Unit 1

Reading pp6–7

1a

Suggested answers

1 a trial – a situation of difficulty for a person, something they are forced to endure over a period of time

2 an obstacle – something which prevents progress or success

3 an undertaking – a serious responsibility or large task which a person agrees to take on

4 an exploit – a brave and daring action

5 an accomplishment – an achievement, something which requires considerable effort and ability

1b

trial = ordeal
obstacle = hurdle
undertaking = mission
exploits = adventures
accomplishment = feat

2a

1 obstacle **2** exploits **3** accomplishment **4** hurdle **5** feat

2b

Students' own answers

3

Suggested answers

Tom Davies has set a world record for being the youngest person to cycle around the world.

Sophie Healy-Thow, Emer Hickey and Ciara Judge have discovered how to make crops germinate faster.

Lee Jae Dong has become famous for his gaming skills.

4

1 b

However, the thought of trying to anticipate the unpredictable moves of city centre drivers, circumvent roadworks, and dodge random holes in the tarmac all feels like too much of an ordeal.

2 c

But Tom has also had to contend with a number of remarkable obstacles, and describes these in his blog with an engaging blend of humour and self-effacing honesty. Judging by his followers' comments, this approach is much appreciated.

3 a

It's no wonder that people are drawn to stories such as Tom's. His is an accomplishment that most of us can only fantasise about; not everyone has the drive and determination to turn a dream into reality.

4 b

What is truly remarkable is that they persevered with it for three years, dutifully recording their data until they discovered a particular bacteria that will help crops to germinate faster.

5 b

With the current media obsession with high achievers, there's a possibility that people, young people especially, have come to undervalue themselves, thinking 'I'm never going to snowboard down Everest or become a global rock star'. Perhaps we have forgotten the importance of setting our own goals for personal achievement rather than measuring ourselves against anyone else.

5

Students' own answers

6

dodge = to avoid something unpleasant or dangerous by moving out of the way
contend with = to have to deal with problems or difficulties, often in order to achieve something
follower = someone who has subscribed to receive messages from
lay claim to = to say officially that you think something belongs to you
extend hospitality = to invite someone to your home, to provide food and drink
a case in point = a particular example of the situation or behaviour being discussed
discount = not consider something at all, as you believe it is not important or worth paying attention to
showcase = to present or exhibit something in a way to display its best qualities
household name = something or someone that is very well-known
momentous = extremely important, changing the course of events

7

Students' own answer

Grammar in context p8

1a

1 present perfect continuous **2** present perfect simple **3** present perfect simple, present perfect simple **4** past simple **5** present perfect continuous **6** present perfect simple

1b

a 1, 2, 5 **b** 3 **c** 6 **d** 4

2

a 5 **b** 2 **c** 1

3

1 correct. This form shows that the activity of learning started in the past and is still in progress. There is also an emphasis on 'how long' with the phrase 'for at least eight years'.

2 incorrect. 'Own' is a state verb which is never used in the continuous form. This could be corrected as: My family have owned a summer house for a long time.

3 incorrect. We need to use the continuous form here, i.e. How long have you been doing your hair? because the emphasis is on the duration of the activity.

4 correct. Although 'want' is a state verb, and so not usually used in the present continuous form, we can use it in the present perfect continuous when there is an idea of 'dreaming of/hoping for something' or 'intention' over a period of time.

5 correct. The continuous form shows the idea of duration, a sense of repetition, and also the idea that this achievement feels current and is likely to continue.

6 correct. The present perfect simple is used with 'how much' or 'how many'.

7 incorrect. The speaker is sharing an experience which occurred at an unspecific point in the past, but which has relevance to the present situation. The correct form would be 'I've broken…'. In the second sentence, it is OK to use simple past as now the speaker is moving on to provide more detail.

8 correct. The action of 'starting' only happens once, so we use the present perfect simple to show that something occurred in the past but has a result in the present.

4

1 've used **2** 've been saving
3 've (never) beaten **4** 've been working
5 've trained **6** 've given

5

a has achieved **b** has taken **c** has (already) stood **d** have been following **e** have been hoping (expresses the idea of 'from the beginning of the racing season until now')/are hoping (expresses the idea of 'at this general point in time') **f** has turned (expresses the idea of past events making Hamilton a champion in the present)/turned (expresses the idea of Hamilton becoming a champion in the past) **g** earned. **h** approached **i** signed **j** has gone (to express the fact that the situation started in the past and continues in the present)/has been going (with emphasis on 'how long', i.e. 'Since then') **k** has been using (with emphasis on 'how long', i.e. 'ever since')/has used (to express the fact that the situation started in the past and continues in the present)

6

Students' own answers

7

Students' own answers

Developing vocabulary p9

1

1 correct **2** disapproves **3** unreliable **4** illegal **5** correct **6** correct

2

dis: qualify, advantage, comfort [also: appear, obey, organised, etc.]
un: natural, bearable, informative, [also: reliable, acceptable, fortunate, etc.]
im: mature, probable, polite [also: patient, perfect, proper etc.]
ir: responsible, replaceable, resistible [also: regular, rational, respective, etc.]
in: effective, adequate, formal [also: secure, capable, visible, etc.]
il: logical, literate, legible [also: legitimate, legal, etc.]

3a

1 d/g **2** f **3** c/d/g **4** a **5** b/f **6** e **7** g/i **8** g **9** h

3b

under- = not enough
super- = more, bigger, better
over- = too much
mis- = wrong, incorrect
re- = again
co- = with, together
anti- = against
inter- = between
sub- = below

4

1 coexist **2** underrated **3** rediscovered **4** overvalue **5** intergenerational **6** mistime

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

5

a surprisingly **b** impossible **c** dishonest
d privileged **e** irrational **f** unreliable
g underrated **h** unfortunately **i** insanely

6

Students' own answers

Gateway to life skills pp10–11

1a

1 b **2** d **3** a **4** e **5** c

1b

Students' own answers

2

The purpose of the interview is to assess an applicant's intellectual rigour (how strong their academic skills are), but also to find out if the applicant has the right kind of personality and aptitude for a course.

3

1 YES
Your choice of degree will inform the type of questions individual interviewers pose, but in essence, they're all designed to assess your aptitude and suitability for studying at university level.
2 YES
Economics and political studies students must familiarise themselves with current events and trends in their discipline by reading print or online articles and attending talks, and this is no less important for arts and humanities students.
3 NO
Interviews for science, technology or engineering subjects are far less subjective as it is your factual knowledge that is evaluated.
4 YES
Friends or family can then ask you these questions in a trial run. Even if they know little about your subject, they should still be able to provide valuable comments on your body language and the way you speak.
5 NO
… it's best not to fire off immediate answers during the real interview. By pausing briefly, you will allow yourself time to formulate a coherent response.
6 NO
It's also unnecessary to concede a point just because the interviewer challenges you – as long as you can provide good evidence for your argument.

4

Students' own answers

5

Suggested answers
Performing well:
Flexible enough to change his position
Not afraid to ask for help with terminology
Good idea to give specific example – helps him develop his own argument
Good idea to talk about a lecture he's listened to and enjoyed
Advice:
Needs to extend early answers more
Take some thinking time – no need to fire off answer

Listening p12

1

Students' own answers

2

the missing words are all nouns

3

1 child
The researchers took a marshmallow and put it on a table. And sitting at the table was a small child.
2 patience/self-control
In other words, having patience is an important quality, at work and elsewhere. So this experiment shows the value of self-control.
3 stress
The subjects who passed the marshmallow test – those who resisted temptation and waited 15 minutes – later in life, when they experienced stress, they were able to cope with it much better.
4 exams/examinations
Easily the most significant finding was this: people who did well in their careers hadn't always done well in their school exams.
5 criticism
And the result of this is they don't get as much criticism as the boys.
6 failure
Instead she's proposed that sportspeople inevitably have to deal with failure, and this is also – sometimes – a feature of working life.
7 confidence
Which showed that there's not always a connection between people's ability, and the confidence that they have in their ability.
8 promotion
Workers who believed they should be rewarded with promotion – well, in general, that was what they got!

4

Students' own answers

5

Students' own answers

6

Before a comparative	After a comparative	Before a superlative	After a superlative
a bit a great deal a little altogether barely (any) considerably far much hardly (any) (quite) a lot scarcely (any)	by far by miles	by far by far and away much quite	by a long way by far by miles

7

1 is a great deal more important than
2 is considerably better at tackling
3 finished the race a little slower
4 competitors are much older than
5 quite the most exciting book I've

Developing speaking p13

1

Students' own answers

2 (See below table)

	Student 1	Student 2	Student 3
a	Question 9	Question 1	Question 12
b **Suggested answer**	Immediately corrects himself and then moves on ('… shooting, er, shoots …' and 'it has really, I mean it really inspired me')	Paraphrases when he can't remember the word ('We go to the … erm … the place where you can play video games.')	Avoids taking risks and so doesn't make mistakes, but sounds unnatural as a result
c **Suggested answer**	passionate	uninterested	enthusiastic
d **Suggested answer**	This student performs well because: He gives a relevant answer to the interviewer's question, and is able to extend his ideas. His intonation and pronunciation is natural. He uses a good range of vocabulary and grammar. He is able to self-correct. His use of language is appropriate for a conversation-style interview.	This student does not perform as well as he could because: He does not give a relevant answer to the interviewer's question – he describes what he does with his friends, but doesn't say how long he has known them for. He does not extend his ideas very much. However, his intonation and pronunciation are fairly natural and he is able to connect his ideas together using informal linkers and expressions.	This student does not perform as well as she could because: She does not use a wide range of vocabulary and expressions. She is unable to use contractions and intonation in a way that sounds natural in informal spoken English. Although she is accurate with her use of grammar, she is very hesitant, and sounds like she has prepared a speech. It would be better if she took a few more risks with her use of language, and tried to sound more natural. In this way, the listener would probably pay more attention.

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

3
Moving the conversation on
So anyway,
Reporting something you believe to be true
They say that …
Giving Emphasis
In fact,
Repeating or paraphrasing information already given
Like I told you,
Expressing your attitude towards what you're saying
Basically,

4
Students' own answers

5
Students' own answers

6
Students' own answers

Developing writing pp14–15

1
Students' own answers

2
Misha gives advice on the following topics. In each case he gives a reason, as suggested in the text in 1.
learn to cook; it's better for your health and saves you money
set a budget; it'll help you pay for food and rent, and also have fun
make the most of Freshers' Week; it's a good way to make friends
get started on your reading; it'll help you manage your workload
use social media; it's another good way to make friends and connections

3a
informal opening: Hi Dani
contractions: you've; I'm; isn't; it'll; shouldn't; it's; that's; you're; I've; we'll won't
phrasal verbs: look after; work out; stick to; link up with
expressions: be over the moon question tags: won't you? informal sentence structure: And we informal close: Bye for now

3b
Any three from the following: you have to; learn how to; you shouldn't; it's definitely a good idea to; try your best to; One thing I learnt was to; It might be a good idea to; it's a great way to

4
Starting
First things first,
Adding information
Talking about …
Changing the subject
By the way …
Generalising
At the end of the day,
Giving personal opinions
To be honest,
Reporting
I've heard that …
Qualifying what has been said
All the same …

5a
1 m **2** k **3** n **4** j **5** i **6** d **7** h **8** e **9** l **10** g **11** a **12** b **13** c **14** f

5b
1 *Public transport should be free for students – they ~~shouldn't be required to purchase~~ need to buy a ticket*
2 I can already ~~prepare~~ cook my favourite ~~dish~~ meal – it's ~~extremely~~ really easy!
3 Students should ~~consider~~ think carefully about who they share a flat with.
4 Social media is the best way to ~~contact~~ get/keep in touch with family and friends when you're away from home.
5 I always ~~verify~~ check that I haven't forgotten anything before I leave the house.
6 People may ~~appear~~ seem confident when they ~~commence~~ start a new class, but many of them must feel ~~slightly~~ a bit nervous.

5c
Students' own answers

6
Suggested answers
If possible, ~~it is recommended that~~ **it's a great idea** ~~you explore~~ **to have a look around** the school before the first day of term. ~~This will facilitate your punctual arrival at the correct classroom before each lesson commences and you will not need to keep referring to your map~~ **That way you'll find it much easier to get to the right classroom before the start of each lesson and you won't need to keep checking**, which could be embarrassing. ~~In addition, ensure you purchase all of the necessary equipment~~ **Also make sure you buy all the stuff you need**, ~~such as~~ **like** stationery and books. You can ~~obtain~~ **get** a list from the school office. By the way, ~~I consider it extremely important to attempt to smile~~ **I think it's really important to try to smile**, even if you are feeling nervous, ~~as you will appear more friendly and approachable~~ **so you seem more friendly and approachable.**

7a
Students' own answers

7b
Students' own answers

8
Students' own answers

Unit 2

Reading pp16–17

1a
Suggested definitions
1 to become popular or fashionable
2 no longer relevant/fashionable/usable
3 something that is so exciting, modern, or useful that everyone wants to have it
4 extremely modern and advanced
5 a strong, negative reaction by a large group of people
6 a blend, a mix
7 the pressure or expectations of society which shapes people's behaviour
8 describes clothes which are old, but kept in good condition because they are interesting or attractive
9 having knowledge of a new development or situation that most other people don't have
10 in keeping with the latest fashions

1b
Students' own answers

2
A

3
1 B
A lot of it has to do with social influence, and that's not just true of clothing. … It can't be that people really love these bitter leaves. They just want to keep up with everyone else.
2 C
For example, the hippies of the 1960s would wear denim and dungarees as a symbol of their belief in working-class attitudes, and used to buy these second hand to demonstrate their anti-consumerism stance. … These [outfits] were then replicated by high-street stores who sold them in bulk to the middle class, … Certainly, these shoppers were unaware of their clothing's political origins.
3 A
At the forefront of cutting-edge fashion, Japan develops new trends at a rate that's hard to keep up with.
4 D
Young men that wouldn't have dreamt of wearing gold earrings a few years earlier for fear of public ridicule …
5 E
[Wigs] were discarded in France once the Revolution was underway and no-one wanted to draw attention to their aristocratic heritage. In England the explanation for their disappearance was more mundane; the government had introduced a wig powder tax, immediately driving down demand.
6 F
You no longer require an expensive marketing campaign to establish your name, just a genuine ability to create something original.
7 A
It remains to be seen as to whether items in this hue fly off retailers' shelves or, as seems far more likely, end up in a mountainous pile in the sale bin.
8 D
It then became potentially dangerous to wear knee breeches in public as these were associated with aristocratic values, and any wearer risked serious assault.
9 E
For ordinary people gazing up at the silver screen, the sharp suits and pencil-thin moustaches of well-groomed leading males, and the flattering dresses and immaculate make-up of leading ladies represented a lifestyle to aspire to.
10 B
That would be a fad, best avoided by any self-respecting fashionista, but such things will keep popping up to torment us!

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

4

Students' own answers

5

hue = a colour or shade
at the forefront = in the leading or most important position
pin down = understand or describe something in a precise way
catch on = become fashionable with many people
stance = a strong opinion or attitude towards something
pass off = convince people that something inauthentic is really genuine
mainstream = considered normal by most people
mundane = very ordinary, and so not very interesting or worth noticing
as a means = as a way of doing or achieving something
on a shoestring = using or having a very small amount of money

6

Students' own answers

Grammar in context p18

1a

1 c, e **2** a, d **3** b **4** f, g **5** h

1b

In sentences b and d

2

1 *would* (stressed); b **2** *will* (stressed); d
3 would; f **4** used to; g **5** present simple; c
6 will; e **7** present continuous; a
8 past continuous; h

3

The sentences expressing habit are 1, 4 and 5

4

1 are constantly/always texting, will (stressed) keep
2 'd/ would/used to spend, used to make
3 drives, would (stressed) waste

5

1 b **2** e **3** a **4** d **5** c

6

Students' own answers

Developing vocabulary p19

1a

1 c/f **2** e **3** d **4** g **5** a **6** f/c **7** b

1b

1 to be (back) in fashion
2 to keep up with the latest fashions
3 the world of fashion
4 to make a fashion statement
5 to start a new fashion
6 a passing fashion
7 the height of fashion

2

Suggested answers

1 … *I hope they aren't a passing fashion*
2 The world of fashion was impressed …
3 … but now they seem to be back in fashion.
4 … he's going to make a fashion statement.
5 … I can keep up with the latest fashions.
6 … is the height of fashion.
7 … I've started a new fashion.

