman was sitting in the back seat. Vesper was next to him. She had a sack over her head. It was tied around her neck with a piece of rope.

Le Chiffre watched Bond's car in his driving mirror. The Bentley was only a kilometre behind. When he went round a corner, Le Chiffre slowed to fifty kilometres an hour. He could see a crossroads ahead.

'Get ready,' he said to the man beside him.

The man put his fingers round the handle. At that moment, the Bentley's headlights came round the corner.

'Now!' said Le Chiffre.

He stopped the car and all three men jumped out. They ran back to the crossroads. Each man carried a gun.

The Bentley was speeding towards them.

**WORD BOOSTER**

Match the words and pictures.

- cheque *a*
- sack *b*
- driving mirror *c*
- crossroads *d*
- headlights *e*

**P PROJECT**

**9a** Work in groups. Do you know anything about the fictional British detective Sherlock Holmes? Make notes on these topics:

- personality and appearance
- the author who created Sherlock Holmes
- famous stories and films
- British life at the time

**9b** Each person in the group should choose one of the topics, find out more information and look for illustrations.

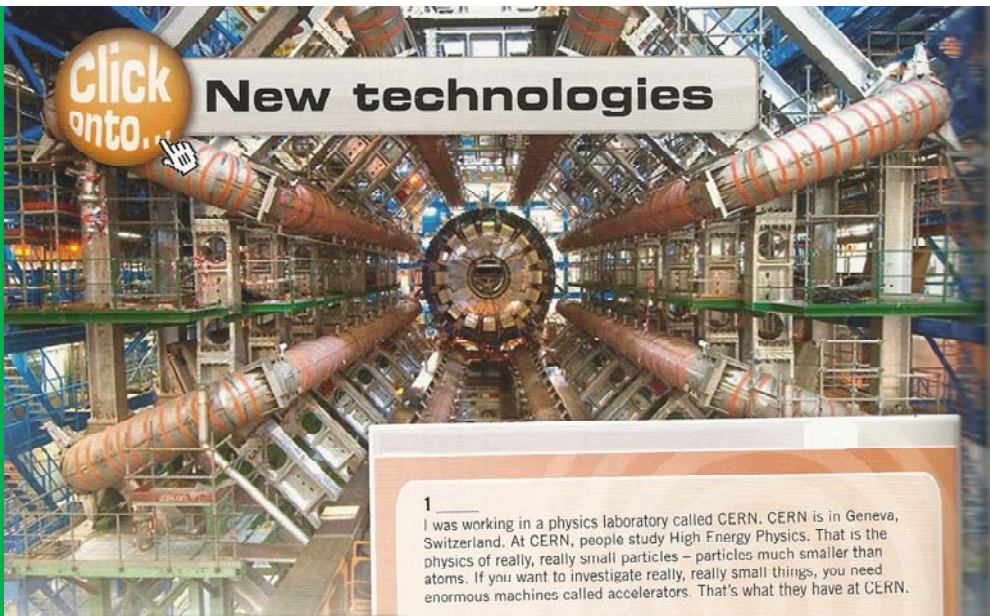
**9c** In your group, decide how to present your information to the rest of the class. Prepare it and present it.

Unit 2 23



Click onto...

## New technologies



### Cross-curricular – Science

The inventor of the World Wide Web

1 LISTENING 2.42 Listen to a radio programme about Sir Tim Berners-Lee, the inventor of the WWW. Does the presenter say anything about ...

- 1 when Berners-Lee was a child? *Yes/No*
- 2 when he was at university? *Yes/No*
- 3 his life now? *Yes/No*

2 Listen again and choose the correct alternative.

- 1 Berners-Lee was born in the south-west of *England/London/Switzerland*.
- 2 Berners-Lee liked *riding on trains/building model trains/watching trains*.
- 3 Berners-Lee's first contact with electronic gadgets was *making a model train/making something for his model trains/repairing the TV*.
- 4 Berners-Lee made a *TV program/computer/computer program* when he was at university.
- 5 Berners-Lee studied physics at university because *he thought it was more practical than maths/he didn't like maths/his parents taught physics*.

