

Gateway

LEARNING FOR LIFE

2nd Edition

Инструкция по активации кода к интернет-ресурсу
для преподавателя Gateway 2nd edition



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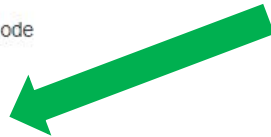
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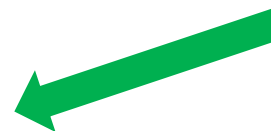
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Gateway 2nd Edition

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Содержание ресурса для преподавателя



Your content

B2



Gateway 2nd Edition B2 Teacher's Resource Centre

→ View



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Gateway 2nd Edition B2 Online Workbook

→ View



Gateway 2nd Edition B2 Presentation Kit: Student's Book

→ View

☁ Download



Gateway 2nd Edition B2 Presentation Kit: Workbook

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Gateway 2nd Edition B2 Digital Student's Book

→ View

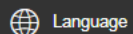
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Gateway 2nd Edition B2 Student's Resource Centre

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Ресурсный центр для преподавателя содержит аудио и видеофайлы к пособию, дополнительные дидактические материалы, которые можно скачать на удобный электронный носитель



Language

English



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Gateway 2nd Edition B2 Teacher's Resource Centre



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Test Generator – онлайн банк контрольных заданий с возможностью создания собственного варианта тестов

Test Generator - Gateway 2nd Edition A2

Gateway
2nd Edition



Welcome to the Test Generator!

The Test Generator gives you a variety of exercises which can be selected to create tailored tests. You can build and save new tests for future use as well as download ready-to-go tests for your Macmillan course.

The Test Generator provides everything you need to offer timely, simple, and relevant assessment for your students, on demand.



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 Language

English

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Gateway 2nd Edition A2 Student's Resource Centre



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Онлайн рабочая тетрадь

Get started • • •

Add a class Activate a course

You have no classes yet.

Options

View course

Gateway 2nd Edition B2 Online Workbook

You have no classes yet.

Class password

Messages

You have no messages.

Marking

You have no marking to do.

Для создания класса
нажмите на кнопку
Add a class

Онлайн рабочая тетрадь

Home / Add new class

Add new class

Class name

Courses

Start date End date

Description

0 / 100: Characters used

Advanced settings +

Create class

Придумайте
название группы

Выберите курс

Установите даты начала
и окончания курса

Добавьте описание
группы при желании

Выберите
дополнительные
установки

Онлайн рабочая тетрадь

Advanced settings

Default scoring

Select how you wish to see average scores. This setting will be reflected in all score views.

☒ Average score
The average score on completed activities.

☐ Total score
The average score on all activities, complete and incomplete

Activity attempts

Select the number of attempts students must make before seeing the correct answer.

3

First, latest or highest attempt

This setting changes the way average scores are calculated and displayed. Use the menu to choose whether you would like the first attempt, latest attempt, or highest score to be displayed by default.

Latest attempts

Grade setting

☒ Percentage ☐ Grade

В дополнительных установках вы можете определить

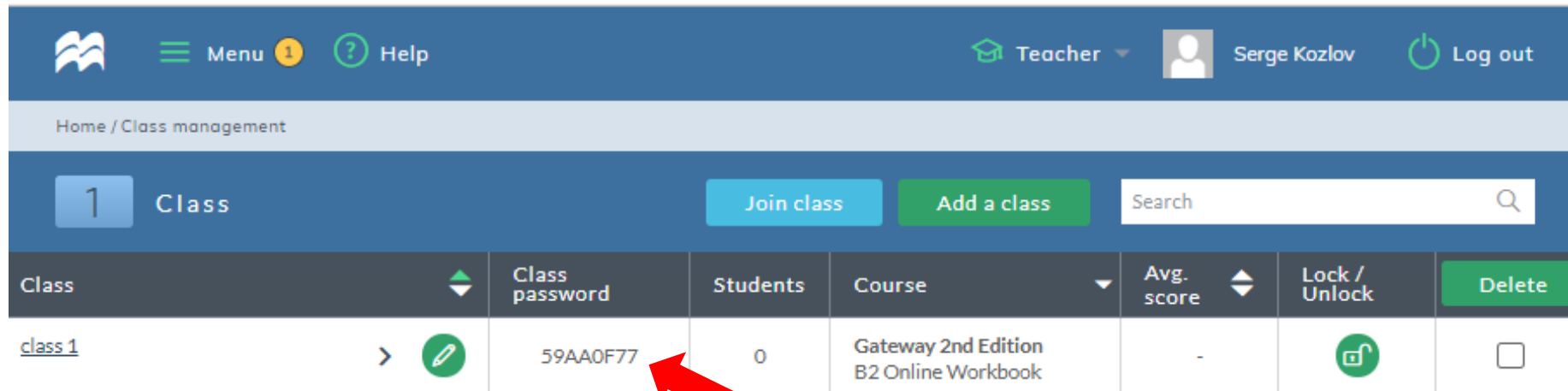
- 1) режим просмотра статистики;
- 2) количество попыток выполнения задания до того, как студент сможет посмотреть правильные ответы;
- 3) быстрый доступ к результатам первой, последней или наиболее успешной попытке;
- 4) Вид оценки (в процентах или баллах)