3

1 rage **2** radar **3** thing **4** slave
5 buck **6** vogue

4

a statement **b** rage **c** keep up **d** vogue
e radar **f** back **g** passing **h** mainstream
i big

5

Students' own answers

Gateway to life skills pp20–21

1a

Students' own answers

1b

Students' own answers

2

Students' own answers

3

The writer of the article on ways to make a successful pitch makes the following points from 2

1 (They use clear gestures to reinforce their points, convey emotion and give off an air of confidence.)

6 (Instead, anticipate what their likely needs and problems are, and, even better, if there is an opportunity to ask them a series of questions before making your actual pitch, seize it.)

8 (Anticipate the kind of questions your customers or investors are going to ask. Some of these questions are going to be deliberately provocative, which is fair enough, considering that you are asking them to part with their money. Put yourself in their shoes; write out a list of questions, and then plan your answers.)

4

Suggested answers

1 When presenters smile, they give the impression that they are enthusiastic and excited about the product/service they are selling. The audience is more likely to listen to someone who seems so positive. If the smile seems natural, people might put their confidence in that person – more than in someone who seemed negative and unfriendly.
2 It's important for a presenter to project their personality, because investors are looking for the kind of traits and characteristics that suggest he or she will make a success of the product or service.
3 Using a story helps bring the product or service to life, and provides evidence of why it is useful or beneficial. It can help convince investors that the presenter is aware of a need or consumer demand that they didn't know about.
4 Focussing on benefits will set a presenter's service or product apart from similar services and products. The audience needs to be very clear how the product or service will improve their lives.

5a

A food home-delivery service which provides the ingredients and recipes for healthy meals

5b

1 The presenter uses his voice to good effect by using a wide range of intonation, pausing for emphasis and also pausing to let his audience have a moment to anticipate what is coming next. He also stresses key words.
2 He uses humour when he describes the terrible condition of his fridge: he is describing a situation which people in his audience might relate to – even if no-one (including himself) would normally admit to it.
3 He describes the benefits by using hypothetical language – such as 'How would it be if …?' and 'What if …' and 'Imagine …'. By using these structures, he is helping his audience to visualise the service and really see how useful it would be. He also uses a range of adjectives – e.g. delicious, healthy, balanced – to persuade his audience.
4 He closes his presentation by introducing the name of his service (Food Guru) and making a clear, firm statement about what it offers. In this way, he has moved from describing a 'dream' – something the audience can fantasize about, to saying 'this is reality', something the audience can now access.

Listening p22

1

Students' own answers

2

1 b [The thing is, though, that food's such a fundamental part of our lives – for everybody, all around the world. It affects our health, it affects how we feel. So there's a natural tendency to think about food …]
2 d [But what we're seeing is burgers that go beyond the usual fillings of fish, beef or chicken. These new burgers include things like duck, lobster, pork belly and squid – I hadn't expected so much variety. And then there's the bun, which is being replaced by …]
3 b [Presenter: So what you're saying is it's fusion food – a blend of European, Indian and Middle-Eastern cooking? Simone: Yes, and also local African cooking traditions as well, so it's not the same as food found anywhere else in the world.]
4 a [I'm just concerned that it's not very practical – depending on where you are. Those living in apartment buildings …]
5 c [Presenter: So in some ways this is a bit like 'brunch' – a combination of two popular meals? Simone: I think you're right. It's just a continuation of a trend that's been around for a while.]

3

Students' own answers

4

a which = the Food Show
b that/which = burgers
c where = South Africa
d who/that = TV chefs
e (relative pronoun that/which omitted) = This last one, i.e. brinner

1 F Commas are required at the beginning and end of ~~defining and~~ non-defining relative clauses.
2 T
3 T
4 F *Where* cannot be replaced by *that* in relative clauses (except in defining relative

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

clauses if a preposition is added to the sentence, e.g. *This is the city **that** I live **in***).
5 F In non-defining relative clauses the relative pronoun can sometimes be omitted. (It can be omitted if it is the object of the verb in the relative clause.)

5
1 2007, when I was travelling in Asia, I
2 sandwiches, which we've just tried, are
3 new app (that) you can use
4 restaurant, where I ate last night,
5 is the reason (why) it
6 has been set up that/which only

Developing speaking p23

1
Students' own answers

2
Students' own answers

3a
Suggested answers
Student 1: Marketing and celebrity endorsement can have a big impact on commercial success; high prices can also make people feel like they're getting a special, exclusive product.
Student 2: It depends on the type of trend: important trends related to cultural evolution do reflect on society as a whole but other trends are more limited, e.g. to certain generations or groups within society.

3b
Students' own answers

4
1 d **2** c **3** a **4** b **5** f **6** e

5
Phrases for justifying your opinion
quite a lot of research has been done to back this up
this is only anecdotal, but
there's evidence to show that
Phrases for agreeing
I would go along with the idea that …
Phrases for disagreeing
perhaps to some extent
I can't accept that

6
Students' own answers

7
Students' own answers

Developing writing pp24–25

1
Students' own answers

2
1 Students must discuss TWO of the groups listed in the bullet points.
2 No. It's a choice of two from the three listed. Students cannot introduce additional groups into their answer.
3 The opinions are there to help the students to generate some ideas. Students can use these opinions, but they don't have to. If they do use them, they should try to paraphrase and use their own words as far as possible. It may be helpful to emphasise to your students that they are free to argue the opposite of what is expressed in the opinions, if they wish to. For example, they may argue that school uniforms are a bad idea.

3
The student discusses parents and schools. He/she thinks schools should do most.

4
a As a result
b That is why
c so ('for that reason' would need to start a new sentence, or be preceded by 'and')
d therefore
e because ('as a result' would need to start a new sentence, or be preceded by 'and')
f since
g For this reason
h as ('consequently' would need to start a new sentence)
i which means that

5
There is an introduction and a conclusion
There are several passive forms: can be circulated; the need to be seen; is removed. 'I' and 'you' are not used.
There are numerous complex sentences with two or more clauses. However, there are also single clause sentences, e.g. 'As a result, contemporary society is very conscious of clothing and appearance.' Students should aim for a balance between the two.
There is one phrasal verb: 'keep up with the fashions'. It is not 'wrong' to use phrasal verbs in more formal writing. However, in general they are less common.
There are no contractions in the model answer. Slang and idioms are not used either.

6a
1 serious consideration
2 circulated instantly
3 interacting with their peers
4 financial hardship
5 greater influence
6 focus on different things
7 contemporary society
8 particular responsibility

6b
1 financial hardship
2 focus on different things
3 circulated instantly
4 greater influence
5 contemporary society
6 particular responsibility
7 serious consideration
8 interacting with their peers

7
Suggested answer
One important source of influence on teenage fashion is the Internet. ~~**Personally, I like**~~ **R**eading blogs and fashion news online **has become a popular pastime**. ~~**For**~~ **As** a result, printed magazines are declining in popularity. Fashions change quickly these days, **that which** means that monthly fashion magazines ~~**can't**~~ **cannot/are unable to** keep up with the latest trends. Blogs and personal web pages give young people the chance to share their own styles; ~~**consequent**~~ **consequently**, they can influence the world of fashion themselves. ~~**Therefore**~~ **Since** the Internet allows new trends to be ~~**shown around very quickly**~~ **circulated instantly**, its influence is likely to get even stronger in the future.

8
Students' own answers

9
Students' own answers

Gateway to exams: Units 1–2

Reading

1
1 C [However, before embracing this approach too whole-heartedly, be aware that there's an argument for doing **the exact opposite** – being brief!]
2 A [This rather sad state of affairs has come about **because** …]
3 D [In fact, the study found that people reacted less negatively to **straightforward bragging without any attempt to hide it,** because …]
4 B [If this is true, the frequently heard recommendation to always accentuate the positive is **incorrect**.]
5 A [Indeed, there is growing **evidence from academic studies** to indicate that those who are prepared to promote their achievements at school, in sports or in the workplace enjoy greater success.]
6 C [… in particular **an anecdote which is entertaining and enjoyable** in its own right.]
7 D [A technique as simple as **finding something you share with the person you're talking to**, whether it's a friend you both know, a mutual birthplace or a type of music you both enjoy, may in fact be a more effective way …]
8 C [Then a final approach is to **get a third party to brag for you**. It may be a friend, classmate, teacher …]
9 A [The implication of this **might be** that **genuine accomplishments matter less in life than skilful self-promotion**.]
10 B [A related though separate approach is to **emphasise the new skills you acquired on the road to an accomplishment**; for example …]

Use of English

2
1 have never eaten/tried/had Japanese food
2 hardly (any) taller than
3 by far and away the most
4 will (always) talk when we are
5 who visits the school is
6 would (always) play chess when
7 which happens to be Maria's birthday
8 where you (can) buy/get

Listening

3
1 health benefit(s)
2 (fashionable) restaurants

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

3 advertising campaign
4 cheap
5 beauty treatment/(home-made) face mask
6 18/eighteen months
7 conferences
8 technological developments
9 supermarket chains/supermarkets
10 social media

4

Students' own answers

Unit 3

Reading pp28–29

1a

1 A **2** B **3** B **4** A **5** A **6** B **7** B **8** A

1b

1 supportive **2** gullible **3** tolerant **4** naive **5** trustworthy **6** sceptical **7** cynical **8** reliable

2

'To dig up the dirt' on someone means to search for something in their past that they probably want to keep hidden. In the context of the article, it has two meanings: it could refer to the idea running through the article that we sometimes have to search carefully for the truth in history, and also to the archaeological practice of excavating historical sites.

3

Students' own answers

4a

1 NG
We only know from the text that comics and advertising campaigns have traditionally reinforced the idea of the stereotypical Viking. There is no information given about whether they have begun to show more authentic representations.
2 T
The physical evidence is: 'Excavated artefacts from old Viking villages suggest that … [the Vikings] were using ornamental combs and razors to maintain complex hair and beard styles.'
3 NG
The question focuses on the 'earliest pharaohs', but there is no information given in the text about whether it was earlier or later pharaohs who followed this practice.
4 F
Instead, the emperor used a closed fist with the thumb hidden to show mercy or an exposed thumb to indicate death.
5 F
the authenticity of winged-helmets and shiny breastplates went unchallenged by admiring audiences
6 NG
We only know from the text that British illustrators chose to draw Napoleon in an unflattering way – there is no information about whether or not they have seen some realistic portraits themselves
7 F
… the notion of a 'flat earth' had no currency in the 15th century. Yet the idea that Christopher Columbus set off on his exploratory voyage with his sailors fearing that they might 'fall off the edge' persists. The error was first propagated in the 1820s by writer Washington Irving in his biography of Columbus
8 T
Artistic licence for them [producers] appears to take precedence over the established facts, no matter whether 'the true story' the film is based on took place in prehistory or just the other day.

4b

Suggested answers
Vikings were only interested in robbing and attacking other people. (They were also interested in trading and finding agricultural opportunities.)
Wounded gladiators were always killed. (Their wounds were treated, so they were allowed to get better.
Napoleon Bonaparte was a short, plump man. (He was of average height for the time).
People in the Middle Ages thought the world was flat. (No – the ancient Greeks had already discovered that the world was round, and later civilizations and societies had access to this information.)

5

Students' own answers

6

pervasive: spreading everywhere so that it is very noticeable and impossible to ignore (neg)
reinforce: to make an idea, feeling, belief or physical structure stronger
to **embellish**: to make a story more interesting by adding details, especially ones not completely true
to **sustain**: to receive and suffer from (damage/a wound)
propaganda: information, especially false information, that a government or organisation spreads in order to influence people's opinions or beliefs
to have **currency**: to have general approval and acceptance or be widely used in society
fallacy: and idea or belief that is false, but that many people think is true
bygone era: period of time in the past
artistic licence: the freedom to create or adapt an artwork, film, piece of writing or music, etc. according to the artist's interpretation
anomaly: something unusual, unexpected, or different from what normally happens

7

Students' own answers

Grammar in context p30

1a

1 past continuous, past continuous
2 past simple, past simple **3** past perfect continuous **4** past simple, past continuous
5 past perfect simple **6** past continuous
7 past continuous

1b

past continuous

1c

past simple: for finished actions, situations or habits with a definite time or context in the past; for a sequence of events that happen in chronological sequences in the past
past perfect simple: to show that an action happened before another past action
past perfect continuous: to show that an action happened before another past action when the duration of the action is important to the writer / speaker

2

1 underwent **2** was holding, went off
3 had been, erupted, wiped **4** had been, located **5** were shooting **6** realised, had been going **7** were still running
8 had been, was

3

a happened **b** had discovered
c had lain/had been lying **d** emerged
e was suffering **f** were decaying/had decayed
g had hunted/had been hunting
h had brought **i** had been gathering
j was returning

4

Students' own answers

5

Students' own answers

Developing vocabulary p31

1

1 c **2** g **3** a **4** f **5** d **6** h **7** b **8** e

2a and 2b

Two-part phrasal verb (no object)	Two-part phrasal verb (inseparable)	Two-part phrasal verb (separable)	Three-part phrasal verb (inseparable)
The car slowed down.	She looked after her mother.	I picked the coin up.	They came up with an idea.
set out	stick at	make up	get away with
go around		pay back	put up with
		carry out	

3a

Suggested answers
add up = if a set of facts does not add up, you do not believe it is correct because it does not match other information that you already have
see off = to go somewhere such as a station or airport with someone in order to say goodbye to them
call for = to say publicly that something must happen
count on = to depend on someone to do what you want or expect them to do for you
come about = happen, especially by chance
make off with = to escape with something, especially something stolen
go over = to check something carefully
get away from = to escape from a person or place

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

3b

Two-part phrasal verb (no object)	Two-part phrasal verb (inseparable)	Two-part phrasal verb (separable)	Three-part phrasal verb (inseparable)
We set off early.	She looked after her mother.	I picked the coin up.	They came up with an idea.
The car slowed down.	stick at	make up	get away with
set out	call for	pay back	put up with
go around	count on	carry out	make off with
add up	go over	see off	get away from
come about			

4

a add up **b** set out **c** came about
d get away with **e** made off with
f pay (society) back **g** got away from
h go around **i** called for **j** made (so many stories) up

5

Students' own answers

Gateway to life skills p32–33

1

Suggested answer
Elise's comment is a positive one, and shows her in a good light – as a volunteer and organiser. Noah's comment – although probably amusing to his friends – might cause problems for him if his current or future employers see it.

