

Gateway

2nd Edition

LEARNING FOR LIFE

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



Как активировать код из Книги для учителя
(стр.2)

Как создать класс в Онлайн-рабочей тетради и
присоединить ученика (стр.15)

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Register

Which account do you want?

Student Account

Teacher Account

Where do you live?

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Next

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Выберите опцию «Teacher Account»,
страну, где Вы живете.

Нажмите на кнопку «Next»

1. Account type

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3. Username & password



Register

First name

Last name

Please enter your email

Next

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Введите в поля Ваше имя и фамилию.

Укажите электронную почту.

Нажмите кнопку «Next».

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3. Username & password



Register

Username

Please choose a unique username. It cannot contain blank spaces or certain special characters (< > &). You will use your username to log into your Macmillan Education account.

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Passwords need to be at least 12 characters long.

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Имя **не должно** содержать пробелы и специальные символы, кроме букв и цифр.

Создайте уникальный пароль, содержащий не менее 12 символов, для входа в личный кабинет.

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Нажмите на кнопку «Register».



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2. Personal info

3. Username & password



Activation email sent

Your account's activation link has been sent to [redacted] mail.com.
If they do not receive the confirmation message within a few minutes of you signing up, please ask them to check their junk email folder.
Once they have confirmed their email address, you will be able to log in.

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Как только почта будет подтверждена, у Вас откроется доступ в свой личный кабинет. Нажмите кнопку « Log in».



1. Account type

2. Personal info

3. Username & password



Welcome [redacted]
Account successfully created

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[Help](#)

Вы готовы к работе.

Нажмите кнопку «Go to My Bookshelf», чтобы попасть на свою книжную полку.

X
Close menu

mee
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My Bookshelf

Activate code

Welcome [redacted]

You don't have any books yet.
Activate a code to get started!

Activate code

macmillan education

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System requirements
For parents

В личном кабинете Вы увидите:

- Книжную полку с ресурсами к пособию;
- Вашу личную информацию, внесенную при регистрации;
- Кнопку «Help» для решения технических вопросов;
- Кнопку «Log out» для выхода из системы.



Close menu



Bookshelf



Profile



Help



EN



Log out



More

My Bookshelf

Activate code

Welcome

You don't have any books yet.
Activate a code to get started!



Activate code

Чтобы получить доступ к ресурсам, необходимо активировать код из внутренней обложки пособия.

Нажмите на кнопку «Activate code».

Activate code

Activate code

Please enter your access code below

The code is a mix of up to 21 letters and numbers, found on the inside cover of your book or in an email.

Activate code

Введите код доступа из книги.

Внимание! Обычно код напечатан на внутренней стороне обложки и покрыт защитным слоем. Осторожно сотрите защитный слой, чтобы не повредить запись кода.

Нажмите на кнопку «Activate code».

Activate a book

Success!



Здесь название пособия,
код которого Вы активировали

Go to My Bookshelf

Поздравляем!

Вы получили доступ к ресурсам.

Нажмите на кнопку «Go to My Bookshelf», чтобы начать с ними работу.

Close menu

Bookshelf

My Bookshelf

Profile

Help

EN

Log out

More

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Activate code

Welcome

New Level Added

Activate code

Название пособия

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Чтобы добавить другое пособие, нажмите на кнопку «Activate code» и повторите процедуру активации кода.

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...tivate and engage learners of all ages & abilities
...ke teaching rewarding and more effective

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Gateway 2nd Edition



A1+ A2 **B1** B2+

B1

Subscription expiry date: 29 Apr 2015

- | | |
|---|----------------------|
| Gateway 2nd Edition B1 Teacher's Resource Centre | View |
| Gateway 2nd Edition B1 Test Generator | View |
| Gateway 2nd Edition B1 Online Workbook | View |
| Gateway 2nd Edition B1 Presentation Kit: Student's Book | View |
| Gateway 2nd Edition B1 Presentation Kit: Workbook | View |
| Gateway 2nd Edition B1 Digital Student's Book | View |

Нажмите на кнопку «View»,
чтобы открыть нужный ресурс

Онлайн рабочая тетрадь

Get started ● ● ●

Add a class Activate a course

You have no classes yet. Options



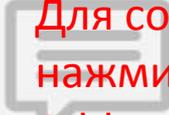
View course

Gateway 2nd Edition B2 Online Workbook

You have no classes yet.

Class password

Messages



Для создания класса нажмите на кнопку Add a class

You have no messages.

Marking



You have no marking to do.