Create class



После установки необходимых критериев нажмите на Create class

Онлайн рабочая тетрадь

Класс создан



The screenshot shows the 'Class management' section of the Macmillan Education online workspace. At the top, there is a navigation bar with a menu icon, 'Menu', 'Help', a 'Teacher' dropdown, a user profile for 'Serge Kozlov', and a 'Log out' button. Below this is a breadcrumb 'Home / Class management'. The main area has a 'Class' header with a '1' in a blue box, 'Join class' and 'Add a class' buttons, and a search bar. A table lists the classes:

Class		Class password	Students	Course	Avg. score	Lock / Unlock	Delete
class 1	> 	59AA0F77	0	Gateway 2nd Edition B2 Online Workbook	-		<input type="checkbox"/>

A red arrow points from the text below to the class password '59AA0F77' in the table.

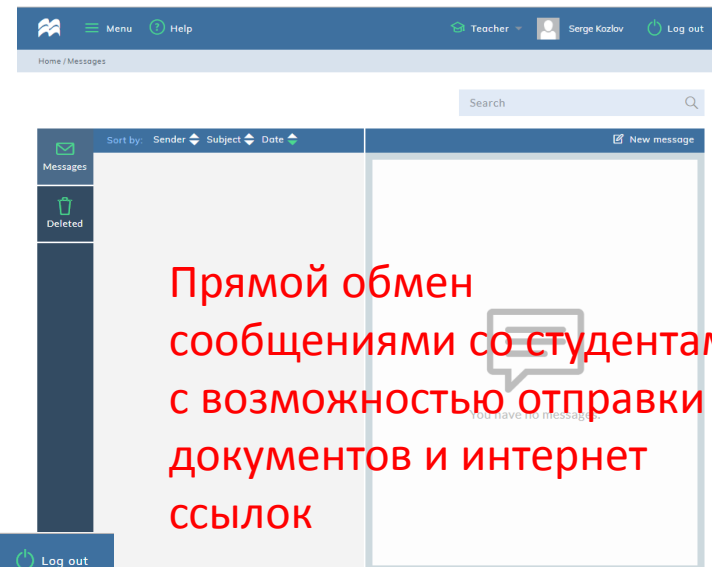
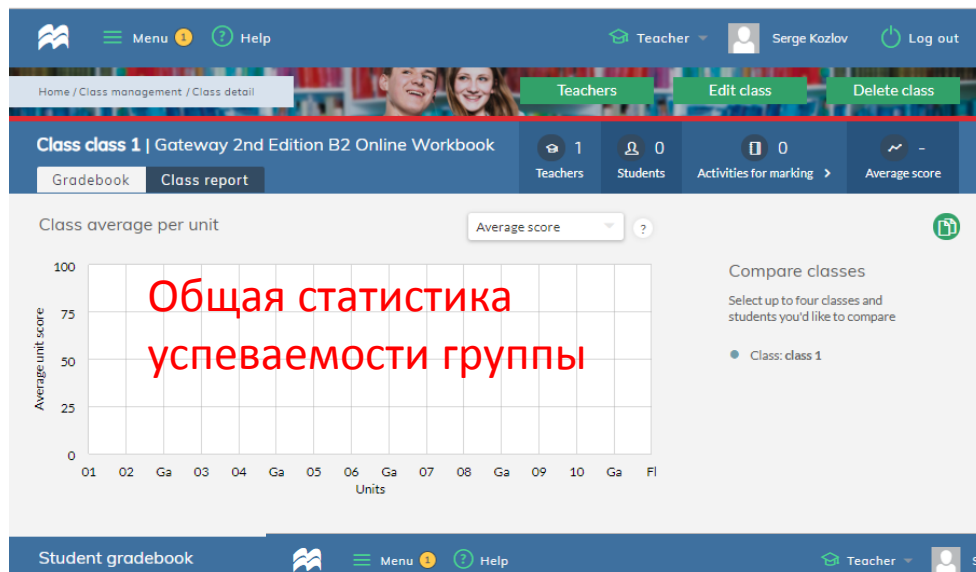
При создании класса формируется специальный код. Отправьте этот код студентам для того, чтобы они могли присоединиться к группе.