2

Students' own answers

3

Students' own answers

4a

Students' own answers

4b

The writer says –
it is perfectly legal for employers and universities to view your online activity.
you should read your own online activity objectively - as if you were an admissions officer or employer
it is inadvisable to complain about things online as other people might form the wrong impression of you
it is necessary to constantly check what your privacy settings are, as they may have been changed without you knowing

5

Students' own answers

6

1 ✓ **2** ✗ **3** ✓ **4** ✓ **5** ✗ **6** ✓ **7** ✗ **8** ✗

7

Students' own answers

Listening p34

1

Students' own answers

2

TASK 1
1 D
…I'm called on to protect ancient structures, and to clean and preserve any finds our group might make. … It's so tempting, you know, when you're digging in the earth and see a shape emerge…
2 B
My role is to develop, deliver and evaluate the programmes that we offer. These may be lectures, activities or workshops around the particular exhibitions that are …we obviously have regular school visits, too, so it's essential that we present information in a way that's accessible for all different age groups…
3 G
…different ways of preserving the built environment. I work with engineers and the construction industry to give them the appropriate background information that they need in order to do specialist work to protect a given structure. That might be a…
4 A
…with support in the administration of commissioning, planning and publication of books, journals and magazines… This may involve issuing contracts, overseeing royalty payments and liaising with writers and photographers. Or it might be more mundane things dealing with phone or email enquiries.
5 F
… I research news and current affairs content for television, radio and the Internet. … It has helped me to provide balanced, reliable information, whether it be for news bulletins, documentaries or other factual programmes.]
TASK 2
6 B
My lecturers and tutors always emphasised that we should objectively examine all the evidence before reaching a decision. … But it's essential just to slow down and wait and see.
7 E
What I mean is, if our visitors can see that I genuinely love history – I live and *breathe* it! – then maybe they'll experience something similar.]
8 C
I work with engineers and the construction industry to give them the appropriate background information that they need in order to do specialist work to protect a given structure.
9 D
…working towards my degree, I had to see all parts of the process through – researching, analysing, collating, summarising, writing and a whole lot more. And that's equipped me very well in terms of doing a whole variety of different things … and often at the same time.
10 G
I may find information from first-hand interviews, from the Internet, databases and archives, but the imperative to check and double-check everything remains the same…

3

Students' own answers

4

a General before specific. We wouldn't say, 'a multinational large firm'.
b Opinion before description. We wouldn't say, 'an antique wonderful vase'.

5

1 a large polar expedition (general before specific)
2 a recent medical discovery (general before specific)
3 a long patriotic speech (general before specific)
4 a significant managerial decision (opinion before description)
5 a horrible orange chair (opinion before description)
6 a clever young girl (opinion before description)

6

Suggested answers
a small (size) red (colour) sports (function) car
long (shape) old (age) *silk (material) dresses*
two-storey (shape) terraced (function) houses
a 30-foot (size) wooden (material) racing (function) yacht
an elaborate (size) Chinese (origin) banquet
short (shape) black (colour) hair

7

Students' own answers

Developing speaking p35

1

Students' own answers

2

Only 1 student speaks at any one time.
Student A answers two questions, and Student B answers one.
Student A is expected to choose and compare two photos (out of three), in relation to the two questions provided by the examiner.
Student B only talks about 1 of the photos, and answers a question that looks at a slightly different angle of the same topic.
Student A talks for about one minute. (Student B talks for about 30 seconds.)

3

Student A should…	**Student A shouldn't…**
answer the two questions by speculating and hypothesising about what the people might be learning about, and why they have chosen to learn in this way	*simply describe all the objects and people in the photos*
continually compare and contrast the two pictures	only describe one photo at a time
choose photos for which they know a range of vocabulary	stop speaking before their minute is over
use a range of grammatical structures	worry that the examiner will disagree with their opinion
use expressions for making comparisons	be afraid of making minor mistakes with grammar
keep talking until the examiner tells them to stop	
balance accuracy with fluency	
use natural features of spoken language, such as paraphrasing, discourse markers, starting a sentence again, hesitating, using fillers such as 'um/er'.	
Self-correct if it can be done quickly	

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

4
The student does all the things shown in the 'should' column above.

5
Linking words/conjunctions used for comparing
although
while
however
Comparative forms
just as … as
nowhere near as … as
Other phrases
quite different to
there's not much difference between
there are several points of similarity between
(X) is … and (Y) seems … by comparison

6
Students' own answers

7
Students' own answers

Developing writing pp36–37

1
Students' own answers

2
1 T **2** T **3** F **4** T **5** F **6** T

3
1 MoT is the nation's leading museum of its kind. (This is a major institution, not a small local museum.)
2 We are looking for interns to work in the following departments over the busy summer period. (Applicants must be available at this time.)
3 Candidates should be working towards, or have completed a relevant qualification … (Most interns are students or recent graduates).
4 …and be motivated to participate in our unique environment. (Candidates must explain why MoT is the right fit for them.)
5 …and covering letter stating your preferred department…. (Select from the 5 areas listed in the advertisement.)

4
Numbers relate to Ex 3 above:
1 Yes – the writer acknowledges this, e.g. 'prestigious institution', 'were recently recognised as leaders' etc.
2 Yes – the writer intends 'to spend the summer months gaining relevant work experience'
3 Yes – the writer is doing a BA in history
4 Yes – the writer intends to write a dissertation on the topic of technology and history so MoT is a perfect fit.
5 Yes – community education

5
1 paragraph 4 **2** paragraph 3
3 paragraph 1 **4** paragraph 2

6
1 *I feel confident that*
2 I have found, fascinating
3 I consider myself to have
4 I am absolutely convinced that
5 these reasons I believe that I am

7
a role / post / position in your community education…
It would be a wonderful opportunity for me
I would particularly welcome the chance to…
I have excellent analytical skills
My skills would be developed further still at your organisation / company
You are leaders in the field of…
I am an ideal candidate for an internship / the position

8
~~Hi!~~ **Dear Sir or Madam,**
~~I'm~~ **I am** writing in regard to the ~~ad~~ **advertisement** that is currently on your website for an internship in your charity. I read about the **cool fantastic** work you have been doing with homeless people. I was impressed to read that your organisation plays a key role in improving our local community. For that reason, I ~~want~~ **would like** to gain relevant work experience at your charity. I would be an ideal ~~guy~~ **candidate** for an internship because I ~~super~~ have **excellent** people skills.
~~Thanks in advance!~~ **Yours faithfully,**
[Name]

9
Students' own answers

10
Students' own answers

Unit 4

Reading pp38–39

1a
ample evidence = there is a lot of proof
to prove beyond doubt that = to show that something is definitely true
to pose a question = to ask someone a question, usually one that is complex or needs careful thought before answering

1b

verb + noun	preposition + noun	adjective + noun
to **provide** evidence	**on** the evidence of	*ample evidence*
to **hold** the view	in view **of** the fact that	the **prevailing** view
to **voice** some doubt	*to prove beyond doubt that*	**growing** doubt
to **lend** support to	to come out **in** support of	**wholehearted** support
to pose a question	to call **into** question	a **hypothetical** question

1c
1 wholehearted **2** voice

2
Engineer B. is concerned that robot innovation will mean that 'humans will have ever-decreasing value' and her blog focuses on how automation will have a negative impact on human employment. Unlike the other engineers, she has nothing positive to say about any aspect of robotic engineering.

3a
1 C
A: But getting that first break wasn't purely down to good fortune: before then I was at home, working out how to build effective electric circuits, and figuring out how to code. I'd say to anyone considering a career in robotics engineering that if you start from scratch, you'll get the grounding you need.
C: Robotics engineering is not a career for the incurious. That an early interest in the basics such as programming and electronics is vital goes without saying. None of this is wasted when moving on to a robotics engineering programme, however many years later.
2 B
C: Still, in order to convince people to accept robots, they should look as human as possible. The more they resemble humans, from their physical characteristics to their competence with natural conversation, the easier it will be for people to overcome their irrational fears.
B: However, there are those in the field determined to create machines they can pass off as humans. There is no justification for this. Humans have innate qualities that a machine will never replicate; I hold the view that there is something profoundly disturbing yet also futile about attempting to re-create the human essence.
3 D
B: One concern is the impact on employment: robots will soon jeopardise millions of jobs worldwide, surely a catastrophe for social stability.
D: The leader was somewhat more reticent when it came to answering my concerns about the inevitable loss of jobs.
4 C
B: But the goal of any engineer should be to enhance human existence; and the effect of their actions on individuals and at societal level must take precedence over technical progress.
A: …the other thing that young engineers should have is a set of principles. You must pose yourself the question 'How am I going to design something that is of benefit to others?'; and 'What impact on society is it likely to have?'. Only then can you really be motivated to pursue it.
C: Vision is also imperative: once we accept that robots will be an integral part of our society, then we open up to the range of potential applications they might have. Then we must develop a market for them. If we don't manage to do that, then it is pointless having a conversation about ethics.
D: There is also the issue of whether something with advanced artificial intelligence should be created for the purpose of servitude. At what point is a robot entitled to rights? And who will be legally responsible if a machine malfunctions, say a driverless car, and causes physical injury to people or property? A conference on such issues takes place next year. Certainly they require attention before further development takes place.

3b
5 B
Robotic engineering and artificial intelligence are developing at such a pace that people are not given the time to voice doubt or call into question the supposed benefits of automation.

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

6 C
The time will therefore come when robots will take over certain parental duties; perhaps the collection of children from school or helping with homework.
7 A
…robots that are now already dealing with public enquiries in a particular bank…There have been teething troubles; the robots have not always been able to analyse facial expression correctly, and so have sometimes responded inappropriately, but this will all be resolved as we move forward.
8 D
What I had not expected was how disconcerting the experience turned out to be. Its eyes followed my every move, and the uncannily humanlike changes in its facial expression almost had me forgetting the face was silicone.

4

Students' own answers

5

(to be) down to = used for showing the cause of a situation
grounding = basic knowledge of a subject
teething troubles = minor problems that a company or project may have when it starts out
drive = the effort and determination to achieve something
jeopardise = to put something at risk
take precedence over = to have more importance, priority or status than something else
to open up to = willing to listen or consider ideas, suggestions, possibilities
disconcerting = making you feel worried or anxious
reticent = not willing to provide information or express feelings
servitude = the state of being under the control of someone else and having no freedom

6

Students' own answers

Grammar in context p40

1

1 e **2** c **3** h **4** b **5** i **6** f **7** g
8 a **9** f **10** d **11** d

2a and 2b

1 **'Will just'** is correct: as 'will' is used for a factual prediction. We can't use 'are due to' with the vague time reference 'one day'. We can only use 'due to' with a specific time reference like 'next month/next year', when something has already been arranged or decided.
2 **'We're going to'** is correct. Here it is used as a prediction based on what we can already see happening. We can't use 'would', as this refers only to 'future in the past'.
3 **'Were going to'** is correct**.** This is used to express future in the past. 'Are going to' is only for a future prediction, or intention.
4 **'Comes out'** is correct. It is used to express the idea of a schedule. We can't use 'is on the verge of' with a specific time reference.
5 **'Would have to'** is correct. This refers to future in the past. We can't use 'will' when it is preceded by a past time reference e.g. 'I didn't..'
6 **'Are on the verge of winning'** is correct. It expressed the idea that something will happen in the immediate future. We can't use the present continuous form 'are winning ' – as this refers to a fixed arrangement.
7 **'We'll have to'** is correct. It is used for decisions made at the time of speaking. We can't use 'we're having' as present continuous is used to express the idea of arrangements for the future we have already made.
8 **'Is due to'** is correct. It refers to the idea of a schedule that the speaker has no control over. We can't say 'it is likely' – because the expiry date on a passport is fixed, not probable.

3

a verge of setting
b is due to/going to announce
c would/was going to inspire
d will, display
e likely to/going to attach
f likely to/going to increase
g are not going to/won't/will not attend
h will/ are going to stand
i will/are going to manipulate
j is appearing/will appear

4

Students' own answers

5

Students' own answers

Developing vocabulary p41

1

innovative (adj)
innovation (n) – abstract/thing
innovator (n) – person

Adjective	Noun – abstract/ thing	Noun – person	Verb
-ive	-ion	-or	-ate

2

1 *recognisable believable questionable*
2 scientific economic academic
3 eventful peaceful successful (not possible: ~~eventless~~ etc.)
4 sensible accessible comprehensible
5 breathless harmless fearless (also possible: harmful fearful)
6 environmental logical viral
7 preparatory introductory contradictory
8 receptive collaborative productive

3

1 e equipment, development, requirement, etc.
2 c partnership, citizenship, leadership, etc.
3 a procedure, exposure, closure, etc.
4 g ingenuity, simplicity, complexity, etc.
5 b pianist, chemist, optimist, etc.
6 d eagerness, awareness, carelessness, etc.
7 n designer, researcher, producer, etc.
8 j intelligence, confidence, independence, etc.
9 f inventor, doctor, investigator, etc.
10 h anxiety, safety, variety, etc.
11 k relevance, assurance, guidance, etc.
12 i participant, assistant, consultant, etc.
13 l secrecy, efficiency, accuracy, etc.
14 m implication, explanation, consumption, etc.

4

Answers
1 *simplified* **2** hardens **3** familiarise
4 captivate **5** classified

5

1 creation (*not* creations) **2** anxiety
3 requirement **4** admirably **5** chaotic
6 conventional **7** harmless **8** engineers
9 conservatively **10** differentiate
11 exceptions

Gateway to life skills pp42–43

1a

Suggested answers
1 In daily life, you might receive information from academic books, websites, other people's blogs, teachers, the radio, conversations with friends, family and fellow students etc.
You might accept or reject the new information depending on whether it correlates to what you already know or believe.
2 When writing an academic essay, providing evidence for your opinions makes your arguments more convincing and shows the teacher that you have considered the issues raised in the question and have made an informed decision.

1b

He is giving advice about effective reading skills.

2a

Suggested answers
Find three sources to support your argument and make notes on them.

2b

a integrate material from other writers with your own ideas to express an original point of view

3a

Students' own answers

3b

The thesis in an essay= the main idea/ argument of your synthesis. It should be expressed as a single sentence: firstly by making a statement, and secondly by providing an assertion – which is your own point of view.
Quotes and paraphrases = quotes should be used inside your own sentences – but credited to the appropriate source. When ideas or sentences are paraphrased, the source must also be credited.
The strawman approach to synthesis = the idea is to present the opponent's argument first, but then destroy it through evidence and examples
The summary approach to synthesis = the idea is to present the main arguments of relevant sources; but the disadvantage of this approach is that it is hard to show your own opinion.

4a

They agree that automation has reduced the number of jobs in the manufacturing industry – which includes factory and warehouse work – and other 'blue collar' jobs.

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

Source 1 (Sara Waysmith) also feels that white-collar jobs will be at risk, too. She thinks this will lead to inequality in terms of wealth, and that people who lose their jobs might not find other work.
Source 2 thinks that automation has made goods cheaper, and has therefore given people more money to spend on non-essential goods and services. Source 2 also maintains that automation has, overall, created more jobs than it has destroyed.

4b
Students' own answers

5
1 VJ **2** SW **3** VJ **4** SW**6**
From the graph we can see the change in UK employment from 1996–2016. Medicine employment has risen (by 866%) as has education (by 566%) whereas agriculture has decreased by 67% and metal work by 38%. This seems to show that manufacturing jobs have been affected by automation.

Academic task

1
This is a 'strawman' approach. We can see from the thesis statement in the first paragraph that the student is arguing *against* widespread automation. The second paragraph puts forward Vision Journal's point of view, and then the student proceeds to argue against this point of view in the third paragraph.

2
Thesis: There is now potential for many professions to become obsolete; and consequently, for a great number of people to struggle in finding new employment.

3a
The direct quote uses single quotation marks ('…') to show that these are the words of the source, and ellipses (…) to indicate that the quote is not starting at the beginning of the sentence.

3b
The source of the quote is presented in brackets/parentheses and gives the name of the source and its specific date or origin after a comma.

4
The view held by some commentators is that technology has not had a detrimental effect on levels of employment: '… there is now ample evidence to show that technology has in fact created more jobs over the last few decades than it has caused to disappear.' (Vision Journal, 2016). Vision Journal points out that **(a)** _____ and maintains that this is a direct consequence of automation. Data provided by Deloitte seems to lend some support to this claim: we can see that the number of financial directors and managers has risen by 132% since 1992. (Deloitte, 2015) This does seem to indicate that people have more money to invest.
However, we must call into question Vision Journal's argument. It merely shows that the increase of technology has coincided with the increase of particular professions. What we do not have is any evidence of causation. What has been proved beyond doubt is that automation has reduced levels of employment in manual industries: for example; in the footwear and leather working trades this is down by 82% and for energy plant operatives, by 51%, (Deloitte, 2015). There are no available statistics for how people in these industries have gone on to find new employment, but the impact on local communities can well be imagined. As Sara Waysmith concludes, **(b)** _____.

