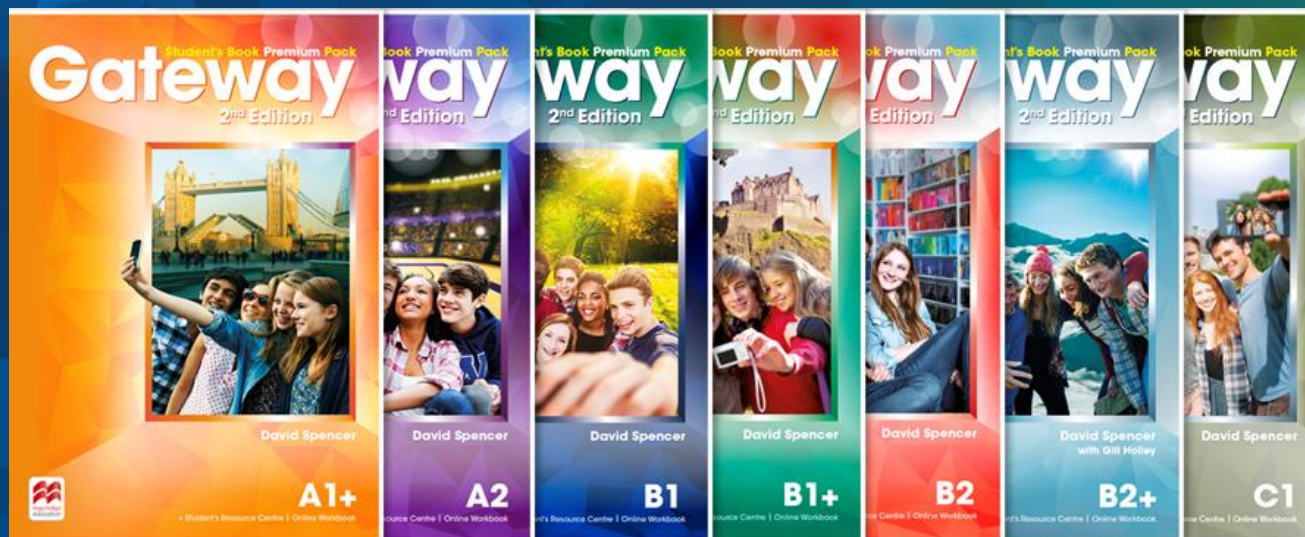


# Інструкція з активації коду до інтернет-ресурсу Gateway 2<sup>nd</sup> edition для вчителя

## Gateway 2<sup>nd</sup> Edition



Як активувати код з Книги для вчителя  
(стор.2)

Як створити клас в Онлайн-зошиті та  
приєднати учня (стор.16)

## Welcome!

Activate your book code and access your digital resources.

**Register**

Log in

Help

Зайдіть на сайт  
[www.macmillaneducationeverywhere.com](http://www.macmillaneducationeverywhere.com)

Якщо Ви раніше не користувались платформою, Вам необхідно зареєструватися. Для цього натисніть на кнопку «Register».

Процес реєстрації потрібен лише один раз.

**Register today**

...y access to innovative content, tools and resources  
...tivate and engage learners of all ages & abilities  
...ke teaching rewarding and more effective

1. Account type      2. Personal info      3. Username & password



We will not share any of your information with any third parties.  
For more information, see our [Privacy Policy](#).


### Register

Which account do you want?

☐ Student Account

☐ Teacher Account

Where do you live?

Choose one 

**Next**

— Already have an account? —

**Log in**

[Help](#)

Виберіть опцію «Teacher Account»,  
країну проживання.

Натисніть на кнопку «Next»



1. Account type

2. Personal info

3. Username &amp; password



### Register

First name

Last name

Please enter your email

[Next](#)[Help](#)

Введіть свої ім'я та прізвище.

Вкажіть адресу електронної пошти .

Натисніть кнопку «Next».

1. Account type

2. Personal info

3. Username &amp; 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.

**Password**

Passwords need to be at least 12 characters long.