Онлайн рабочая тетрадь со стороны студента

The screenshot shows the Macmillan Education online student interface. At the top, there is a navigation bar with a book icon, a menu icon, a help icon, and a student profile section showing 'Student', a user icon, the name 'Serge Kozlov', and a 'Log out' button. Below the navigation bar, the main content area is divided into two columns. The left column is titled 'Your courses' and features a large image of three students taking a selfie. Overlaid on this image is a green button labeled 'Continue course'. Below the image, the course title 'Gateway 2nd Edition A2 Online Workbook' is displayed, followed by a green button labeled 'Join class'. At the bottom of this column, there is a 'Course contents' button, a progress indicator showing '100% Score', and a 'Course progress' label. The right column is titled 'Messages' and contains a large speech bubble icon. A red arrow points from the 'Join class' button in the left column to the text on the right.

For joining the class, the student should click on Join class and enter the password you provided.

Онлайн рабочая тетрадь



The screenshot shows the 'Student gradebook' interface. The top navigation bar is identical to the previous screenshots. Below the navigation bar, there are buttons for 'Teachers', 'Edit class', and 'Delete class'. The 'Class report' tab is selected, showing 'Gradebook' and 'Class report' sub-tabs. The 'Class report' sub-tab is active, displaying a table of student performance data. The table has columns for 'Name', 'Progress', 'Av. score', 'Total score', and 'Time in system'. The 'Latest attempt' dropdown is set to 'Latest attempt'. The table lists units from 1 to 9, followed by 'Digital world'. A red text overlay reads 'Журнал успеваемости каждого студента по каждому упражнению' (Journal of student performance for each exercise).

Name	Progress	Av. score	Total score	Time in system
Gateway 2nd Edition B2 Online...				
Unit 1: Study helpline				
Unit 2: Nine to five				
Gateway to exams: Units 1-2				
Unit 3: On the move				
Unit 4: Extraordinary talents				
Gateway to exams: Units 3-4				
Unit 5: Money matters				
Unit 6: Healthy living				
Gateway to exams: Units 5-6				
Unit 7: Creative arts				
Unit 8: Surviving disaster				
Gateway to exams: Units 7-8				
Unit 9: Digital world				

Presentation Kit Student's book – электронный вариант учебника для работы на интерактивной доске

B2 Presentation Kit: Student's Book Gateway 2nd Edition

✓ Gateway to exams: Units 1-2

Reading

TIP FOR READING EXAMS
In matching activities, remember ...
Read the text quickly for a general understanding.
Then read the questions and work out what piece(s) of information you need to find. Are there any key words that help you to find the text or part of the text which contains the information?
▶ EXAM SUCCESS page 144

STUDYING AROUND EUROPE
The Erasmus programme is a popular student exchange programme involving university students in the European Union. Students spend at least three months studying abroad in one of over 30 countries involved in the programme. Here is what some Erasmus students say about their experiences.

Nelly Samuels, The Netherlands
The decision to study abroad has changed my life in so many ways. Academically, I immediately fell in love with the style of the lessons we received. Before, I wouldn't express my opinions much in tutorials. But thanks to the stimulating, open atmosphere I became much more confident about constructing my own arguments and defending them. It helped that all my classmates, mostly Dutch, felt very passionate about modern history, my area of study. Socially, things couldn't have been better either. Before, I found it difficult to make new friends, but in this situation I felt happy and relaxed being with all the students I got to know.