3 You are going to read some Frequently Asked Questions from the website of Sir Tim Berners-Lee, the inventor of the World Wide Web. Match the questions with answers 1–4 in the text.

- a Was it easy to invent the WWW?
- b Where were you when you invented the WWW?
- c Why do you always say everything is simple?
- d What made you think of the WWW?

1

I was working in a physics laboratory called CERN. CERN is in Geneva, Switzerland. At CERN, people study High Energy Physics. That is the physics of really, really small particles – particles much smaller than atoms. If you want to investigate really, really small things, you need enormous machines called accelerators. That's what they have at CERN.

2

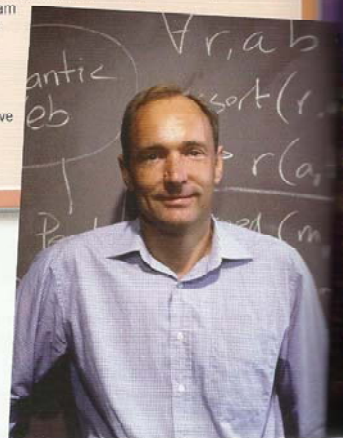
Well, things were very frustrating in the past. There was different information on different computers, but you couldn't get all the information with just one computer. People at CERN came from universities all over the world. They brought all types of computers with different types of software. Sometimes you had to learn a different program for each computer. So I wrote some programs to take information from one computer system to put it in another system. And then I thought "Can't we connect all these different information systems and make just one imaginary information system? Everybody could read the same system." And that became the WWW.

3

Actually inventing it was simple. The difficult part was to persuade everybody to use the same system. It's incredible that so many people now use it.

4

Well, because it is, basically. I want you to know that you too can make new programs which create new, fun ways of using computers and using the Internet. I want you to know that, if you can imagine a computer doing something, you can program a computer to do that. The only limit is your imagination. And a couple of laws of physics. Of course, what happens with computers is that you have a basic, simple idea. Then you have to add things on to it to make it work. But all good computer programs are simple inside.



# Gateway

## E. How to calm students down and get them concentrating



# Column Dictations

# Grammar I

MAKE	DO



# Pronunciation – Word Stress

1) Oo	2) oO	3) oOo	4) Ooo

# Pronunciation – Word Stress

1) Oo	2) oO	3) oOo	4) Ooo
bingo	upset	banana	interesting

# Speaking - Opinions

I AGREE	I DISAGREE	IT DEPENDS

## F. How to deal with mixed-ability

# 1) Online materials

# Gateway Online

The screenshot shows the Gateway Online website interface. At the top, the logo "Gatewayonline" is displayed. Navigation links include "Messages", "Teacher's Resources", "Homepage", and "Help". A user profile section shows "Select level: Level A2" and an email address "welcome.hell@kayak.com". A secondary menu contains "Units", "Videos", "Games", "Reader", and "Wordlist".

The main content area is titled "Unit 1" and includes the instruction: "Practise different aspects of English language through these interactive activities: Click on the activity type to get started." Below this are several activity buttons: "Video" (with a film strip icon), "Listening" (with a dog icon), "Writing" (with a hand typing icon), "Test Yourself" (with a puzzle piece icon), "Game" (with a game controller icon), "Class Audio" (with a speaker icon), and "Workbook Key" (with a checkmark icon).

On the right side, there is a "MACMILLAN DICTIONARY" search box. Below it, a "Double Click Enabled" notification states "Double click any word on this web page". Further down are two promotional boxes: "Macmillan Book Store" (with a book icon) and "Macmillan Practice Online" (with a logo icon).

The Macmillan logo is visible in the bottom right corner of the interface.



# Gateway

# www.gateway-online.net

## Accessing the site

### *Student's Book + Webcode Pack*

- Code in back of book;
- Access to one level only.