☐ I agree to the [Terms & Conditions](#)

**Register**

[Help](#)

Створіть ім'я користувача (Username). Ім'я користувача **не може** містити пропуски або спеціальні символи (напр. < > & ?), тільки букви та цифри. Ви будете використовувати це ім'я користувача для входу в особистий кабінет.

Створіть унікальний пароль. Довжина пароля повинна бути не менш 12 символів.

Обов'язково відмітьте галочкою поле **terms and conditions**.

Натисніть на кнопку «Register».



1. Account type

2. Personal info

3. Username &amp; 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.

[Log in](#)[Help](#)

Повідомлення про завершення процесу реєстрації прийде на вказану адресу електронної пошти. Якщо Ви не побачите повідомлення протягом кількох хвилин, перевірте папку СПАМ.

Щойно пошта буде підтверджена, у Вас відкриється доступ до свого особистого кабінету.  
Натисніть кнопку « Log in».



1. Account type

2. Personal info

3. Username & password



Welcome [redacted]  
Account successfully created

[Go to My Bookshelf](#)

[Help](#)

Ви готові до роботи.

Натисніть кнопку «Go to My Bookshelf», щоб потрапити на свою книжкову полицю.

macmillan education everywhere

Close menu

Bookshelf

My Bookshelf

Activate code

Profile

Help

EN

Log out

More

Welcome

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

macmillan education

Terms and conditions  
Privacy policy

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В особистому кабінеті Ви побачите:

- Книжкову полицю з ресурсами до підручника;
- Вашу особисту інформацію, внесену під час реєстрації;
- Кнопку «Help» для вирішення технічних питань;
- Кнопку «Log out» для виходу з системи.



The screenshot displays the Macmillan Education Everywhere (mee) website. The header features the 'mee' logo and the tagline 'macmillan education everywhere'. A left sidebar contains navigation links: 'Close menu', 'Bookshelf', 'Profile', 'Help', 'EN', 'Log out', and 'More'. The main content area is titled 'My Bookshelf' and includes a blue 'Activate code' button in the top right. A large banner with a red-to-blue gradient says 'Welcome' followed by a blurred name. Below this, a message states 'You don't have any books yet. Activate a code to get started!' with an icon of a book and a plus sign, and an 'Activate code' button. The footer contains the Macmillan Education logo, copyright information, and links for 'Terms and conditions', 'Privacy policy', 'Cookies policy', and 'Manage cookies'.

macmillan education everywhere

My Bookshelf

Activate code

Welcome [blurred name]

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

Activate code

macmillan education

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Terms and conditions  
Privacy policy

Cookies policy  
Manage cookies

Щоб отримати доступ до ресурсів, необхідно активувати код з внутрішньої обкладинки підручника / книги для вчителя.

Натисніть 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

Введіть код доступу з книги.

Увага! Зазвичай код знаходиться на внутрішній обкладинці та схований захисним шаром. Обережно зітріть захисний шар, щоб не пошкодити запис коду.

Натисніть на кнопку «Activate code».

Activate a book

Success!



Тут назва підручника,  
код якого Ви активували

Go to My Bookshelf

Вітаємо!

Ви отримали доступ до ресурсів.

Натисніть на кнопку «Go to My Bookshelf», щоб розпочати роботу з ними.

The screenshot displays the Macmillan Education (MEE) website interface. At the top, the MEE logo is visible. A sidebar on the left contains navigation links: Close menu, Bookshelf, Profile, Help, EN, Log out, and More. The main content area features a 'My Bookshelf' header and a 'Welcome' message. Below the welcome message, there are two cards. The first card, titled 'New Level Added', shows a book icon and a text box containing 'Назва підручника'. The second card, titled 'Activate code', features a document icon with a plus sign. A red line originates from the 'Activate code' button and points towards the text at the bottom of the page. The footer includes the Macmillan Education logo, copyright information, and links for Terms and conditions, Privacy policy, Cookies policy, Manage cookies, System requirements, and For parents.

Щоб додати інший рівень або інший підручник, натисніть на кнопку «Activate code» та повторіть процедуру активації коду.

## Welcome!

Activate your book code and access your digital resources.