5
a the number of jobs in professions associated with lifestyle improvement have increased
b automation in manual industries will lead to a greater divide in terms of wealth distribution in the population

Listening p44

1
Students' own answers

2
Students' own answers

3
1 c
Ben: …But we need to focus the presentation on more important uses of technology, don't we?
Laura: But that's the point. This is just the sort of thing we need to see more of. …. But most of them are just thinking about infrastructure management.
Ben: Oh, OK, I see what you mean now.
2 a
By cutting down the average time it takes to park by just three minutes, from 15 to 12 minutes, it can reduce CO_2 emissions by 400 tonnes in a city the size of Barcelona. That's what makes it really worthwhile.
3 b
Ben: …we'll have sensors everywhere gathering information. Not just about buildings and roads, but about the people using them. I think that's a real worry.
Laura: Yeah, cities will be wired up to capture information about everything we do. Who's going to have access to that information? I'm nervous about that, too.
Ben: … people need to feel confident that their personal information will be protected.
4 d
And in future, if you want to go to the concert, it'll be possible to purchase your ticket straight from the billboard – there and then. Adverts will give you immediate access to their products.
5 c
Ben: …In some big cities – you know – the computer systems were put in place 20 or 30 years ago. No-one was really thinking about cyber-defence at that stage. And they're still in use today – which is amazing, right?
Laura: Yeah, that's incredible - they should have had an upgrade by now!
6 b
Laura: … And it's all incredibly lifelike – er, traffic, hospitals, water, even an imaginary social network. I thought it was brilliant that the designers had thought of every little thing.
Ben: Yeah – it's really ingenious how they've managed to make it so realistic..

4
Students' own answers

Developing speaking p45

1
Students' own answers

2a
Students' own answers

2b
Students' own answers

3
They discuss 'staying healthy at work', then 'working flexibly', 'how companies hire people, and finally 'communicating with others'. They do not discuss workers' salaries.
The students each discuss the same aspect by responding to each other's points and adding to them.

4
Inviting partner's response:
agree
Responding to partner's comment:
right
that might be true
don't you think that

5
a 4 **b** 3 **c** 2 **d** 5 (we don't say 'will be able to do that) **e** 1

6
1 *will be shopping*
2 will have left/will be leaving
3 will have been sitting (also future perfect simple, will have sat)
4 will be going (also present simple, will go)
5 will have belonged (not ~~will have been belonging~~)
6 will have been living (also future perfect simple, will have lived)
7 will have known (not ~~will have been knowing~~)
8 will be living (also present simple, will live)
9 will have finished
10 will be doing

7
Students' own answers

Developing writing pp46–47

1
Students' own answers

2
1 Education
2 Technology gives better access to qualifications vs more risk of cheating
3 Discuss both sides of the debate. Give your own opinion.

3a
Yes; the essay addresses both viewpoints and gives the student's own opinion.

3b
Paragraph 1: Introduction
very general comments outlining the debate
examples of qualifications – i.e. defining terms from the question
Paragraph 2: Supporting proposition 1
better access to education/qualifications for the disabled
online courses for those in remote areas/poorer nations
opportunities to catch up with classwork that has been missed

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

Paragraph 3: Supporting proposition 2
students may cheat in exams
students may plagiarise
problem of false identity

Paragraph 4: Opinion
technology is beneficial, but safeguards are needed

4

Adverbs
Despite this; On the other hand
Conjunctions
while; even though
Concluding:
To sum up

5

1 *'Although' is a conjunction and an adverb is needed*
2 **'**on the other hand' is an adverb; a conjunction is needed
3 'Despite the fact that' must be followed by a clause: Despite the fact that it was raining, we went to the beach.
4 'On the contrary' is an adverb, but it has a different meaning and is used to correct something e.g. A: You love football, don't you? B: On the contrary, I *hate* it!
5 'nevertheless' is an adverb; a conjunction is needed here
6 'however' is an adverb; a conjunction is needed here

6

1 resources **2** attention **3** wireless
4 face-to-face **5** assessment **6** virtual
7 individual **8** blended

7

… and that is another advantage of using technology in schools.
~~But~~ However, there may also be some disadvantages. ~~In spite~~ Despite the fact that the capacity to use technology effectively is commonly associated with high-performing students, research suggests that handwriting is good for brain development. ~~On the contrary~~ Despite this/Nonetheless/Nevertheless, many people do most of their writing on smartphones and other devices. ~~However~~ While/Although technology is frequently used in schools, most examinations are still hand-written. ~~Nonetheless, some~~ Some say that young people are becoming dependent on spell checks and search engines. These are useful ~~assessment~~ tools, ~~whereas~~ but students also need the ability to think for themselves. ~~For conclude~~ **To conclude**, face-to-face interaction in class helps young people develop essential communication skills.

8

General Topic = education
Specific Angle = role of technology vs possibility of becoming dependent
Use the same paragraph structure as the model answer.

Gateway to exams: Units 3–4

Reading

1

1 T
You may have noticed sometimes at the beach after dark, when you move your hand through the water, it appears to light up with a beautiful luminescent glow.
2 F
But this would be lighting without copper wires, cables or current of any sort.
3 NG
4 T
Taking an organism from its original ecosystem and introducing it into an alien habitat can have unforeseen consequences in terms of harm to the new ecosystem and the species that depend on it.
5 NG
6 T
The Van Gogh Path, so called after the artist who lived in the town in 1883, blends the traditional with the contemporary in a gesture that acknowledges Van Gogh's masterpiece The Starry Night, but also shows…
7 F
…concrete, but she says it's becoming increasingly easy to lay your hands on the exotic substance as the technology is becoming better understood.
8 NG
9 F
The city of Glasgow is attempting to use integrated computer technology and intelligent street lighting to monitor how citizens interact with the urban landscape and minimize electrical consumption and thus emissions.
10 F
He believes that this new definition of 'technology' can one day completely replace microchips and digital systems…

Speaking

2

Students' own answers

Use of English

3

a entertainment **b** inaccuracies
c unfortunately **d** unfashionable
e researchers **f** dishonesty **g** reference
h comparison **i** production **j** countless
k occasional/occasionally **l** passionate

4

Students' own answers

Unit 5

Reading pp50–51

1a

hint = something that you say to show what you are thinking or feeling, without saying it directly
vague = not clearly or fully explained
blunt = saying what is true or what you think, even if this offends or upsets people
ambiguous = not clear and therefore having the potential to be understood in more than one way
vocal = someone who is vocal expresses their opinions frequently and strongly
mumble = to say something in a way that is not loud or clear enough so that your words are difficult to understand
imply - to suggest that you believe something to be true without saying it directly conveys – to communicate ideas or feelings indirectly, for example through poetry, painting or photography

1b

Students' own answers

2

A vi *The increasing tendency to use emoji for everyday messages and for literary purposes*
If he had been referring to the number of people using emoji in regular text messages, this may not have seemed so remarkable. What may surprise you more, though, is that the classic novel *Moby Dick* was translated into emoji and renamed *Emoji Dick*, with *Alice in Wonderland* undergoing the same update, … The author TR Richmond, … used emoji in *What She Left*, a novel built around texts, blogs and Facebook posts …'
B vii *Emoji use is no longer limited to young people*
… Grathwohl, who is 44, avoided using emoji altogether because he worried that he would look as if he 'was trying to get in on teen culture. I felt inauthentic. But I think there was a tipping point this year. It's now moved into the mainstream.' Not only does he use emoji,…but his mother sends him emoji-laden messages, too. Indeed, some 76% of the UK adult population owns a smartphone, and of those, between 80% and 90% use emoji.
C viii *The procedure for suggesting and evaluating new emoji*
… Anyone can put forward an idea for an emoji…. 'You simply submit a proposal, provide a rationale.' You'll hear back from the Unicode Tech Committee if your design meets their criteria. It's this group that considers proposals and releases new outlines of characters in a process that can take about two years.
D iv *Emoji allow more self-expression in some respects, but less in others*
The picture is more complicated, he feels, with emoji offering both greater freedom and constraints than verbal language. He points out that anyone can invent a word and use it, but emoji are a limited language, subject to the selection processes of Unicode.
E v *The inspiration behind the development of emoji*
It was in Japan, in the late 1990s, that emoji were born. A Japanese telecom company had been looking for a way to entice teens to its pager service. One of its employees, Shigetaka Kurita, came up with the idea of adding simple images to its text offering, and began sketching out the possibilities. His imagination was stimulated by manga, Chinese characters and street signs,
F ii *The potential for the exploitation and increased complexity of emoji*
Like any sort of language, emoji are in a constant state of flux, particularly in the way that texters are choosing to deploy them. 'They are subtle and rich, and flexible,' Grathwohl says. ….He also explains that, 'The strings [of emoji] people send me are becoming longer and starting to tell stories. They are expressing ideas and experiences with growing sophistication.'

3

1 **and** **2** A and D
3 **and** **4** B and E

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

4
Students' own answers

5
oversee = to watch something in order to check that it works or happens in the way that it should
striking = attracting interest or attention because of some remarkable feature
shift = when something changes, especially an idea, attitude or plan
get in on = to become involved in something that other people are doing that is fun or interesting or offers some benefit
constraints = something that limits your freedom
subject to = being dependent on something, following certain conditions
underpin = to be an important basic part of something, allowing it to succeed or continue to exist
entice = to persuade someone to do something, especially by offering them an advantage or a reward
state of flux = a condition of continuous change
tame = bring under control

6
Students' own answers

Grammar in context p52

1a
1 first conditional **2** third conditional
3 zero conditional **4** second conditional

1b
1 second **2** third **3** first **4** first **5** first
6 third

1c
a might never have been
b if it weren't for
c might never have been

1d
a *wasn't*
b In 4, the continuous is used to express the idea of an intention; in 7 the continuous is used to express a hypothetical situation occurring at a particular moment.
c *Will* in 5 is used to express disapproval. (It is stressed in spoken language). In 6, *will* indicates the desired result.

2
1 were, wouldn't get
2 think, are
3 had checked, would have known
4 don't stop, will ask

3
1 'd had/would have
2 will/can't
3 are entering
4 would have been/hadn't seen
5 will help
6 weren't /would be feeling
7 were to create
8 Should you happen to see

4
1 If I had learnt another language, it ~~**will**~~ **would** have made studying abroad easier.
2 correct
3 correct
4 If I didn't have to study, I ~~am~~ would be hanging out at the beach. But the exam is next week!
5 I would have got there on time if the train hadn't **been** running late.
6 If it wasn't **for** your advice, I probably wouldn't be going to university next year!
7 Accidents would be dramatically reduced if people **didn't** cross roads while texting! But everyone is addicted to their devices!
8 correct

5
Students' own answers

6
Students' own answers

Developing vocabulary p53

1
1 in regular communication
2 speak with one voice
3 a breakdown of communication
4 face-to-face communication
5 at the top of your voice
6 raise/lower your voice
7 a means of communication
8 a tone of voice

2
1 means of communication
2 tone of voice
3 face-to-face communication
4 at the top of his voice
5 speak with one voice
6 breakdown of communication
7 in regular communication
8 lower their voices

3
say: *have nothing to say*, hate to say, hear someone say, be about to say (also: I was about to tell you something…), not trust yourself to say (the right thing)
speak: speak your mind, speak out against, not be on speaking terms, not trust yourself to speak, hear someone speak (especially in the context of a speech or presentation)
tell: tell the truth (*speak the truth* is also possible, but a less common collocation), tell the difference, tell someone what you think, tell you so, e.g. 'I told you so.', hate to tell

4
1 C **2** A **3** D **4** C **5** B **6** A **7** D
8 B **9** D **10** C

5
Students' own answers

Gateway to life skills pp54–55

1
Students' own answers

2
Students' own answers

3
1 Because they are too general and may come across as insincere.
2 Because the recipient will be reassured that you have bothered to observe him or her carefully, and you are not just inventing things.
3 Phrases like 'you need to' or 'you must' won't explain to the recipient what actually went wrong at some point in the past.
Offering praise and then saying 'but' in the middle of a sentence will imply that the praise was insincere. Subjective adjectives like 'bad' or 'good' also make feedback less meaningful.
4 You can also express appreciation or show concern.
5 Don't comment on the other person's personality, and mention an equal number of positive things as negative ones.

4 and 5
The student in the second situation gives feedback more effectively because: the feedback is delivered away from other people the student is very specific about the way in which the music was used successfully the student expresses appreciation for the other person's work and abilities the student is specific about which scenes needed better editing, and comes up with a possible solution the student offers to provide further help if it's required.

Listening p56

1
1 over 90/in her 90s
2 Waiheke Island, New Zealand
3 hip hop dancing, travelling to other countries

2
Students' own answers

3
Students' own answers

4
1 d
And maybe I'm stubborn or something, but I wanted to turn that on its head and go and do the thing I wasn't supposed to. So I joined the dance group.
2 b
But over those first months, when we met every Sunday for rehearsals, no-one was ever absent. Never. And I've never seen that before.
3 c
But the thing was this. New Zealand is a small country. And hip hop would give us the chance to go to Las Vegas, and other places abroad, that are completely different to our little island.
4 a
But the lovely thing was, the kids really seemed to like *us* and said that *we* inspired them to work even harder at their dancing. So we all got a lot out of it.
5 b
I was amazed that such a wide range of people had come to dance in the desert!
6 a
But my big thing was, some of the others just couldn't dance to the beat of the music – they were too fast or too slow.
7 c
But the saddest thing I think is when people feel they have nothing to say any more. Everyone has something to say, and it's just a matter of finding the right way to do it.

5
Students' own answers

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

Developing speaking p57

1

Students' own answers

2

Radio station presenters
Depending on the radio station, they might be required to be fairly conservative in what they say or do, or they might be expected to express strong views that audiences will react to – whether they really hold those views or not.
Video games developers
How much a person could express themselves would depend on exactly what role the games developer had: some roles such as the story developer could allow for self-expression, but a coding job probably wouldn't.
Novelists
They could express themselves through the dialogue of their characters – but it would depend on the characters they have created.

3

Andrei and Sophia don't reach a joint decision. However, in English language exams, the emphasis is usually on the range and appropriacy of the language used during the decision-making process. Students are not usually penalised for failing to agree.

4

Stating your own choice:
I'm going to stick with..
Attempting to persuade your partner:
Isn't it true, though, that …?
Finalising agreement:
We'd better pick one of these options.
Accepting that agreement is impossible:
Let's agree to disagree.
Reporting back to examiner:
As you heard, we have completely different views on this.

Developing writing pp58–59

1

Students' own answers

2

1 The proposal will be read by the School Council, so it should be reasonably formal. However, it may be read by other people, too, so it should be accessible to a wider audience.
2 The website post asks for the following information: the type of club and what form it would take the benefits it would offer students how it would sit alongside existing clubs
3 The proposal should talk about an imaginary future (bullet points 1 and 2). But would also need to refer to the present situation when talking about existing clubs (bullet point 3).