### *Teacher's book*

- Code in back of book;
- Access to all levels;
- Can see both student and teacher material;
- Access for 18 months, then renewal notice email sent.

**Gatewayonline**

email  
password  
Forgotten Password? Login

**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.

**For teachers:**

- Go to the [teacher area](#) to find out more about Gateway – including component demonstrations, sample units, additional teaching resources and teacher development.
- Activate your Teacher's Book code using the **Join Gateway Online** link to gain access to all levels of the student area.
- [Czech tests: audio and answer keys.](#)
- [Slovak tests: audio and answer keys.](#)

Join Gateway Online

Sample Student Resources

# What's in store for students?



Interactive Activities  
Each unit contains:

- Video
- Listening
- Test Yourself
- Writing

Plus!

- Game
- Class Audio

Reader  
Students get one Macmillan Reader with audio (if available), reading and listening worksheets, answer keys and a reading journal.

The screenshot shows the Gatewayonline website for Level B1+. At the top, there's a navigation bar with 'Units | Videos | Games | Reader | Wordlist'. Below that, a 'Level B1+' banner is visible. The main content area includes a welcome message, a list of activities (Unit-by-unit activities, Video activities, Games, Readers, Wordlist, Markbook), and four large buttons for 'Units', 'Videos', 'Games', and 'Reader'. On the right side, there's a 'MACMILLAN DICTIONARY' search box, a 'Gateway Online Markbook' section with a percentage icon, a 'Macmillan Bookstore' section with an open book icon, and a 'Macmillan Practice Online' section with a logo.

Interactive Wordlists  
Students can:

- build their own data-rich wordlists;
- customise them;
- print them;
- sort them according to their frequency;
- listen to native speaker recordings;
- record themselves;
- get practice exercises emailed to them on the words they want to revise.

Markbook  
Students' own personal record of marks achieved in interactive activities. Can send marks to teacher and request teacher feedback on Writing activity.



# Gateway



## **2) Extension work for stronger students**

# Treating Mixed Ability

## Grammar extension

5 Complete Emma's email using these new reporting verbs.

accuse apologise congratulate insist promise warn



Hi Hari

Well, my first photo shoot was a bit disappointing!

First the photographer **(a)** *insisted* on shining bright lights in my eyes. He **(b)** me not to shut my eyes or the photos would look awful. Then he **(c)** me of moving when I hadn't. He **(d)** that I could sit down after an hour, but two hours later I was still on my feet. I was exhausted. But in the end, he **(e)** to me for being so bossy, and **(f)** me on a good day's work! Not sure it's the life for me though.

Love Emma

## Vocabulary extension: more words with suffixes -er, -or, -ee, -ist, -ian

4 Add one of the suffixes to make words. Then write the words in the correct columns. Use your dictionary to check your answers.

act\_\_\_\_\_ auth\_\_\_\_\_ chem\_\_\_\_\_ comed\_\_\_\_\_ edit\_\_\_\_\_  
 hairdress\_\_\_\_\_ lead\_\_\_\_\_ librar\_\_\_\_\_ music\_\_\_\_\_  
 optic\_\_\_\_\_ paint\_\_\_\_\_ pay\_\_\_\_\_ pian\_\_\_\_\_ politic\_\_\_\_\_  
 reception\_\_\_\_\_ sail\_\_\_\_\_ solicit\_\_\_\_\_ teach\_\_\_\_\_  
 telephon\_\_\_\_\_ translat\_\_\_\_\_ violin\_\_\_\_\_

-er	-or	-ee	-ist	-ian

5 Choose two jobs that you would like and two that you would hate from 4. Write sentences to explain why.

*I think I would enjoy being a librarian because I love reading and I hate working in noisy places.*

1 .....

2 .....

3 .....

4 .....

### **3) Open-ended tasks**

Find a minimum of five things which are:

- usually red.
- usually round.
- made of wood.