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

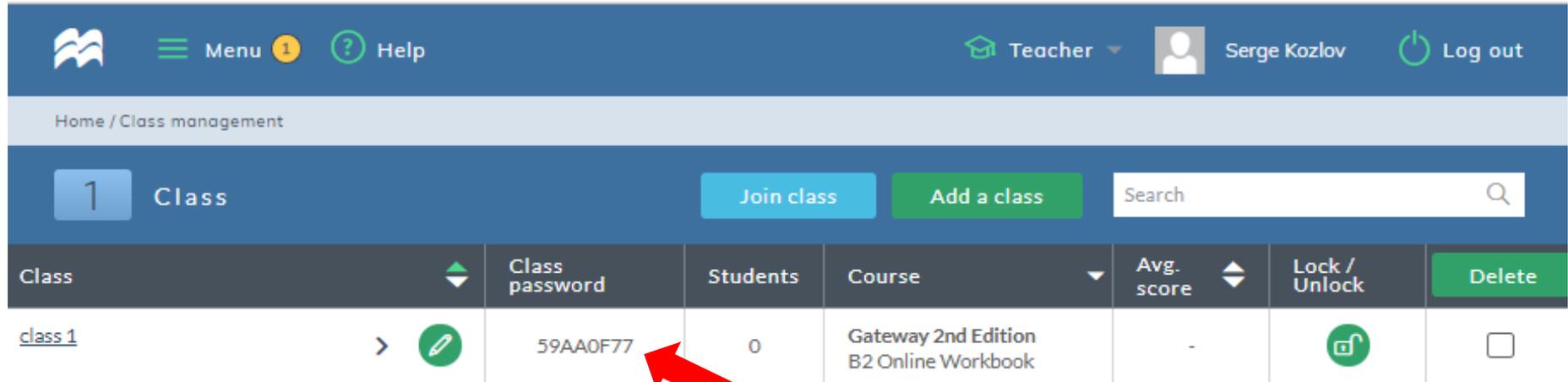
- 1) режим просмотра статистики;
- 2) количество попыток выполнения задания до того, как студент сможет посмотреть правильные ответы;
- 3) быстрый доступ к результатам первой, последней или наиболее успешной попытке;
- 4) Вид оценки (в процентах или баллах)

Create class

После установки необходимых критериев нажмите на Create class

Онлайн рабочая тетрадь

Класс создан



The screenshot shows the 'Class management' interface. At the top, there is a navigation bar with 'Menu', 'Help', 'Teacher', 'Serge Kozlov', and 'Log out'. Below this is a breadcrumb 'Home / Class management'. The main area has a 'Class' header with a '1' in a box, 'Join class', 'Add a class', and a search bar. A table lists the class details:

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

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

Онлайн рабочая тетрадь со стороны студента

Menu Help Student Serge Kozlov Log out

Your courses ●●●● Activate a course

Continue course

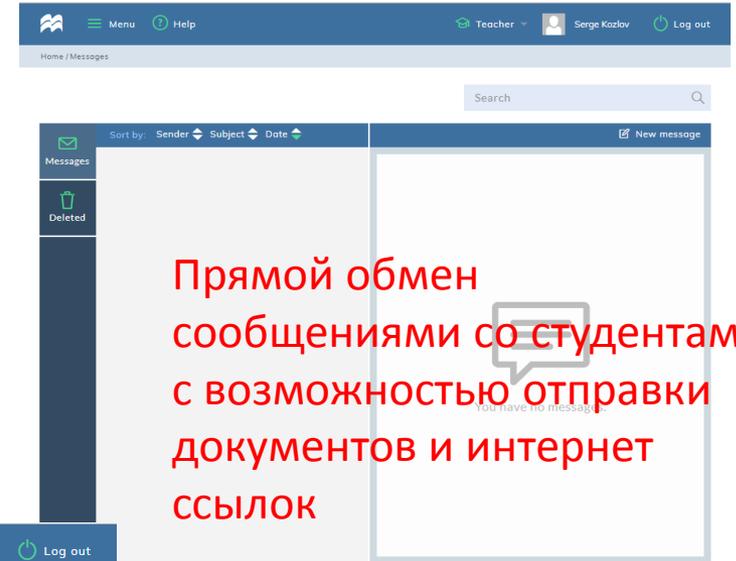
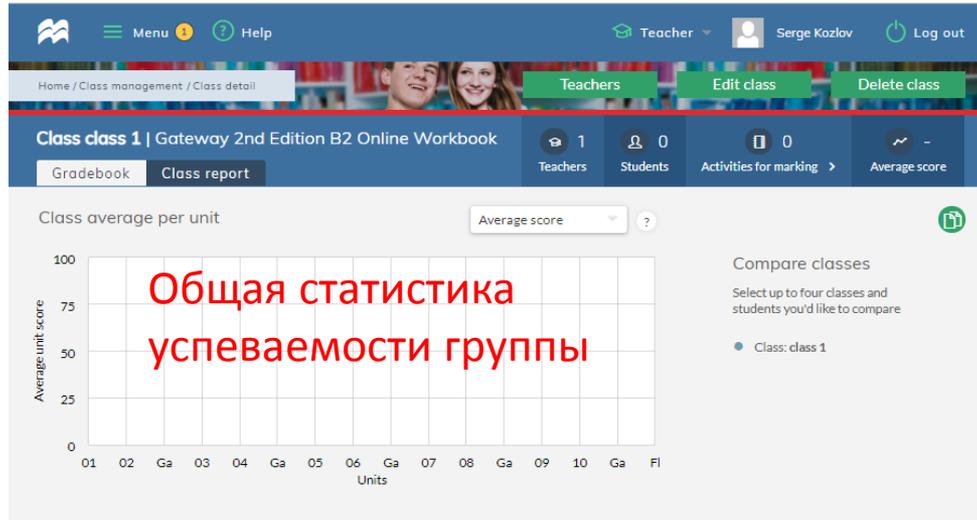
Gateway 2nd Edition A2 Online Workbook Join class

Course contents | 100% Score | Course progress

Messages

Для присоединения к классу, студент должен нажать на Join class и ввести пароль, который вы дали.