John Vaughan, Poland
I'd never really studied languages before. But, being a business student, I knew languages would give me an advantage later in the world of work. It was so frustrating at first, knowing I probably spoke the language worse than a five-year-old, but my Polish classmates were very patient with me and after a month or two I'd made sufficient progress to be able to follow the tutors' explanations. I shared a house with students from five different countries. Often we could only communicate using sign language. What really opened my eyes during my six months abroad was the shock of seeing my subject from a totally different cultural perspective. That really added something to my understanding when I went back to the UK.

Teresa Lopez, UK
I studied in a new, relatively small uni in the UK. The fact that it was small turned out to be a good thing because in no time at all I got to know lots and lots of people. There were a lot of international students like me. I have invitations from people in about 20 different countries round the world to go and visit from one day. This could be really useful later on if I move around. Campus life was really stimulating. For example, I got the chance to work as a presenter for a weekly news programme shown on the university website. That was something that I'd always wanted to do and it related well to my degree in media studies. In terms of studying, it took me a bit longer to get used to a different style of teaching and learning from what I'd known in Spain. But in the end I came to prefer UK style education!

Keith Johnson, Slovakia
The one thing that affected me the most during my time studying abroad was realising that, at the end, I didn't consider myself British. I was now European. I suppose that feeling is natural after spending every day with young people from so many different European countries. Despite our differences, we all had so much in common. As a student of politics, I think this was so important. It helped me to see that even when people have different opinions and backgrounds, we can work together constructively if we really want to. Now I know that, when I finish my degree, I want to study a master's degree. But only on the condition that I can do at least part of it abroad.

3 Match students A-D with the questions below.
Which student says ...
1 they took a while to get over linguistic difficulties?
2 the Erasmus experience will be a practical help when they travel internationally?
3 they didn't use to socialise much?
4 they managed to fulfil an old ambition?
5 they want to repeat their Erasmus experience?
6 they immediately preferred the different teaching style?
7 the Erasmus experience made a difference to the way they see themselves?
8 their attitude to the teaching method changed completely?
4 **SPEAKING** What about you?
Would you like to study in another country? Why/Why not?

Writing

TIP FOR WRITING EXAMS
In transactional tasks, remember ...
Do not simply reply to questions in the email or letter with 'Yes' or 'No'. Add extra information, context and questions.
▶ EXAM SUCCESS page 143

5 You have received this email from a friend. Underline the information that you should include in your reply.

6 Make a plan of your reply to the email. Decide how many paragraphs to have and what to include in each one.

7 Write your reply. Include all the necessary information. Write between 120 and 150 words.

Speaking

TIP FOR SPEAKING EXAMS
In negotiating activities, remember ...
Listen to what your partner is saying and respond to it. You can agree, disagree, make suggestions or ask questions.
▶ EXAM SUCCESS page 144

Listening

TIP FOR LISTENING EXAMS
In matching activities, remember ...
Read the opinions before you listen. This can help you to know what the people may say and helps you to concentrate more while you listen. But don't forget that speakers may express the same opinion using different words or expressions.
▶ EXAM SUCCESS page 144

8 SPEAKING Work with a partner. Look at this extract from a newspaper article. Do you think 'helicopter' or 'lawnmower' parents are a good thing or a bad thing? Why?

9 LISTENING 12 You are going to hear five people talking about helicopter and lawnmower parents. Choose the opinion each speaker expresses (A-F) from the list below. Use the letters only once. There is one extra letter.

10 SPEAKING What about you?
In what ways do you show your parents that you are responsible and ready for independence?

11 Look at the task and the diagram on page 158 and think about what you are going to say.

12 SPEAKING Work with a partner and do the task.

30 Units 1-2

Presentation Kit Workbook—электронный вариант рабочей тетради для работы на интерактивной доске

✓ Gateway to exams: Units 1–2

Reading

1 Read what students say about doing a degree in the UK. Tick (✓) the points that they mention. Add two more reasons to the list.

- 1 to experience a different education system ☐ 4 to make friends ☐
- 2 to have freedom and independence ☐
- 3 to see the world and experience a different lifestyle ☐

GLOBAL STUDENTS

Many students nowadays choose to do a degree in another country. In the UK alone, nearly 20% of undergraduates are international students. In the latest in our 'Global students' series, we find out about their experiences.

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A I chose to study here because the education system is different. At home, our teachers would talk and we'd listen, whereas here I can discuss questions with my classmates and tutors. Having a western degree can help you to get a better job with a higher salary, too. I used to watch TV



Xin 21

home so I had an idea about the way of life, but it was still a shock. I'm not really a party person, but most students here enjoy partying. I volunteer as a Chinese language teacher, and discussing cultural differences with my students has helped me to adapt. I think the biggest challenge for me is the language. I'd passed English exams before I came, but I still make mistakes and lose marks in assignments.