## **4) Activities for Fast-Finishers**

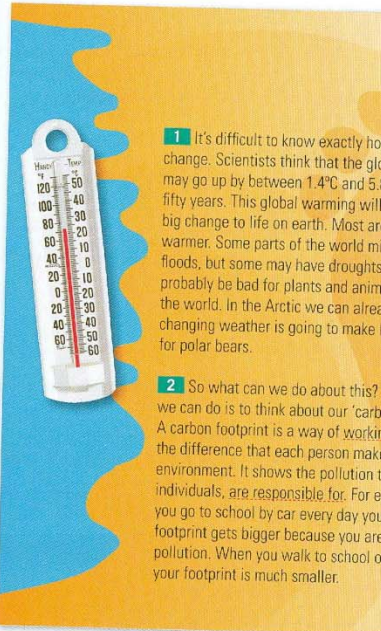
**(another thing to think about when planning)**



## Reading

1 You are going to read a text about things we can do to paragraphs and match them to these titles.

- Paragraph ..... a Young people can make a difference  
 Paragraph ..... b Predictions for the future



1 It's difficult to know exactly how change. Scientists think that the glo may go up by between 1.4°C and 5.8 fifty years. This global warming will big change to life on earth. Most are warmer. Some parts of the world m floods, but some may have droughts probably be bad for plants and anim the world. In the Arctic we can alrea changing weather is going to make li for polar bears.

2 So what can we do about this? I we can do is to think about our 'carb A carbon footprint is a way of worki the difference that each person make environment. It shows the pollution th individuals, are responsible for. For ex you go to school by car every day you footprint gets bigger because you are pollution. When you walk to school or your footprint is much smaller.

2 Choose the correct alternative. Write the number of the paragraph where you found the answer.

- A carbon footprint works out the difference that each human being/type of transport makes to the environment. Paragraph .....
- The text suggests that teenagers can take decisions for their parents/influence their parents' decisions. Paragraph .....
- Rail travel/Flying is relatively good for the environment. Paragraph .....
- The effects of climate change will probably/will probably not affect nature all over the planet. Paragraph .....
- Everyday activities make/don't make a big difference to your carbon footprint. Paragraph .....
- Scientists are/are not sure what will happen in the next fifty years. Paragraph .....
- Scientists predict that the changes will/won't be the same in different places. Paragraph .....

1 It's difficult to know exactly how our climate will change. Scientists think that the global temperature may go up by between 1.4°C and 5.8°C in the next fifty years. This global warming will definitely make a big change to life on earth. Most areas will become warmer. Some parts of the world might have terrible floods, but some may have droughts. This will probably be bad for plants and animals in all parts of the world. In the Arctic we can already see that the changing weather is going to make life very difficult for polar bears.

2 So what can we do about this? One thing we can do is to think about our 'carbon footprint'. A carbon footprint is a way of working out the difference that each person makes to the environment. It shows the pollution that we, as individuals, are responsible for. For example, when you go to school by car every day your carbon footprint gets bigger because you are adding to the pollution. When you walk to school or go by bike, your footprint is much smaller.

4 Choose the six words in the text which you think are the most important. Compare your answers with a partner and explain your choices.

*I chose 'climate' because the text is talking about how the climate is changing.*

5 Use your words in 4 to write a short summary of the text.

6 SPEAKING What about you?

- How important do you think global warming is? Why?
- Do you think your carbon footprint is big or small? Why?

*I think global warming is the most important problem in the world right now.*

*I don't agree. There are other big problems too.*



3 Your decisions in life make a difference to your carbon footprint. Do you fly when you go on holiday? Planes are much worse for the environment than trains. They leave a bigger carbon footprint. When you buy products that have a lot of plastic packaging, you are also making your carbon footprint bigger.

4 You are a teenager. Perhaps you think that you are not responsible for your own carbon footprint because your parents and your school are responsible. But you can help your family and others to change their habits. And you can watch less TV and turn off the light when you leave a room. Each small action will make your carbon footprint smaller. And that will help to slow down global warming and its dangerous consequences.