Онлайн рабочая тетрадь



Student gradebook

Class class 1 | Gateway 2nd Edition B2 Online Workbook

Latest attempt

Gateway 2nd Edition: B2 Online Workbook

Progress 0% Score -

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				

Журнал успеваемости каждого студента по каждому упражнению

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

✓ Gateway to exams: Units 1-2 CAN DO PROGRESS CHECK p148 CEF

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

1 Read the first paragraph of the text. What is the Erasmus programme? What do you think are the advantages of doing an Erasmus exchange?

2 Read the text and answer the questions.

- Do the students mention any of the advantages that you thought of in 1?
- What subject does each student study?

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 contributing my own arguments and defending them. It helped that all my classmates, mostly Dutch, had very passionate views 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.



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!



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.



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, looking in retrospect 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.

I'll

How are you? It was great to see you on Friday. I really enjoyed going to that new pizza place. I'm attaching a photo I took on my phone! We should go again soon.

When I saw you, I forgot to tell you that Rachel is coming back on Wednesday. She's been away on a school exchange in Germany for three whole months! I thought I might arrange a special 'Welcome home' party for her on Thursday evening. What do you think?

I don't mind having the party at my house. But I'd need help preparing food and stuff. Could you come and give me a hand getting things ready on Thursday afternoon? Apart from food, is there anything that you can think of that would make the party really special? You know that Rachel has really messed us all so I'd really like to make the party memorable for her.

Write back soon so that I can start organising things.

Bye for now!

JT



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?

Nowadays, more and more university professors and employers complain about 'helicopter' parents (parents who pay very close attention to their children and are always hovering over them, even when they are at university or start work). They also complain about 'lawnmower' parents (parents who try to solve all their children's problems and remove any obstacles in their path). These parents insist on helping their children, whether they need them to help or not.

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.

- I turned somebody down because of their helicopter parent.
- I think a parent's job is to help their children when they can.
- I know I probably make mistakes, but I need to be independent.
- I don't think you can make decisions for your children.
- I think everybody needs a lawnmower parent.
- I've started to see a change in the way people behave where I work.

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

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.

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

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.

HOME | NEWS | COMMENTS | LOG IN | SEARCH | CONTACT

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 series back 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.



Xiu, 21, China

B I came 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 when 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

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

Digital book – цифровой вариант учебника для работы на планшете с интегрированными аудио и видеофайлами

Gateway to exams: Units 1-2

Reading

TIP FOR READING EXAMS

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▶ EXAM SUCCESS page 144

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I'd never really studied languages before. But, being a business student, I know 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.



Keith Johnson, Slovakia

The one thing that attracted 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 ...

- they took a while to get over linguistic difficulties?
- the Erasmus experience will be a practical help when they travel internationally?
- they didn't use to socialise much?
- they managed to fulfil an old ambition?
- they want to repeat their Erasmus experience?

- they immediately preferred the different teaching style?
- the Erasmus experience made a difference to the way they see themselves?
- their attitude to the teaching method changed completely?

4 SPEAKING What about you?

Would you like to study in another country? Why/Why not?

▶ EXAM SUCCESS page 144

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.

Hi!
How are you? It was great to see you on Friday. I really enjoyed going to that new pizza place. I'm attaching a photo I took on my phone! We should go again soon.
When I saw you, I forgot to tell you that Rachel is coming back on Wednesday. She's been away on a school exchange in Germany for three whole months! I thought I might arrange a special 'Welcome home' party for her on Thursday evening. What do you think?
I don't mind having the party at my house. But I'd need help preparing food and stuff. Could you come and give me a hand getting things ready on Thursday afternoon?
Apart from food, is there anything that you can think of that would make the party really special? You know that Rachel has really messed us all so I'd really like to make the party memorable for her.
Write back soon so that I can start organising things.
Bye for now
JT



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?

Nowadays, more and more university professors and employers complain about 'helicopter' parents (parents who pay very close attention to their children and are always hovering over them, even when they are at a university or start work). They also complain about 'lawnmower' parents (parents who try to solve all their children's problems and remove any obstacles in their path). These parents insist on helping their children, whether they need them to help or not.

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.

- I turned somebody down because of their helicopter parent.
- I think a parent's job is to help their children when they can.
- I know I probably make mistakes, but I need to be independent.
- I don't think you can make decisions for your children.
- I think everybody needs a lawnmower parent.
- I've started to see a change in the way people behave where I work.

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

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.

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