**Register**


**Log in**


[Help](#)


При наступних входах в особистий кабінет натисніть кнопку «Log in», введіть ім'я користувача та пароль, які Ви вказали в процесі реєстрації.


**Register today**


...y access to innovative content, tools and resources  
...tivate and engage learners of all ages & abilities  
...ke teaching rewarding and more effective

 Bookshelf


 Profile

 Help

 EN


 Log out

»



[< Back](#)

Gateway 2nd Edition



A1+








A2

**B1**

B1+

B2

**B1**  
Subscription expiry date: 26 Sep 2020


 Gateway 2nd Edition B1 Teacher's Resource Centre	<a href="#">View</a>
 Gateway 2nd Edition B1 Test Generator	<a href="#">View</a>
 Gateway 2nd Edition B1 Online Workbook	<a href="#">View</a>
 Gateway 2nd Edition B1 Presentation Kit: Student's Book	<a href="#">View</a>
 Gateway 2nd Edition B1 Presentation Kit: Workbook	<a href="#">View</a>
 Gateway 2nd Edition B1 Digital Student's Book	<a href="#">View</a>
 Gateway 2nd Edition B1 Student's Resource Centre	<a href="#">View</a>


Натисніть на кнопку «View», щоб відкрити потрібний ресурс


Він відкриється у новому вікні.  
Дочекайтеся закінчення переадресації.





# Онлайн робочий зошит




 Menu

 Help

 Teacher

 Macmillan Ukraine

 Log out


Get started

Add a class

Activate a course

You have no classes yet.

Options




View course


Gateway 2nd Edition B1 Online Workbook

You have no classes yet.

\*\*\*\*\*  
Class password


Messages



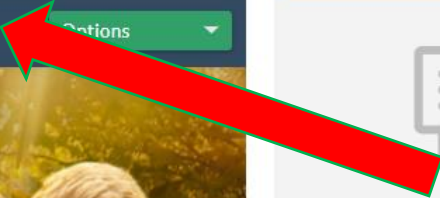


You have no messages

Marking



You have no marking to do.



Для створення класу  
натисніть на кнопку  
Add a class



# Онлайн робочий зошит

Home / Add new class

## Add new class

Class name

Courses --please select--

Start date  End date

Description

0 / 100: Characters used

Advanced settings +

Create class

Придумайте назву групи

Виберіть курс

Встановіть дати початку і закінчення курсу

Додайте опис групи (за бажанням)

Виберіть додаткові установки

**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 додаткових налаштуваннях ви можете встановити

- 1) режим перегляду статистики;
- 2) кількість спроб, які учні повинні зробити перш, ніж зможуть побачити правильні відповіді;
- 3) швидкий доступ до результатів першої, останньої або найбільш вдалої спроби;
- 4) вид оцінювання (у відсотках або балах)

Create class

Після завершення усіх налаштувань натисніть на **Create class**

Клас створено

The screenshot displays the Macmillan Education online workspace interface. At the top, there is a navigation bar with a logo, a menu icon, a help icon, and user information including 'Teacher', 'Macmillan Ukraine', and a 'Log out' button. Below this is a breadcrumb trail 'Home / Class management'. The main section is titled 'Class' with a '1' in a blue box. It features two buttons: 'Join class' (light blue) and 'Add a class' (green), followed by a search bar. Below the buttons is a table with the following columns: 'Class', 'Class password', 'Students', 'Course', 'Avg. score', 'Lock / Unlock', and 'Delete'. The table contains one row for 'class 1'. The 'Class password' column for 'class 1' shows the password '59AA0F77'. A red arrow points to this password. The 'Students' column shows '0', and the 'Course' column shows 'Gateway 2nd Edition B2 Online Workbook'. The 'Lock / Unlock' column shows a lock icon, and the 'Delete' column shows a checkbox.

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

Після створення класу система створює спеціальний пароль. Відправте цей пароль учням, щоб вони змогли приєднатися до класу/групи.