# The A to Z of...

A → architect

B → builder

C → caretaker

D →

E →

.....



## G. How to remain calm, sane and happy when classes are 'difficult'



**1) Remember that you were that age once.**



## 2) Remember you are not alone!



- Teacher Talk: diaries, letters
- Blogs
- Forums
- Competitions
- Lesson plan share



# MACMILLAN INTERACTIVE WEBINARS



- Participate in regular online webinars  
[www.macmillanenglish.com/webinars](http://www.macmillanenglish.com/webinars)
- A range of EFL topics
- Webinars from all over the world
- Register for free
- Archive of previous webinars

...piring and useful!

...ring the acad...  
...source will be a...  
...ep checking ba...

...roduction

...sing the Workb...

...sing grammar c...

...eaching toward...

...sing and recyc...

...sing the Teach...

...eaching study

...hat about you?

...sing 'Inside Info...

...sing Word Boosters

Using grammar guides and grammar references

Gateway

Gateway shop

Gateway

Macmillan English

Connect to the Gateway Community

stop english .com  
Resources for Learning English

MACMILLAN  
Download free teaching resources

GRAMMAR GUIDE  
Relative pronouns

1a Look at these sentences.

1. France is a place **where** they did a lot of film.
2. It's the person **who** does Angela's hair film.
3. **Whose** husband is the film **which** made her famous in China.
4. I became the character **that** she plays.
5. That was the exercise **when** I decided to become an actor.
6. That was the first film **that** became popular.
7. He's the actor **whose** film is like the most.

Which words in bold refer to?

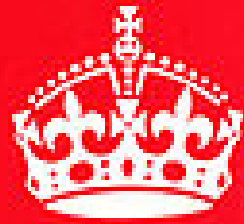
- a. people? \_\_\_\_\_ and \_\_\_\_\_
- b. things? \_\_\_\_\_ and \_\_\_\_\_
- c. possessions? \_\_\_\_\_
- d. places? \_\_\_\_\_
- e. time? \_\_\_\_\_

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

GRAMMAR REFERENCE ▶ page 62

00:16 07:31

# Gateway



**KEEP  
CALM  
AND  
CARRY  
ON**





[www.gateway-online.net](http://www.gateway-online.net)

[www.facebook.com/macmillangateway](https://www.facebook.com/macmillangateway)

[www.iptrussia.ru](http://www.iptrussia.ru)



Gateway



# Other final ideas

**Spelling backwards**

- Just say 'yes'!

# Grammar structure bingo

- Present simple
- Present continuous
- Past simple
- Past continuous
- Present perfect simple
- Present perfect continuous
- Past perfect simple
- Past perfect continuous
- Used to
- Future simple
- Future continuous
- Future perfect
- Comparative
- Superlative
- Reported speech



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- Comparative
- Superlative
- Reported speech

I am playing bingo.	I was shopping yesterday.	I have been revising.
I used to like fish.	I will be away next week.	I am taller than you.

I am the best at English.	I will have finished by 8pm.	I will be playing golf on Saturday.
I used to go to playschool.	I have finished.	I had left by the time they arrived.

# Grammar structure bingo

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# First and last lines...

A: 'Hello, how are you?'

B: 'No.'

A: .....

'Liam was having a terrible day....'

'.....and that's how I got arrested.'