3

Yes, it responds to all three bullet points.
1 Introduction **2** How it would work
3 Advantages of the club **4** A distinct role
5 Conclusion

4

Introduction
The purpose of this proposal is …
Ways of referring to the present
currently, already in (existence), (As) things stand
Ways of referring to a possible future
are likely to, is bound to, going forward
Concluding/Recommending
To sum up

5

a 2: 'on condition (that)' has a similar meaning **b** 5 **c** 4: has a similar meaning to 'if…. not' (i.e. '…if they don't take action to overcome their fears') **d** 1 **e** 3

6

1 I think you've got a good chance of passing your driving test, **provided (that) / as long as** you learn all the rules. (As with other conditionals, the order of clauses can be reversed, i.e. Provided that you learn all the rules, I think...)
2 Take some sandwiches **in case** the journey takes longer than you expect. (In case the journey takes longer…)
3 **Even if** the weather is bad this weekend, I'm still going to the beach.
4 Jean wouldn't have prepared all of this food **unless** Mary had asked her to. (Unless Mary had asked her…)
5 **Supposing** United were able to win the Championship this season, it would be a fantastic feeling! (It would be a fantastic feeling, supposing…)
6 You should carry your student ID card at all times **in case** you need it to buy discounted tickets. (In case you need it to buy discounted tickets, you…)

7

This proposal relates **to** increasing school membership. Some of the school's current clubs are too old-fashioned. As things ~~are standing~~ **stand**, the geology club does not appeal to today's teenagers and the dance club needs to include more current music. Unless that students actually want to go to a club, it is not likely to be a success. Another problem is that some clubs meet at times which are not convenient for students. …
I propose that we have a comedy club. At present, many other schools have their own comedy clubs. ~~Supposed~~ **Supposing** we are successful in setting it up, the club could travel to one event outside school each term. ~~It'd~~ **It would** help students be more confident and make new friends. …
~~In~~ **On** balance, I think the comedy club **is** bound to be a success ~~in case~~ **as long as/ provided (that)** we take into account when everyone is free to attend.

8

Students' own answers

9

1 The principal refers to the present clubs. Therefore, in their proposals your students may wish to refer to the present situation and give reasons why these clubs have not been popular. The proposal will be read by the school council so a formal style would be appropriate.
2 One possible plan would be as follows:
Introduction – the new club
Low Membership – reasons why present clubs are not more popular
Structure of the New Club – how the new club would be organised, where/when it would meet
An Exciting Programme – what the new club would do and why this would appeal to students Conclusion
3 *Students' own answers*
4 *Students' own answers*

Unit 6

Reading pp60–61

1a

1 c **2** f **3** g **4** e **5** d **6** a **7** h **8** b

1b

1 poorer **2** advantageous **3** better off
4 disregarding

2 B

3

1 c
author and journalist
Elizabeth Becker has travelled on behalf of readers to destinations where many no doubt would head if only they had the means.
2 d
Overbooked slams pretty much all such countries for messing up their tourism in ways large and small./ And so that no-one could question her even-handed approach, she extends her criticism …
3 d
As the travel writer Robert Byron observed in the 1930s, tourists may be seen as 'a parasitic variation of the human species'. And yet, the host countries they visit continue to welcome them with open arms. If there is exploitation, at least it is mutual.
4 c
Some of these proposals are obvious and could be realised relatively easily, but others – dealing with corruption – are infinitely challenging.
5 a
Tourism propaganda might make sense for countries whose existence people might otherwise forget. I would submit that anyone somehow still ignorant of America is unlikely to learn about it by visiting its official website.

4

Students' own answers

5

unregulated = not subject to limits or controls
get = the thumbs down: receive a negative response
reproach = criticise someone when you feel disappointed with their behaviour
mutual = felt or done in the same way by each of two or more people
bounty = the good things (or money) that something can provide
shaming = the practice of criticising a particular group of people, especially on social media or in the press
trickle down = have an effect gradually or after a long time
reclaim = take back something that has been taken away from you
parrot = copy or repeat what someone says

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

without thinking about it or understanding it properly
discernible = obvious, noticeable

6
Students' own answers

Grammar in context p62

1a
1 a and c
2 b and d

1b
1 d **2** a and c **3** c **4** d

2a
1 be feeling **2** have been **3** 'd been looking
4 hadn't spent **5** weren't **6** 'd spent
7 hadn't brought **8** wouldn't be
9 have chosen **10** have arrived

2b
Sentences 1, 4, 5, 8 and 10

3a
a If it weren't/wasn't for Venice's relaxed policy on the number of tourists it admits, …
b If we had thought for one moment that it would take three hours to get through customs, …
c If we were to invest/If we invested more in publicity abroad before the summer, …
d If anyone should still be/is still ignorant of America, …

3b
1 place the auxiliary verb after the subject; add *if* before the subject
2 sentences a and c = present; sentence b = past; sentence d = future
3 formal contexts

4
1 Were **2** Should **3** Had **4** Had
5 Were

5
1 would have set **2** not been cancelled
3 Should you need **4** would have missed
5 would be looking **6** Had you paid / Had you been paying **7** Had we been treated

Developing vocabulary p63

1a
Students' own answers

1b
1 d **2** h **3** e **4** l **5** k **6** c **7** a **8** j
9 b **10** f **11** g **12** i

2
1 has grown on me since
2 had seen it through
3 ran into Chris
4 hadn't bargained for/wasn't bargaining for
5 never did anything to give away/never gave away her
6 turned out to be

3
a on **b** of **c** points **d** Even **e** out
f up **g** through

4
Students' own answers

Gateway to life skills pp64–65

1
Students' own answers

2
Students' own answers

3
Students' own answers

4
Students' own answers

5a
The six main topics are: which destination to choose, how long to go for, eating and drinking, transport, free time activities, visas/passport issues

5b
Students' own answers

6
1 c
2 a
3 e
4 b
5 d

Listening p66

1
Students' own answers

2
1 a
M: … I'd pick you up on one point, though. You say there was *no sign of life*. But I was making a natural history documentary in Patagonia, and of course, what attracted me was the incredible *variety* of life forms down there. There's everything from mountain cats to tiny alpine flowers.
W: The only thing I can remember was a few sheep. Maybe I should've looked a bit harder. But most of the time it was raining so hard we really couldn't see much.
2 c
But the great thing about working there was – no distractions! – so we could devote our entire attention to the film. We came in several weeks ahead of schedule, which is the only time that's ever happened – before or since!
3 b
Well, of course, the local women saw the notebook and pencil – and just froze! They wouldn't do anything, as long as I was watching them. I wish I'd thought this through more carefully before I got started. In the end I realised that I had to put the notebook away.
4 c
M: Sounds amazing! If only I'd been a bit more adventurous when I was younger – but it's a bit late now! So, anyway, I mean, how did you get there? Was it a tough journey?
W: …
M: Ooh, I'm quite jealous!
5 c
More than anything, that made me realise how cut off from the outside world I'd become.
6 b
W: …. But maybe it shows that on the ocean it's hard to predict what'll happen next.
M: I think that's exactly right. Sailors are prepared for the weather and changes in the natural world. But actually some of the most memorable things that have happened to me have been encounters with people, when I wasn't prepared for that at all.

3
Students' own answers

4a
a mild **b** mild **c** strong **d** strong

4b
1 c and d
2 the past participle
3 *rather* (in sentence b)

5
1 wish I hadn't left the library
2 should have tried harder to
3 would rather have gone by train
4 If only I hadn't borrowed more money

Developing speaking p67

1
Students' own answers

2
Students' own answers

3
Student 1 has made a note for each question on the topic card; this will certainly help remind him to address each question while he is giving the talk. His notes are clearly laid out and easy to read; however, they are rather brief and he may run out of things to say. Student 2 has used headings to remind him of the questions he needs to respond to; his notes are more detailed and may allow him to extend his talk for the full two minutes.

4a
We learn he was 12 years old when he went to Germany, the names of the host family members, that he enjoyed gaming with the other boy, and that he appreciated the host mother's efforts to make him feel welcome. The examiner's follow up questions are: Do you think this experience changed you in any way? And would you recommend this experience to anyone else?

4b
Remembering a past experience
this quite vivid
most clearly
Referring back/adding to an earlier point
to mention
Moving on to talk about the final point
far as what I learnt

5
Students' own answers

6
Students' own answers

7a
Students' own answers

7b
Students' own answers

Developing writing pp68–69

1
Students' own answers

2a
Students' own answers

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

2b

Students' own answers

3

Suggested answer

'An international website for teenagers is asking for reviews of activity holidays. You have decided to write a review of a surfing holiday in Cornwall, UK. Include details about the surfing, places to stay, things for other family members to do and any other relevant information.'

4

Personal opinions
Without doubt…
To be (perfectly) honest
Evaluating
… (the) biggest attraction (is)…
… is the best time to visit / participate / buy …
… the traffic (heat / crowds) can be terrible

5

1 c /f **2** g **3** c/f **4** b/d **5** d/e/h
6 g/h **7** c/d **8** a/b

6

Suggested answers

1 *There was a magnificent view from the steep mountain*
2 We went for an easy walk in the rolling countryside.
3 The lively marketplace is in the centre of the picturesque village.
4 You can take a sailing boat across the tropical lagoon.
5 The international airport is sometimes closed because of dense fog.
6 A rough road leads to the ancient temple.
7 If you're looking for budget transport you can take the local bus.
8 Our visit to the high waterfall was postponed because of heavy rain.

9

Things we did

The great thing about the resort was that there was something for ~~each~~ **every** taste. Each day our group of eight teenagers did a different activity on the river. For example, we started with canoeing and the instructors taught us the proper techniques. **To tell** ~~Tell~~ the truth, I thought it would be difficult, but once we could balance and use the paddle correctly, it was quite easy and lots of fun. Next we went rafting, which was all about teamwork because everyone had to ~~make~~ **do** a particular job to steer the raft through the fast-flowing water. On the last day we went body boarding. **Without** ~~the~~ doubt, this was one of the most exciting things I'd ever done – I wished it could have gone on forever! For all the activities we were given safety equipment ~~as~~ **like** helmets and lifejackets so we never felt frightened and as far ~~that~~ **as** I'm concerned, we were never in any danger.

Local Facilities

The hotel was right beside ~~of~~ the river and a short distance from the nearest town. To be perfectly honest, it wasn't the most luxurious hotel I have ever stayed in, but it wasn't bad either. The town itself was, ~~on~~ **in** my view, quite pretty, but not everyone agreed...

10

Students' own answers

Gateway to exams: Units 5–6

Listening

1

1 a
Many of those **who go to see outdoor sculptures – they don't normally go to art exhibitions**. To me, that's the **most important point**. That's what every artist wants – to express their ideas as widely as possible.
2 b
M: That's where the artwork can be displayed with precision, because there's no visual interference.
F: But **don't you think it's kind of limiting**?...
3 c
And, you know, sometimes it's fun just to mingle with them. And when you overhear someone say, **'How on** *earth* **did they get** that**,** there**!' – well, that's what makes my job worthwhile**.
4 b
So the decision about the site for each sculpture is extremely important. **And it has to be made jointly –** from the artist's point of view, and what they're trying to achieve, and from my point of view, which is more about practicalities and public safety.
5 a
W: What's forgotten is that, originally, sculptures were always exhibited outdoors. The Chinese and Japanese built sculpture gardens in the seventh century. The British erected massive stone structures for spiritual and aesthetic purposes over a thousand years ago – long before anyone had thought of an art gallery.
M: That's undoubtedly true and something that's easily overlooked.
6 c
My hope is that the next stage will be that sculpture parks more often display each piece in a number of different sites over the course of an exhibition, so we can see how…

Use of English

2

1 D **2** C **3** A **4** C **5** D **6** A **7** B
8 B **9** C **10** B

3

Students' own answers

4

Students' own answers

Unit 7

Reading pp72–73

1a

1 d **2** i **3** g **4** c **5** j **6** a **7** b/j
8 e **9** f **10** h

1b

Students' own answers

2a

Students' own answers

2b

Students' own answers

2c

The article mentions 2 (paragraph 5) and 3 (paragraphs 2 and 3)

3

1 F
He was outgoing, confident and people were drawn to his general sunniness. But while I certainly looked up to him, I never yearned to be him.
2 F
Growing interest in human development led to the first ever intelligence test being devised – one that would explore the roles of genetic inheritance and social environment in human behaviour. While Darwin may well have been in a good position to contribute to the devising of these tests, his interests lay elsewhere, with his next literary sensation being *The Descent of Man*.
3 T
Certain leading British sociologists used the test results (flawed though they may have been) to suggest that firstborn sons would always be more successful than their siblings. The reason for this, they said, was that it was traditional for firstborn sons to be handed the family fortune, and they would therefore receive more 'parental investment'. This would have been a logical conclusion considering the social beliefs and practices of the time.
4 NG
There is no specific information provided in the text referring to the future success in life of youngest siblings: As for the youngest in the sibling hierarchy, Adler believed that as the 'baby', they will always be pampered, and so become dependent and manipulative, but also outgoing and charming.
5 NG
There is no specific information in the text referring to whether Bouchard had a different opinion prior to meeting the twins: Thomas Bouchard, a professor of psychology who later carried out interviews with Springer and Lewis and other twins like them, concluded that certain human attributes were largely a result of genetic inheritance, regardless of upbringing.
6 NG
There is no specific information provided in the text about whether Anaïs had always suspected she was a twin before she started her online investigation: In 2014, a young French fashion designer, Anaïs Bordier, happened to watch a video clip which had been posted online by an American actress, Samantha Futerman. The resemblance between them was so uncanny, according to Anaïs, that she immediately looked for Samantha's online profile.
7 T
In fact, they [differences] become more apparent when twins have been raised by adoptive families from different socio-economic backgrounds: a person's whole outlook on life, their attitude to politics, the way they form relationships – these are

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

affected by whether or not that person had access to financial and educational resources.

8 F

With that amount of data, the findings of their research can hardly be disputed. And the result? The roles of nature and nurture have more or less equal input. Benyamin says that our social traits and our physical development are 49% down to our genes, and 51% are caused by our environment.

4

Students' own answers

5

inevitably = used to say something is certain to happen

flawed = spoiled by something such as a fault or mark, or lacking something

to coin = to create an expression or saying that becomes very widely used

fretting = worry about something continuously

hierarchy = a system for organizing people according to their status in a society, organization, or other group

the case for = an argument or explanation in favour of something

diligence = the attitude or behaviour of someone who works very hard and very carefully

happen to = describing an action or situation that occurs by chance

consensus = agreement

to be down to = used for saying that something is caused by something else

6

Students' own answers

Grammar in context p74

1a

Sentence 1 = passive gerund
Sentence 3 = passive infinitive
Sentence 10 = modal form of the passive

1b

Sentence 2 = present simple (with adverb of frequency)
Sentence 4 = present simple
Sentence 5 = past perfect
Sentence 6 = past simple
Sentence 7 = present continuous
Sentence 8 = future simple
Sentence 9 = present perfect

2a

1 e **2** a **3** d

2b

1 Sentence 4 **2** Sentence 7 **3** Sentence 9

3

1 correct
2 I was given **a very beautiful gift by my** grandfather for my birthday.
3 Children should **be** encouraged to be high-achievers …
4 … to be manipulated ~~from~~ by scientists …
5 correct
6 correct
7 … the coach will ~~replacing~~ be replaced …
8 correct
9 At no time is parking ~~be~~ permitted …
10 correct

4a

c This is an example of past perfect in the active form.

4b

1 d **2** a **3** c **4** b

5

1 having, fixed
2 got, tidy
3 have, cut
4 had, shown
5 had, install

Developing vocabulary p75

1

1 co- **2** over- **3** ir **4** inter **5** dis **6** in-

2

1 *impression is a noun; the others are adjectives*
2 disqualify is a verb; the others are adjectives
3 satisfactory is an adjective; the others are nouns
4 ignorance is a noun; the others are verbs
5 questionable is an adjective; the others are nouns
6 expectant is an adjective; the others are nouns – person (*-ant* can be both)

3

1 D **2** C **3** A **4** A **5** D

4

a unreasonable **b** explanations
c development **d** assistance **e** reconsider
f unexpected(ly) **g** influential
h personality/personalities **i** independent
j dramatic

5

Students' own answers

Gateway to life skills pp76–77

1a

Students' own answers

1b

Students' own answers

2a

Shannon is annoyed by other students' poor attention to accuracy in writing. But she has also heard a rumour that the other students think she is too controlling, probably because she corrects their mistakes.