# Онлайн робочий зошит з боку учня

20

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 with a 'Student' dropdown, a profile picture, 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 are two buttons: 'Continue course' and 'Join class'. Below the image, the text 'Gateway 2nd Edition A2 Online Workbook' is displayed. At the bottom of the left column, there is a 'Course contents' button and a progress section showing '100% Score' and 'Course progress'. The right column is titled 'Messages' and contains a large speech bubble icon. A red arrow points from the 'Join class' button to the text on the right.

Menu Help Student Log out

Your courses Activate a course

Continue course

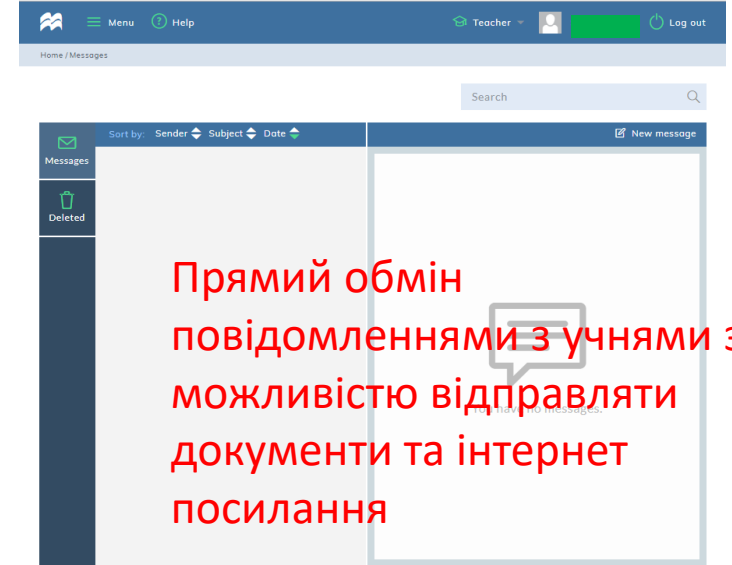
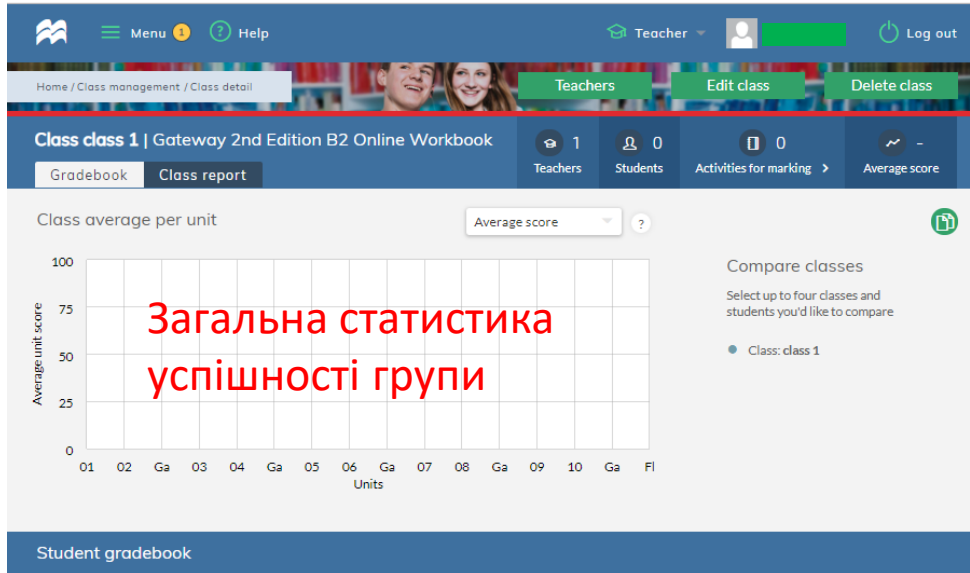
Gateway 2nd Edition A2 Online Workbook

Join class

Course contents 100% Score Course progress

Messages

Для приєднання до класу, учень повинен натиснути на **Join class** та ввести пароль, який Ви дали.