## ▶ Developing vocabulary

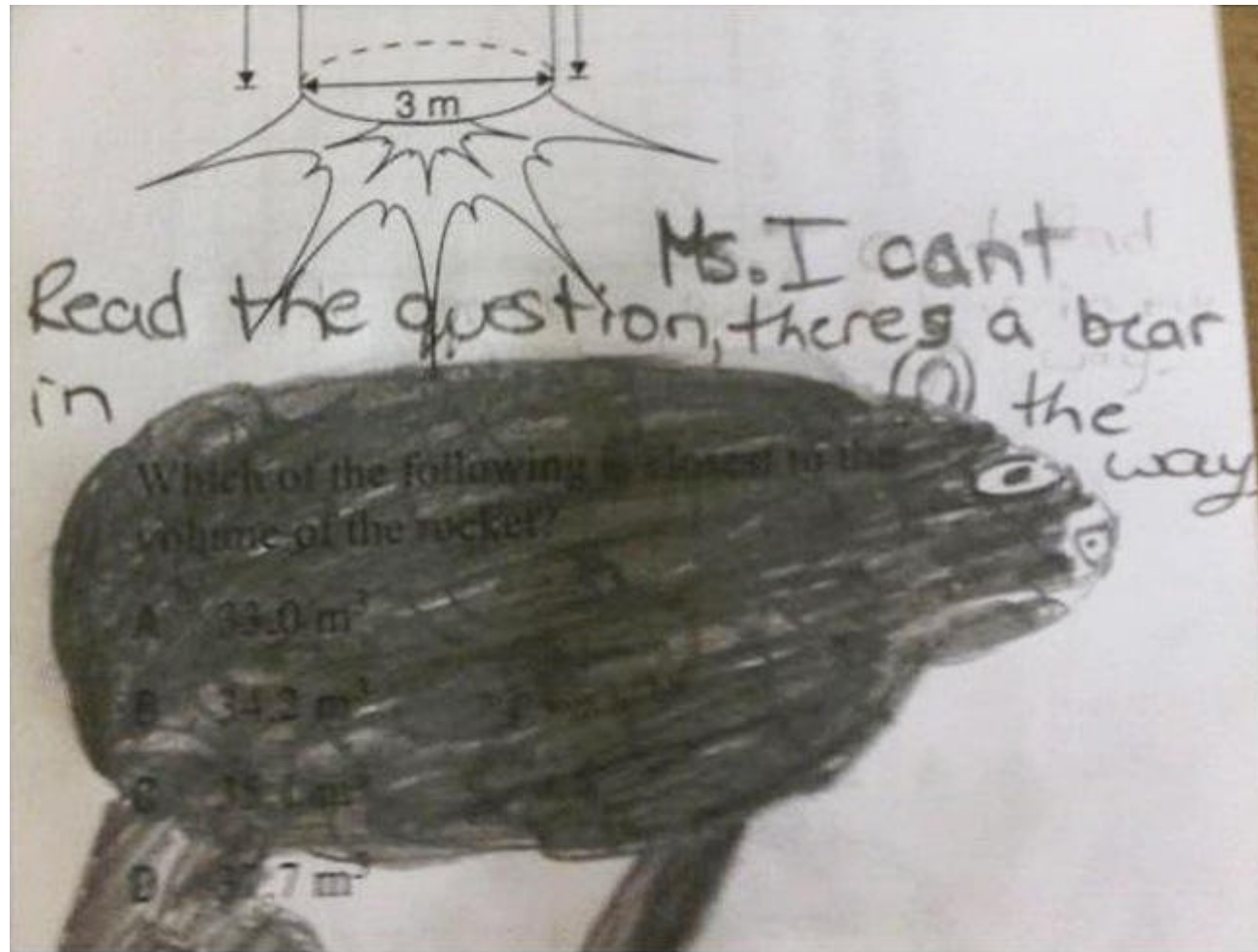
### Different uses of *get*

1 Look at *get* in these sentences and match each one to the correct meaning (a–e).

- 1 Summers are *getting* very hot. ....c.....
- 2 I *got* your email yesterday. ....
- 3 Last week she *got* a book about pollution. ....
- 4 What time will you *get* to the meeting? ....
- 5 Can you *get* me the pen that's on the desk? ....

- |          |                 |
|----------|-----------------|
| a arrive | d obtain or buy |
| b bring  | e receive       |
| c become |                 |

Remember not to take things so seriously.....



B. Simplify:  $(2x + y^2)(2y + 4x - 3y^2)$ . Show or explain all your work.



Abhhh!  
A bear,  
I'm too  
scared to  
answer!