2b

A Avoiding conflict
B Gloss over something
C Win at all costs
D Compromise

2c

Suggested answers

- … schedule a face-to-face meeting …
- … list the things you cannot compromise on, and the points on which you could concede …
- … focus on pinpointing the goals you have in common …
- … state what you want using 'I' sentences. … listen to the other student without interrupting …
- Refer only to the problems …
- Come up with win-win solutions …
- … be clear about everyone's what responsibilities are … produce a written agreement …

2d

Students' own answers

3

Students' own answers

4a

Oliver think he *has* to do all the talking because none of the other students participate in discussion. Philippa, however, feels that Oliver won't *let* other students speak.

4b

Suggested answers

In what ways do you think they negotiate effectively?	How could they improve?	Overall, who do you think is better at negotiating?
Oliver – tries to find common ground; their worries and goals, acknowledges Philippa's concerns; restates what she has said, uses I statements Philippa – restates Oliver's suggestion to show she is listening; appears to be open to his suggestions	Philippa – should try not to interrupt; shouldn't make personal comments; should stick to what *she* thinks, rather than say 'everyone in the group thinks …' which could make Oliver defensive, and which may not be true anyway	Oliver – as he demonstrates more of the 'practical steps for successful negotiation'

4c

Students' own answers

Listening p78

1

Students' own answers

2

Task 1

1 E
But as soon as we left home, I would always fall into this relaxed and calm state. I wasn't expecting it – it just happened. There was always something new to see out of the window – people, towns, countryside, even the other traffic.

2 A
Well, every night after dinner, I'd sit down to do the tasks our teacher had set for us to do.

3 G
There was a big group of us who just spent a lot of time messing about together after school and stuff.

4 C
You have to spend a lot of time doing it every day, well, except for the weekends and holidays. … She showed me how to cooperate with others and made the whole experience worthwhile.

5 F
After school, and when they got back from work, we'd all sit down together. And I felt like I could tell them anything.

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

Task 2
6 G
There was always something new to see out of the window …
7 H
But what happened was that my brothers and sister would keep disturbing me, bursting into my room and wanting to play or borrow something. I used to get really irritated with them because I had so much to do.
8 D
I think I overreacted – feeling *so* envious about such *small* things. It's silly to feel resentful towards others…
9 A
…it was Mrs Harris who really made the difference. She was so passionate and believed in us – all of us – so that I started to believe in myself, too. …
10 C
The big thing was, mum and dad didn't take life too seriously. I think some people are just born with that attitude. And it was a great stress-reliever – to hear their jokes.

3
Students' own answers

4
Students' own answers

5
4b and 5a. The others use the auxiliary *be*.

6
1 It was Michael who repaired the car
2 What happened was (that) I kept getting lost so I bought a satnav.
3 It's the Spanish team who/which/that have/has the best striker.
4 What happened was/is (that) I forgot my keys and got locked out of the house.
5 It was Michele Forth who gave the band their first real break in the music industry.
6 It's my little brother who is starting school this year.

7
1 did have **2** do go **3** did make
4 did take **5** does (still) do/carry out **6** did do

Developing speaking p79

1
Students' own answers

2a
Picture 2 and Picture 3

2b
Picture 2: **1** the man has a problem and the assistant cannot help **2** both quite calm. The man is angry to miss his flight. The assistant isn't being helpful.
Picture 3: **1** the player doesn't agree with the referee's decision **2** the player is frustrated and angry but thinks the referee might be calmer

3
Students' own answers

4
1 situation **2** scenario/situation
3 experience **4** circumstances/situation
5 case

5
Students' own answers

6
Students' own answers

Developing writing pp80–81

1
Students' own answers

2
1 line graph. Shows information over a period of time.
2 pie chart. Shows information in proportion to a whole, usually as a percentage.
3 table. Shows numerical information under different headings at one or more fixed points of time.
4 flow chart. Shows the different stages in a process.
5 diagram. Shows the different parts or components of something.
6 bar graph. Shows information at a fixed point in time, or sometimes comparing two or more fixed points in time. Also called a 'bar chart'.

3
1 bar graph/chart
2 It's perhaps unsurprising that identical twins shared more characteristics than non-identical twins.

4
No, it includes the main points shown in the graph, but not every detail.

5
1 It's a report for a tutor.
2 As this is an academic report, the language is formal e.g. passives, no idioms/slang.
3 The first sentence explains what sort of information the graph shows.
4 The last sentence outlines the general trend shown in the graph (sometimes called the 'general trend sentence').
5 No, the first and last sentences have no statistics.
6 Together: one group of two characteristics and one group of three are described jointly. This enables the writer to summarise the information.
7 Mostly past simple; also present simple in the introductory sentence. The visuals nearly always state a date (or time period) in the past. This means that past simple is the most common tense, i.e. this task type is *not* usually complex in terms of the tenses; the challenge lies in the use of descriptive technical language.
8 No, the task is only to *describe* the graph. Candidates are *not* asked to suggest reasons for the information shown in the visual, and they should not do so.

6a
1 *the latter* **2** being a hard worker
3 questionnaire **4** the former **5** risk-taking
6 being patient **7** two groups
8 extroversion **9** research
10 character traits

6b
Suggested answers
1 Five <u>*characteristics*</u> were <u>*investigated.*</u>
2 A survey was filled in by 200 respondents.
3 The two most frequent responses were extroversion and patience.
4 The majority thought taking risks was important as well.
5 … of identical and non-identical twins. Nearly 45% of the former and 34% of the latter agreed.
6 Working hard was thought to be the most significant.

7
10%
slightly less than ✓

8
1 The figure for men was nearly 50%, which was ~~double~~ twice as high as the figure for women.
2 The second ~~bigger~~ biggest change was in the group aged 21–31.
3 In 2015 the number declined ~~significant~~ significantly from 58% ~~at~~ to 39%.
4 Between 2014 ~~to~~ and 2016 attendance remained at ~~slightly~~ about/roughly 20%.
5 25% ~~in~~ of the first group thought that genes were responsible for IQ.
6 The figure ~~of~~ for university students was almost the same (or, broadly similar) ~~similar as~~.
7 Over three-~~quarter~~ quarters of university students replied in the affirmative.
8 ~~Majority~~ The majority of high school students had a different opinion.

9
Students' own answers

Unit 8

Reading pp82–83

1a
1 *voluntary* [adj] = something you do out of choice, not because you are paid; *vocational* [adj] = something that's related directly to a particular vocation or job
2 *donation* [noun] = money or goods that you give to an organisation, especially one that helps people; *contribution* [noun] = an amount of money or something else of value that you give in order to achieve something or to help make it successful
3 *beneficial* [adj] = something that is beneficial has a good effect or influence on someone or something; *profitable* [adj] = something that is likely to increase your profits or give you a benefit or advantage
4 *motive* [noun] = the reason that you do something; *incentive* [noun] = something that makes you want to do something or to work harder, because you know that you will benefit by doing this
5 *empathy* [noun] = the ability to understand how someone feels because you can imagine what it is like to be them; *sympathy* [noun] = a natural feeling of kindness and understanding that you have for someone who is experiencing something very unpleasant
6 *protests* [plural noun] = a strong complaint or disagreement; *campaigns* [plural noun] a series of actions intended to produce political or social change

1b
1 protests **2** sympathy **3** Vocational
4 beneficial **5** contribution **6** motive

1c
1 sympathy **2** vocational **3** contribution
4 incentive **5** campaigns

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

2

1 It is hard to know how best to help people in need

3

1 E **2** D **3** A **4** F **5** G **6** C

4

Students' own answers

5

avert = turn away your eyes or thoughts from something
hinder = limit the development and progress of something
overwhelm = to be affected by emotion in a very strong way
relinquish = to unwillingly let go of something, or give it up
bystander = a person who is standing near and observing something but not participating
since time immemorial = for a very long time
plight = a difficult or terrible situation
in hindsight = the ability to understand an event or situation only after it has happened
dearth = a lack of, scarcity
contest = to challenge an idea, a view

6

Students' own answers

Grammar in context p84

1a

a The other person said (to her)/told her 'I'm stressed out and I'm dealing with personal issues!'
b She said (to him)/told him" You can take the credit instead of me. You have to hurry up and sort your life out, though!"

1b

Personal pronouns, e.g. I → he, you → he
Auxiliaries, e.g. am → was , and shifts tense, from present to past
Modals, e.g. present form 'can' → past form 'could'
Cohesive devices e.g. though → but, and shifts position to link the two clauses

2

1 him not to, advised/ told/cautioned
2 We can use the present perfect (rather than past perfect) when the reporting verb is in the present, and the situation is still true.
3 We need to use past perfect because the situation being described happened in a period of time before the conversation occurred.
4 *...he confessed + to + ing*
5 The passive form of reported speech. This creates a more impersonal tone.

3

1 that we went/on us going.
2 posting/ that she had posted
3 from volunteering
4 to be/that it is/to have been
5 he would be/ to us he would be.
6 to sharing
7 he had not taken

4

1 **a** pointed out **b** hadn't **c** that
d conceded **e** could
2 **a** announced **b** would **c** admitted
d had been
3 **a** congratulated **b** on doing **c** urged
d not to
4 **a** denied **b** demanded
c (should) apologise

5

1 it has been/is predicted
2 Mia Hall told me that she felt the issue was being ignored, and so she believed it was her ..
3 he said that once all the money had been raised, it would be going directly … they had contacted …
4 Luke King and Isla Brown admitted to not realising how serious the situation was, until they had viewed some videos.
5 She explained that if they did that, the event would draw a huge crowd, which was what they needed to reach their target.
6 It is rumoured that a celebrity ...

6

Students' own answers

Developing vocabulary page 85

2

1 F **2** B **3** E **4** A **5** D **6** C

3

1 self-indulgence **2** self-preservation
3 self-doubt **4** self-deprecating
5 self-expression **6** self-serving

4

Students' own answers

5

1 D **2** B **3** A **4** A **5** C

6

a very **b** not **c** in **d** what/which
e because **f** order **g** Although/While
h there **i** themselves

7

Students' own answers

Gateway to life skills pages 86–87

1

Students' own answers

2

Students' own answers

3

Suggested answers

	Traditional	Social Media
Advantages	Meeting face to face provides an opportunity to build genuine rapport and trust. Going to conferences provides the opportunity to hear and learn from professionals and keynote speakers	Using social media allows you to reach a huge number of people, and very quickly. It's more cost-effective than spending money on travel, accommodation and socialising with people.
Disadvantages	Meeting face to face and going to conferences can take up a lot of time – it can eat into your social life, or detract from the time you spend at work or building your own business	The strength and value of some social media relationships are questionable. You can have hundreds of 'contacts' – but will they really be prepared to help someone they don't really know and haven't met in person?

4

1 E **2** G **3** D **4** A **5** C **6** F

5

1 The host is called Marie and went to high school with Octavia. Marie always throws a great party.
2 Ellie has been involved in robot design and took an engineering course at university. Octavia likes computer programming and works at a company that designs search and rescue robots.
3 Ellie asks for Octavia's phone number and Octavia asks for her email address.

6

Suggested answer
She starts the conversation.
She starts by finding common ground – the host of the party.
She asks questions about Octavia's interests.
She mentions her own qualifications and shows her interest by mentioning the viral video.
She introduces herself by name.
She asks for Octavia's number politely.

Listening page 88

1

Students' own answers

2

Students' own answers

3a

1 comfortable **2** plastic **3** patience
4 heroic **5** interpreter **6** friendships
7 song **8** experiment

3b

Students' own answers

4

Students' own answers

5

1 adverbial
2 negative
3 emphasis
4 formal
5 reverse

6

1 The programme had never seen such a huge number of volunteers.
2 The seals hardly ever come ashore.

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

7
1 did we realise just how
2 when the battery ran out did
3 were the birds recognized as
4 no account must/can you swim by
5 sooner had we arrived than
6 did we understand what the demands

Developing speaking p89

1
Students' own answers

2
Students' own answers

3
She talks about the second and third pictures. Yes – she compares the two photos – using appropriate phrases to contrast the situations throughout her minute of talking.
OK, so I'm going to compare this picture here, and this one here. I'm guessing that in this picture, a tutor has told to them that they have to work together – they didn't have a choice. Whereas – in this one, it could either be the dad that got everyone together, or maybe it was the kids' idea. Anyway, I suppose that in both pictures you can see a kind of collaborative project. Perhaps these people are trying to carry out some kind of experiment, and if they pool their knowledge, things might turn out more successful. In this picture, however, one person probably has far more control – he's in charge, I expect – but they can all come up with some different ideas – maybe inspire each other. It looks like they're cooking something – it could be birthday cupcakes for the mother. Maybe the dad has just warned the little boy, 'Don't press down too hard!', or perhaps the girl has just suggested that they could add some decoration. And here, perhaps the man on the left has just asked if they need any assistance, and the girl has insisted that everything is going fine with the experiment. I think the most significant difference between these two photos is the motive – the students are trying to achieve something for themselves, while for this family, the aim is to produce something which will make the mother happy.

4

	order	yes/no
ask	4	yes
warn	2	no
tell	1	yes
suggest	3	yes
insist	5	yes

5
1 told them that they have to
2 warned the boy not to
3 suggested that they could
4 asked if they need
5 insisted that everything is (going)

6
Student B uses 'pointed out' to refer to a specific point that Student A already made – to show that he was paying attention, and to link his contribution in a way that develops the conversation further . He uses 'Having said that' to show that after considering the examiner's question in relation to one situation, he is now moving on to the second situation – and indicating a preference for the second.

7
1 mentioned/suggested/stated
2 on the other hand/that said/still

8
Students' own answers

Developing writing pages 90–91

1
Students' own answers

2
Suggested answers
To get your information, you could devise a paper or online survey or questionnaire to give to other students, or you could look up existing data or statistics on related websites.

3
1 "The report is based on a survey completed by 50 teenage students at my school"
2 *Students' own answers*
3 *How the report is structured*: The report is divided into 4 paragraphs of roughly equal length. The introduction establishes the aims of the report, introduces its contents and identifies its source. The following three paragraphs address the three bullet points in the question. Each paragraph has a heading, which is a good idea in reports, though not obligatory. If headings are used, students should try not to repeat language from the question word for word; instead use synonyms, paraphrase, change the word order or parts of speech. If headings are not used, the first sentence of each paragraph should clearly identify the topic.
The register used: The 'target reader' is an international research group so a formal register is used. The first person singular is used in the final paragraph when making suggestions; otherwise the style is impersonal. The report addresses every part of the question.

4
Introducing and Setting a Context
The aim of this report is to outline…
It will consider factors…
This report is based on a survey completed by…
Adding/Developing a Point
Furthermore …
and also
Not only… but also…
What is more…
Indeed…
… as well as…
…and in fact…
Moreover…
In addition,
Making Suggestions
…it would be a good step forward if…
I would propose that…

5a
1 interact **2** enhance **3** personal
4 step **5** make **6** expectations

6
Students' own answers

7
This report is based on a survey about volunteering ~~complete~~ **completed** by 470 British teenagers. ~~Not did only~~ **Not only did** 62% of them say they are mentors to younger students, but most also organise after-school activities like drama or music. ~~More over~~ **Moreover**, around 29% devote their time to causes not connected to their school, such as campaigns to protect the environment. ~~What's more~~ **What is more**, students who ~~don't~~ **do not** volunteer tend to achieve lower grades.
Persuading others to take part
One possible ~~cause~~ **course** of action would be to encourage schools to develop strong relations with local charities. This would ~~in deed~~ **indeed** provide young people with more opportunities to become volunteers.
It would also be worth ~~consider~~ **considering** whether …

8
The report will be published in an online magazine, so the target audience is the magazine's readers – most probably people who are interested in volunteer programmes or other activities that young people can take part in. A semi-formal style would be appropriate. Generally, the tone should upbeat, accentuating the positive aspects of volunteering, though in part 3 the report may outline obstacles preventing young people from volunteering and suggested solutions.