Latest attempt

Gateway 2nd Edition: B2 Online Workbook

Progress 0% Score -

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

Name Progress Av. score Total score Time in system

Журнал успішності кожного учня по кожній вправі

# Presentation Kit Student's book – електронний варіант підручника з вбудованими аудіо та відеофайлами для роботи на інтерактивній дошці

**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

**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.**  
1 Do the students mention any of the advantages that you thought of in 1?  
2 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, 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 abroad. 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.**

**11**  
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 that 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 help 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**  
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.

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

**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— електронний варіант робочого зошиту

B2 Presentation Kit: Workbook Gateway 2nd Edition

🕒 ✍️ 🔍 📄 🔧 🗑️

## ✓ 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 <input type="checkbox"/>	4 to make friends <input type="checkbox"/>
2 to have freedom and independence <input type="checkbox"/>	
3 to see the world and experience a different lifestyle <input type="checkbox"/>	

### 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 | LOGIN | 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 having takeaways. England is expensive compared to India, especially the accommodation and food, but luckily my family is paying.




**Raghav, 19, India**

### 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: \_\_\_\_\_

### 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.

Hi!

How are you? I'm planning to come to your country to study this summer, but I'd also like to find a part-time job. Is it easy or difficult to find a job? What type of job do you think I should apply for? What's the best way to find a job?

Write back soon and let me know.

Thanks,  
Clara

### 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 every day, but now it's only once a month!	me
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.	

### 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.


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# Digital book – цифровий варіант підручника для роботи на планшетах з вбудованими аудіо та відеофайлами

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## ✓ 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.



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 them 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 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 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 ...

- 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?

### 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 missed 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.

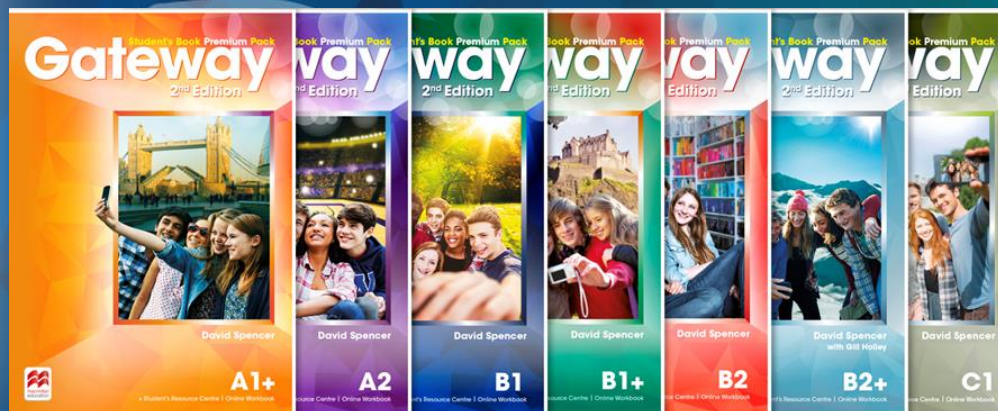
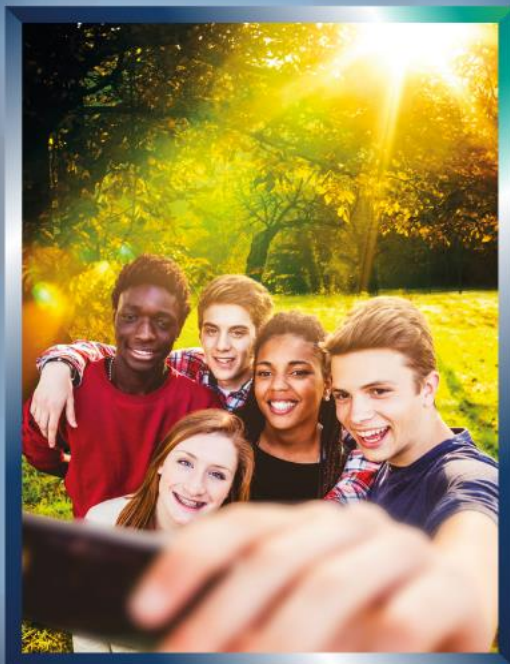


# Gateway

2<sup>nd</sup> Edition



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