B ut here because I'd lived my whole life in the US and I wanted to see something of the world. The UK had always appealed to me because of the culture. People communicate differently, but one main problem is the sense of humour – it took about four months before I understood how people were joking. I expected England to be green with lots of farms, but I've travelled around a bit and it's more diverse than I expected. The best thing about the experience is the people I've met. I plan to stay friends with them when I go home! I missed my family at first, especially at Thanksgiving, and my mom used to call me every day, but now she only calls once a month. I'm doing my own thing and I'm happy.



Beth, 19, the US



Both: 19, the US

I came here because I was impressed with the facilities and the staff are friendly. In India, teachers are feared and can't be your friends. I can manage my own time, too, and no one wastes time on how you do your coursework. In India, parents put a lot of pressure on you because they're concerned about your future and everyone is involved in making decisions. I have some international friends from my half of the world, but I tend to spend time with other Indians. We celebrate our festivals and play cricket together. At home, my mother would do everything for me, but here I have to do everything myself. I'm not good at cooking so I'm always depending on takeout. England is expensive compared to India, especially the accommodation and fees, but luckily my family is paying.



Raghav, 19, India

2 For questions 1–8 choose from the three students (A–C). Each student may be chosen more than once.

Which person says ...


- 1 they usually socialise with people from their country?
- 2 they've had to learn to look after themselves?
- 3 they didn't understand people at first?
- 4 their qualification will help them get ahead in their career?
- 5 they found it difficult to adapt to the student lifestyle?
- 6 they like the country more than they expected?
- 7 they find the language a challenge?
- 8 they were attracted by the culture?

Use of English

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 When I was home, my mother did everything for me. USED
- At home, my mother everything for me.
- 2 At first, my parents phoned me every day, but now it's only once a month! WOULD
- At first, my parents me every day, but now it's only once a month!
- 3 Beth met her best friend after living in England for about three months. BEEN
- Beth in England for about three months when she met her best friend.
- 4 I never enjoyed learning languages when I was younger. USE
- When I was younger, I learning languages.
- 5 Students here have a lot of parties. I find it annoying. ALWAYS
- Students here parties.

Listening

4 **LISTENING**  **OS** Read the beginning of the article. Then listen to five opinions about students working. Choose the opinion each speaker expresses from the list (A–F). Use the letters only once. There is one sentence you do not need.

THE DECLINE OF THE SATURDAY JOB



Serving in a shop or restaurant used to be how teenagers earned pocket money and got their first experience of work. But over the last two decades, the number of students with part-time jobs has fallen, with many feeling the pressure to study rather than work. Some parents believe it's essential to work for money, like the footballer David Beckham and his fashion-designer wife Victoria, whose teenage son has been serving tea and coffee in a coffee shop. Other people believe ...

- A Students don't have time for part time jobs.
- B Schools need to prepare students for working life.
- C It's impossible for young people to find part time jobs.
- D Employers don't want to give jobs to students.
- E I don't think young people are interested in working.
- F Work experience helped me to find a full time job.

Speaker 1: _____ Speaker 2: _____ Speaker 3: _____
Speaker 4: _____ Speaker 5: _____

COMMON MISTAKES

6 Correct the mistakes in the sentences. In some sentences, there is more than one mistake.

- | | |
|---|--|
| 1 I'm considering to go to the university next year. | 7 My dad would live at home when he was a student. |
| 2 I'd like study marketing, but it depends on my notes. | 8 I'm interested to find a work in a bank or in an office. |
| 3 My parents didn't used learn English at school. | 9 When I went to London, my friends already lived there for a year. |
| 4 Daniel is studying in France since six months. | 10 It's difficult live in another country if you don't speak the language. |
| 5 I'd like to find a good paid job when I finish my career. | 11 I often do mistakes when I write my English homework. |
| 6 Sara has been writing three assignments so far this term. | 12 My dad made redundant after to work in the company for 20 years. |

Writing

5 You have received this email from a friend. Underline the information that you should include in your reply. Write notes about your answers, and then write your email.



Gateway

2nd Edition

LEARNING FOR LIFE

Желаем приятной и удобной работы!