Gateway to exams: Units 7–8

Reading

1
1 *D*
Certainly, there is plenty of superficial evidence for the importance of genes. How else can we explain why some athletes become world class within 12 months of taking up a sport, …
2 *C*
Let's take something as straightforward as height. … 80% being down to genes and just 20% environment and diet.
However, that's where the simplicity ends. Scientists have – so far – identified hundreds of thousands of different variations in DNA that can account for how tall someone is. None of this is to say that genes aren't important.
3 *A*
Then it's also widely recognised that coaches contribute to an athlete's development in numerous ways.
The most obvious [way] is to optimise the athlete's training and so enable them to advance to higher levels of attainment.
4 *G*
Why do so many good ice hockey players come from Canada? Footballers from Brazil? Rugby players from New Zealand?
This [the preceding question] is one aspect of elite sporting success that's difficult to pin down, but, say the experts, hard to overstate.
5 *B*
There's also the debate about age. Is it better to allow children to play a broad spectrum of sports before choosing a specialisation, or to

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

specialise young?
The choice [of age] may vary depending on the individual. Remember, however, that many sports complement each other, …
6 *E*
That's because knowing more about our genetic makeup can provide information of great value to athletes.
It may be the sort of foods or training programmes that are most beneficial for their body type, or learning more about their susceptibility to certain injuries.

Speaking

2

Students' own answers

Writing

3

Students' own answers

Listening

4

Task 1
1 G
…I saw that they're constructing this facility, and it's mostly volunteers doing the work. It's quite ambitious – there's a half pipe, ramp, handrail and stairway – not just for boards, but scooters and bikes as well.
2 D
…work in the health sector. … I've been on the wards, doing admin, guiding visitors. And I know now that I want to train as a nurse.
3 B
…But the National Park was a big attraction as well. … We do all sorts of things – weed control, tree planting, protecting endangered species, that sort of thing.
4 F
…working in the store every Saturday morning. We sell mostly secondhand clothes, but also household items, books – anything that people don't want anymore as long as it's in decent condition. All the profits go to people in need in our local area.
5 H
…I mean, some local organisations that are trying to help others don't have any online presence at all – they don't have people with the software knowledge to set that up. …And then I go out and help these small volunteer organisations by setting up a page for them and getting them on the net.
Task 2
6 C
You see, my family had just arrived in town and I had no friends at all. …So it gave me the chance to find out more about people in the community around here and meet some local kids of my age.
7 A
I knew I wanted to work in the health sector. … There were just so many different possibilities, it all became a bit confusing. … So it seemed like a great idea to spend some time here during the holidays and get more of an idea about what exactly I want to do within the sector. I've tried a bit of everything – I've been on the wards, doing admin, guiding visitors. And I know now that I want to train as a nurse.
8 H
But I keep going because it's just something I feel really strongly about.
9 D
For me it's the perfect way to unwind and forget the pressures of my job, chatting to the customers…
10 E
So the project I'm involved with, they actually teach you how to do it. That was the big attraction for me because I learnt something as well.

Unit 9

Reading pp94–95

1a

1 h **2** b **3** f **4** c **5** e **6** g **7** a **8** d

1b

1 written in the stars **2** shot to fame
3 thanked your lucky stars

2a

Writers A and D:
the kind of films that tend to receive awards
Writers A and C:
how young actors sometimes try to get themselves nominated for an award
Writers A, B, C and D:
the lack of racial diversity in movies, and who is responsible for this
Writers B and C:
Oscar goody bags

2b

Suggested answers
Which writer agrees with B about giving gifts to Oscar nominees?; Which writer disagrees with A about the genres of films that are usually nominated for Oscars?; Which writer thinks in the same way as C about how appropriate it is for actors to promote themselves; Which writer differs from others about the reason for not having nominees from different countries and backgrounds at the Oscars?

3a

1 C
B: Consolation comes in the form of opulent goody bags worth $200,000 … Packed full of extravagant items such as tickets for luxury holidays and vouchers for plastic surgery … Do celebrities need pampering in this way? Yes, when you consider actors might have had to put their personal lives on hold for a year …
C: … the tradition of celebrities receiving jewellery, designer clothes and other products … most actors' careers are short-lived. You can't blame them for grabbing hold of the free stuff before their 15 minutes of fame runs out.
2 D
A: Awards are going to the kind of films that intelligent adults ought to have grown out of years ago. 'High-budget' and 'commercially successful' don't equate to quality. Should we not instead be congratulating independently-made films that push the industry intellectually and creatively?
D: … why do the Oscars choose to ignore films in the blockbuster genre – the ones the fans actually like? … Just because a film isn't about arty or existential themes doesn't mean it's not worthy of recognition. But the Academy seems intent on giving awards to films that have drawn little international attention; kind of pointless if few people have seen them.
3 A
A: Without the funds, small studios simply can't compete, which is why I would condone instances where young actors have paid for advertising in industry magazines, putting their case forward as to why they deserve an award.
C: So, while it may offend some people's sense of propriety, it's understandable that a few young artists have taken it into their own hands to draw attention to their talents and work. If creating a storm on Twitter is what it takes to get you noticed by Academy voters, then they might as well take that approach
4 A
A: It is the film studios who must be held accountable here.
B: The demographic [of the Academy] must be dramatically widened. Only when the voters share similar cultural backgrounds to the stars of future films will we see greater equity in nomination.
C: Genuine talent is found in many ages, not to mention ethnicities, shape and genders, but the Academy voters have consistently failed to recognise this.
D: … members of the Academy must recognise their contribution, or the Oscars risk becoming increasingly irrelevant as the 21st century moves forward.

3b

5 C
But can we please see less media attention given to the tradition of celebrities receiving jewellery, designer clothes and other products from companies hoping for endorsement?
6 B
A recent LA Times study showed that Oscar voters are nearly 94% Caucasian and 77% male. Black members make up about 2% of the Academy, and Latino members less than 2%. Voters younger than 50 years old constitute just 14% of the membership.
7 A
As a starry-eyed teen, I watched the Oscars and thought that taking home a little gold statue might well be the best thing that could ever happen to anybody! … Today, my disenchantment couldn't be greater.
8 B
Can there be anything more fascinating than reading the body language of Oscar nominees at the awards ceremony? There must be few experiences more excruciating for an actor than having to grit your teeth and force a smile when it's not your name that is eventually announced.

4

Students' own answers

5

disenchantment = the feeling of being disappointed and no longer enthusiastic about someone or something
hold someone accountable = to believe that someone is responsible for something

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

come under fire = to be criticized
grit your teeth = to show determination in a difficult situation
talk up = to talk about someone or something in a way that makes them seem more important or better than they really are
wreck = to damage something such as a plan or a relationship so badly that it no longer exists
sense of propriety = an understanding of behaviour that follows accepted social or moral standards
fired up = feeling very enthusiastic
intent on = determined to do something
overlook = to fail to consider someone or something, or to fail to recognize success

6

Students' own answers

Grammar in context p96

1

1 f **2** d **3** a **4** e **5** d **6** b **7** c

2

1 d **2** a **3** f **4** b **5** e **6** c

3

1a and 1b The meaning is different. Sentence a expresses the idea of 'not allowed' and sentence b expresses the idea of 'deduction'; the speaker is certain this event didn't happen, e.g. because the actors weren't provided with the script.
2a and 2b The meaning is the same. Both sentences express the idea that there is no better alternative than to stop filming.
3a and 3b. The meaning is different. Sentence a expresses 'possibility' and sentence b expresses 'deduction' and/or 'certainty'.
4a and 4b The meaning is the same. Both sentences express the idea of strong possibility.
5a and 5b. The meaning is different. The use of 'can' in a expresses the idea of 'tendency'. In b, 'can' expresses 'ability'.

4

1 might/may have had
2 might/may (well) have stolen
3 could/might (easily) have been injured
4 couldn't/can't have been
5 may/might as (well) ask
6 may/might not have achieved

5a

1 *It may be …+ but … - James Bond films*
2 might as well
3 can't/couldn't have + pp
4 might well
5 might have + pp

5b

Students' own answers

Developing vocabulary p97

1

1 k **2** l **3** e **4** h **5** f **6** j **7** a **8** i **9** c **10** d **11** b **12** g

2

1 …scene ~~required~~ called for many ….
2 … easy to ~~get your first job~~ break into the film ….
3 … so she ~~rehearsed it~~ ran through it/acted it out in front …
4 … have to ~~audition~~ read for a part …
5 … decision to ~~remove~~ write the most popular character out of the show.
6 … he's just ~~pretending~~ putting it on!

3

1 turn **2** to **3** calls **4** much / lots **5** from **6** try **7** about **8** breaking **9** come **10** us **11** well **12** about **13** out **14** act/acted

4

Students' own answers

Academic skills pp98–99

1

Students' own answers

2

Students' own answers

3

Recommends: 1, 3, 4, 6, 7, 9
Argues against: 2, 5, 8, 10

4

Students' own answers (see exercise 6)

5

The writer explains that antithesis is about using opposites for dramatic effect.
The two quotes are:
John F. Kennedy 'If a free society cannot help the many who are poor, it cannot save the few who are rich.'
Martin Luther King 'We must learn to live together as brothers, or perish as fools.'

6

Suggested answers

Can you become a great speech maker? / Today, I'm here to make a speech about making speeches! You can be sure that any speech which is truly moving, memorable or mesmerising is the result of laborious planning and fastidious editing, rather than spontaneous inspiration. Just like / this one. And of course, great speech makers have rehearsed what they're going to say / – again and again and again.
So / what are the secrets of success? How can *you* become a great speech maker? First point to bear in mind / – who are you speaking to? By that I mean, will your listeners be likely to already know a good deal about the topic of your speech, / or will they probably know very little? Anticipating the knowledge level of your audience will help you decide how much extra detail you can go into, or how you might need to simplify things. So, if your speech is on a specialist subject / – that's great – / but don't be tempted to impress your audience with technical and industry jargon…unless your intention is to baffle them and eventually / send them to sleep!
Once you've thought about your audience, you can start crafting your speech. The most important thing to know is that a great speech conveys / one idea only / – yes, really, *one* idea only – / but it should have at least three points to support your message, and a number of supporting examples. How can you be sure you've got one idea only? Well, you should be able' / – if asked – / to neatly sum up your speech in a couple of sentences.
Also, if you're arguing in favour of something – should you mention the counter-argument? The answer is / only briefly. Why give it publicity? That's not your job.
Now, what can you bring along to make sure your speech goes smoothly? By all means, use note cards to help you recall the main points of your speech – even the most seasoned of speech givers have these little prompts to hand. The other thing to have to hand is a prop. This is a favourite strategy of guest speakers doing TED lectures. Not long after you've started your speech, you can whip out a prop that immediately gets a reaction and recaptures everyone's attention. Like / this one. Yes – this is a photo of me before I gave my first big speech. Don't worry – I'm feeling more relaxed now!
Alright, as you're crafting your speech, think about how you can use language to your advantage. Why say, for example, 'I think crowdfunding is the answer to producing more independent movies.' / when you could liven things up by saying / 'crowdfunding is the absolutely / definitive answer to producing more / engaging, more / innovative, more / visionary movies'? Go on / – use a generous dose of adjectives and adverbs to inject / life into what you say. Even if your listeners can't recall word for word what you said, they'll remember how they felt / when they listened to you. Now / here's another excellent technique, one beloved of politicians. / Antithesis. / Not sure what that is? No worries. Here's John F. Kennedy to give you an example: / 'If a free society cannot help the many who are poor, / it cannot save the few who are rich.' / That's what he said. How clever is that? / See how the idea of opposites works? What about this one? / 'We must learn to live together / as brothers, / or perish as fools.' / Martin Luther King, of course. That's an enduring quote, but more importantly, an enduring moral code. Politicians and actors – they have this thing in common. They know how to speak calmly, / softly / and with understatement. And they also know how to / inject sudden passion, how to / put emphasis on the most important things. They're not afraid to use emotion – fear, anger, excitement, disappointment, happiness – to show how sincere they are when it comes to that / one idea they're talking about.
What else can you do to hook your audience? Ask / rhetorical questions, of course. But what do we mean by the term 'rhetorical question'? / Well, it's a type of question that's often used by speechwriters to emphasise the importance of what they're going to say next. It's a question / that they pose, / and then answer themselves. So, if you hear a rhetorical question, / there's no need to put your hand up and shout out an answer. But there's another thing that'll help you hook your audience. / Pausing. / By pausing, / you're naturally giving more emphasis to the important point that comes next.
One last thing / – it's a myth that you should look towards the back of the room when you're giving a speech. Aren't those guys down at the front, / at the sides, / near the aisle, / aren't they worthy of your attention? Make eye contact with individuals, make them feel involved.
So, can people learn to be effective or great 'speechmakers' They certainly can. I hope I've shown you how. Thank you!

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

Listening p100

1

Students' own answers

2

director = The director has responsibility for the creative aspects of the film. This includes overseeing the film's plot, directing the performances of the actors, choosing locations and managing some technical details of camera and sound work. The director is ultimately subordinate to the producer, although some distinguished directors do both roles.
producer = The producer creates the conditions for film-making. In particular the director is responsible for fundraising, hiring key personnel such as the director, and for distribution of the finished film.
casting director = The casting director chooses the actors who will play the characters in the film. This often includes running auditions.
cinematographer = Sometimes called director of photography. The cinematographer has responsibility for the cameras and camera crew. The cinematographer makes decisions about camera angles and lighting, working closely with the director to realise his/her goals.
prop master = The prop master (or, 'property' master) is responsible for finding all the props that appear on the film. This includes any item handled by the actors including food. In period films the prop master must ensure that these are authentic to the time period. Usually, a specialised 'armorer' is responsible for weapons including firearms.
costume designer = The costume designer is responsible for all clothing and costumes. This may include designing and making specific garments that are authentic to a particular time period.
hair and make-up = Hair and make-up artists work with special effects to create each character's appearance for any given scene.
special effects = The special effects department manage all physical or mechanical effects that create optical illusions during filming.
visual effects = The visual effects department create photographic effects and computer-generated imagery to enhance the film.
stunts = The stunt coordinator manages the stunt men and women who will stand in for the actors during difficult or dangerous scenes.

3

1 c
W: … But there were a few little background things, they weren't historically accurate. …
W: …I mean, they were driving around in an Austin Twelve car, 10 years before the first models were produced. You can't get away with that sort of thing in a costume drama – it's got to look real. …
2 a
M: You see, I could watch that movie ten times and I'd never notice. To be honest, I think it's a bit trivial. You're missing the big picture.
3 b
M: … The people watching a film, if we've done it right, they don't notice that a stunt person has stepped in for the star. So we've never had the recognition from them.
4 b
M: …These days, it's all about computer-generated imagery. The visual effects people can manipulate the film in post-production in order to create the scenes they want – they won't need us.
W: But some of the best movies recently, they've used visual effects to enhance *real* stunts. So the work we do, it's still essential. I think there'll always be a place for live action stunts the audience can tell the difference.
5 c
W: I mean, I just wish I'd never got involved at all. At the moment I'm doing …
M: I thought you looked fantastic!
W: Well, thanks. … But if I could go back in time, I'd never go anywhere near it. I'm worried it's done my reputation real damage.
6 a
M: Oh, I don't know. I mean, when you look at the critics – that guy from the *Herald*, for example. He said you'd *never* had comic timing. But it was your comic timing he thought was so *sensational* when *Stardust* was such a hit at the box office! The point is, things move on. Your fans aren't going to remember this and you'll come back bigger and better than ever.

4

Students' own answers

Developing speaking p101

1

Suggested answers
Specific/concrete: a, c, f
Broader/abstract: b, d, e

2

1 The examiner asks questions c, e, and d
2 no

3

Suggested answers
Question 1: the lives of celebrities shouldn't be of concern to other people/some people are interested in the lives of celebrities because it provides an opportunity for escapism, and they can compare their own problems
Question 2: it's hard to define what is meant by good and bad, acting can be evaluated as good or bad, different people have different tastes in movies, a good film might be one that people still like many years after it has been released
Question 3: one student prefers movies which show a bleak future scenario, there are aspects in these films which show how modern problems and issues may develop in the future

4

1 controversial **2** definition **3** biased
4 thought **5** generalise

5

Giving yourself thinking time before responding
That's a controversial question.
That's not something I've ever given a lot of thought to.
Defining terms
In my opinion, I think it depends on your definition of ….
Saying how other people may think or respond
I don't think that with this kind of question you can really generalise.
So, you have to accept that everyone is biased to some extent.

Developing writing pp102–103

1

Students' own answers

2

Students' own answers

3

1 screenplay **2** portrayal **3** narrator
4 adaptation **5** reception **6** box office
7 flaws **8** flashbacks **9** soundtrack
10 location

4a

What it was about, who it will appeal to, why it was brilliant or how it could have been improved.

4b

The review is generally positive with one or two minor criticisms. The reviewer probably gave the film a rating of 4.

5

Evaluating
It's true that the characters don't develop much …
Describing your reactions
To be honest, I didn't completely understand …
Describing the film
It's set against the backdrop of …

6a

1 d **2** a **3** c **4** b

6b

1 so did refers to 'I loved the first film', i.e. 'I loved the first film and most of my friends loved the first film, too.'
2 this refers to 'I loved the first film'
3 there refers to 'the backdrop of the Scorch'
4 this one refers to 'YA dystopian adventures'

6c

Ellipsis and substitution make language less repetitive and more fluent.

7

1 I don't like all his films, but his recent ~~films~~ ones have been great.
2 John asked me to go to the cinema ~~with him~~, but I didn't want to.
3 I wasn't very impressed with the script and neither was Paula / and Paula wasn't either.
4 John Boyega is a big star, but Jennifer Lawrence is bigger.
5 The film came out in 2015, but I didn't see it ~~in 2015~~ then.

8

Suggested answers
The film gives us **~~a flashback~~ an insight** into the hopes and dreams of the main characters, Cleo and Arthur. **~~The relationship of the main characters, Cleo and Arthur,~~ Their**

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

relationship is what makes the film really ~~**stand up**~~ **stand out**. While Joe Flatman's ~~**portrait**~~ **portrayal** of the Sheriff was not entirely ~~**convincing**~~ **convinced,** the other actors were excellent. ~~**That**~~ **What** I liked most was the moment when Cleo finds out why Arthur has been hiding from his brother. The ~~**soundplay**~~ **soundtrack** was also excellent, with period music adding to the film's authenticity. This film would ~~**be**~~ appeal to anyone who enjoys a good story with a bit of mystery and some great acting.

9
Students' own answers

10
Students' own answers

Unit 10

Reading pp104–105

1a
alter ego = a part of someone's personality that is different from their usual personality and that other people do not usually see
nemesis = someone or something that continues to oppose you and cannot easily be defeated
sidekick = a person who assists someone who is more important or powerful than they are
Protagonist = the main character in a play, film, book, or story
philanthropist = someone who believes in helping people, especially by giving money or aid to those who need it
humanitarian = someone who cares about others facing terrible conditions or who are receiving unfair treatment
mentor = an experienced, usually older person who helps someone who has less experience, often in their job
iconoclast = someone who attacks the beliefs, customs, and opinions that most people in a society accept
role model = someone whose behaviour is considered to be a good example for other people to copy
villain = the main bad character in a story, play, film etc.

1b
Students' own answers

2
1 v **2** iii **3** vii **4** i **5** iv **6** vi **7** ii

3
1 G
The list shows that the people we look up to today are valued more for their contribution to society than for their skills and talents.
Does this also hold true for our heroes in the realms of fiction? Many protagonists on the big screen still tend to fit into the mould of the 'classic' hero, skilled in fighting and courageous in the face of fearsome adversaries. However, fictional heroes have become more diverse in some ways, for instance in terms of ethnicity and gender. We've seen evidence of this in a stream of recent books and films, some examples being Katniss Everdeen in the Hunger Games and Finn in Star Wars.
2 B
Social media campaigns that have pressed for better role models for young people show that the majority of parents welcome and approve of these new heroes.
What they might not realise, however, is that they themselves are the ones that younger children – those in the first few years of primary school – first put up on a pedestal. Last year a team of British sociologists collected ample evidence of this from research carried out in the classroom, and discovered that the feeling was not limited to certain cultures or societies.
As immediate caregivers possess the greatest moral authority at this stage of life, these findings came as no great surprise ...
3 A
Superficial traits such as physical strength and beauty were mentioned, but there was also an appreciation for things such as team loyalty, kindness, and being smart.
Another shift in thinking takes place with increasing maturity. The survey showed that the qualities now seen as admirable are the ability to think for yourself, and persevere when the odds are stacked against you, to go on to achieve great things after failure. This suggests that our heroes change radically as we move from childhood to adolescence, but doesn't account for why we need heroes in the first place.
The fact that they [heroes] can be inspirational and encourage us to somehow follow in their footsteps may offer a partial explanation.
4 D
But can we also look at this inspirational heroism from a more rigorous, scientific perspective? Professor Jonathan Haidt and his colleagues at New York University have taken up the challenge.
Their [Haidt and his colleagues'] research has led them to conclude that reading or hearing about heroism can evoke a unique emotional reaction, something they refer to as 'elevation'. This, they say, is a mix of awe, reverence and admiration for 'a morally beautiful act', and has the effect of creating pleasant 'tingly' feelings in the chest.
But why would this be so? Why would witnessing one stranger help out another stranger cause us to respond in such an intense and physical [referring to the feelings described in D] way?
5 F
Haidt maintains that most people prefer to live in a moral community in which they can 'satisfy their needs for love, productive work and a sense of belonging'. Therefore, when a heroic act is observed, it gives us a 'thrilling sense' that we do live in such a world, and not the brutal one often depicted in media images and newspaper articles.
Many would concur with this idea. There are countless click bait stories with titles like 'Navy are to carry out mission to rescue stranded dolphins,' or 'Woman rushes into burning building to pull out her neighbours' kids'.
These, and others like them, [stories about heroic activity in the media] can certainly give you a lift if you're feeling overwhelmed by modern day pressures …
6 C
Yet at the same time, in some ways it seems that Haidt's theory doesn't quite cover it.
While his definition [Haidt's] of heroic is distinctly modern, the word 'hero' actually derives from a Greek term referring to the demi-gods. … They fought to gain honour for themselves, not for the greater good, and the desire for revenge was not seen as a fatal flaw.

4
Students' own answers

5
laud = to praise someone or something
shift = change
the odds are stacked against you = if something is stacked against you, it is unfair and will probably cause you to fail
put up on a pedestal =to admire or love someone so much that you believe they have no faults
languish = to fail to be successful or to improve
albeit with some reservation = even though there is some doubt
not for the greater good = not of benefit to the wider community
fatal flaw = negative characteristic or error that causes someone's downfall
ubiquity = the state of being present everywhere
concur with = agree with

Grammar in context p106

1a
Students' own answers

1b
1 infinitive (j) **2** infinitive (e) **3** gerund (d)
4 infinitive (g) **5** gerund (a) **6** infinitive (f)
7 gerund (h) **8** gerund (b) and (i)
9 gerund (c)

2
1 to find **2** taking **3** holding **4** being
5 studying **6** getting **7** to get **8** to enjoy
9 having **10** to receive

3
1 it will mean changing/having to change
2 little/no point trying/attempting to change
3 stop borrowing your brother's phone
4 understanding Alana's refusal to
5 asking you to pick up Nina/ Nina up

4
Students' own answers

Developing vocabulary p107

1
1 concentrate on **2** satisfied with/about
3 abstain from **4** in theory **5** intention of
6 anxious about/for **7** object to/about
8 sensitive to(wards)/about
9 praise somebody for/on/about
10 comparison between/with **11** attitude to(wards)/on **12** suspicious of/about

2

Verbs and prepositions	Adjectives and prepositions	Nouns and prepositions
concentrate on abstain from object to/about praise somebody for/on/about	satisfied with/about anxious about/for sensitive to(wards)/about suspicious of/about	in theory intention of comparison between/with attitude to(wards)/on

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

3
1 satisfied with **2** concentrate on
3 In theory **4** suspicious of **5** objected to
6 abstain from **7** sensitive to **8** intention of

4
1 D **2** B **3** A **4** C **5** C **6** D **7** B
8 B **9** D **10** B **11** A **12** C

Gateway to life skills pp108–109

1
Students' own answers

2
1 Angela Merkel **2** Oprah Winfrey
3 Barack Obama **4** Richard Branson

3
Suggested answers
1 A **2** B **3** A **4** C **5** B **6** C

4
a 5 **b** 6 **c** 4 **d** 2 **e** 1 **f** 3

5
Students' own answers

6
Suggested answers
The student doesn't seem like an effective leader for the following reasons: doesn't delegate specific tasks, doesn't take time to listen to one of the team member's useful suggestions, is critical rather than encouraging, doesn't bother to lead by example by showing a team member how to tie knots, blames another team member for their failure rather than taking responsibility, doesn't communicate effectively.

Listening p110

1
Students' own answers

2
1 Superman was the first comic book superhero. He was first drawn in a comic strip in 1933, although he didn't appear in print for 5 years. Batman was created in 1939 and Wonder Woman in 1941.
2 He was bitten by a radioactive spider.
3 c
4 b

3
1 justice
And I think the great appeal of these characters, the reason that they've stood the test of time, is that they represent **justice** – and that ideal has never gone out of fashion.
2 team(s)
But what was new, was that they came up with the first **teams** – superhero women and men who worked together, each with their own different powers and skills.
3 teenagers
And the real point about Spiderman was that Lee and Kirby needed a hero of a specific age, because they wanted to attract **teenagers** in particular. So they tried to make Spiderman like them …
4 big business
So certainly, while Comic Con is extremely popular with ordinary fans, who flock to San Diego in their thousands, it's also true that superheroes have become **big business** – and I think that's illustrated by the huge scale of Comic Con today.
5 imagined universe
… you get a single story. But superheroes come complete with a whole **imagined universe** around them – so it's much more complex
6 editorial meetings
He says that all of the writers and various other staff are called in and for two or three days, they sit down in **editorial meetings**, to go through all the plots that they're working on.
7 games
To make this possible, Marvel have introduced a number of **games** – one of them has had more than 20 million downloads**.**
8 socially acceptable
… people might have felt embarrassed. But it's changing very quickly. And these days, well, being a fan of superheroes – that's **socially acceptable** in a way that wasn't true before.

4
Students' own answers

Developing speaking p110–111

1
Students' own answers

2
Students' own answers

3a

Proposition: 'Reality TV celebrities are modern-day heroes and positively influence young people.'

For the proposition	Against the proposition
… they do have an important role in many people's lives, especially young people.	… producers are encouraging show participants to behave in offensive or antisocial ways.
… programmes dealing with celebrities' problems can be very meaningful to people struggling with similar problems themselves.	We are increasingly seeing more instances of racist abuse, foul language, even physical fighting.
… the real-life situations they show and the way that people deal with them can be a source of inspiration and encouragement.	… we saw two women name-calling and slandering each other in a way that would have been unacceptable on prime-time TV only a few years ago.
Programmes that show groups of people in conflict situations can show TV viewers how to manage conflict situations of their own.	Watching reality TV, children are more likely to be exposed to negative influences than positive ones.
… the challenges they go through during the filming make them into real modern-day heroes.	

3b
Student 1: 1, 3, 4, 5, 6
Student 2: 1, 2, 4, 5, 6

4a
1 Wanting to introduce tension and uncertainty into the show, the producers dream up a competitive element.
2 Having had such appalling role models, how can we expect the next generation to know what is acceptable social interaction?
3 TV programmes that that deal with celebrities' problems can be very meaningful to people struggling with similar problems themselves.
4 Watching reality TV, children may by exposed to negative influences.
5 Fame being difficult to achieve, some people saw reality TV as an easy option.
6 First shown in Holland, Big Brother is one of the most popular reality TV shows in the world.

4b
1 e
Because they want to introduce tension and uncertainty into the show, the producers dream up a competitive element.
2 a
After they have had such appalling role models, how can we expect the next generation to know what is acceptable behaviour.
3 c
TV programmes that deal with celebrities' problems can be very meaningful to people who are struggling with similar problems themselves.
4 b
If they watch reality TV, children may be exposed to negative influences.
5 f
Because fame was difficult to achieve, some people saw reality TV as an easy option.
6 d
Big Brother, which was first shown in Holland, is one of the most popular reality TV shows in the world.

5
1 Maintained properly (Properly maintained), your new bike should last for years.
2 Determined to win, Gustav put everything …/ Being determined to win, Gustav put everything …
3 I found a website offering them at half price.
4 Paula was promoted to team captain, making several important changes to the way the team approached their games./Promoted to team captain, Paula made several important changes to the way the team approached their games.
5 The weather forecast not being very good, it might be sensible …
6 Having completed a driver training course, you should be ready to take your driving test.

6
Students' own answers

7
Students' own answers

Developing writing pp112–113

1
Students' own answers

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

2a
Students' own answers

2b
Suggested answers:
1 What was Malala's childhood like?
2 Why did Malala become an education activist?
3 How did Malala become so well known around the world?

2c
Students' own answers

3a
Background information on the speaker, reasons why students would attend and how the speaker would inspire them.

3b
Students' own answers

3c
Students' own answers

4
Malala's background
She's a campaigner for equal opportunity in education who raises awareness to the lack of education opportunities in the developing world.
Why college students would attend her speech
She comes from a similar age group so college students would relate to her. She also has a high profile, having been awarded the Nobel Peace Prize. Students would come to hear someone who became internationally famous as a teenager.
How she would inspire students to reach their potential
She has shown that young people can change the world. She's been brave and generous, giving her Nobel Prize money to help others.

5
If Malala **agrees to speak here**, **it will be a great opportunity** for our students …
I **would strongly urge you to consider** inviting her.
One **benefit of** inviting Malala would be …
Through her character and determination she sets **a wonderful example** to us all.

6
Suggested answers
informal linkers: not used, as this is a formal text type
reason/result: as a result
personal opinion: in my view
contrast: despite
conclusion: To sum up
conditional: If Malala agrees to speak at the college, it will be a great opportunity …
synonyms: speeches – talks
adding a point: furthermore; what is more
substitution: at our college – here
ellipsis:… to consider inviting her [to speak at the college/here].

7
Introduction
The aim of this proposal is ~~for suggesting~~ **to suggest** that we ask the co-founder of Instagram, Kevin Systrom, to speak at the school next year. There is ~~small~~ **little** doubt that Systrom would be an excellent speaker ~~who'd~~ **who would** have a positive influence on our students for the reasons ~~outline~~ **outlined** below. ~~You'd be crazy not to invite him~~! [delete - informal]
A background of innovation
Systrom was born in 1983 and he developed an interest in computers as a teenager. After university he worked as an intern at Odeo, the company that later created Twitter. Then, while he was working for ~~google~~ **Google**, he began to focus on the idea of photo sharing. He quit his job and in 2010 launched Instagram,[add comma for non-defining relative clause] which had 10 million users a year later.
An example for young people
If Systrom tells our students how he achieved his success, they ~~would~~ **will** [first conditional] learn a lot to help with their own careers. ~~What's~~ **What is** [contraction in formal text] more, he can give insight into the modern world of internet-based companies…
Conclusion
A strong case can be made ~~to choose~~ **for choosing** Kevin Systrom. The fact that he launched Instagram would make him instantly interesting to students. ~~Further more~~ **Furthermore,** his business experience in the modern world could help inspire students to start ~~there~~ **their** own businesses.

8a
1 The proposal should be quite formal as the principal and senior students will read it.
2 It should include a summary of the speaker's background, what he/she might talk about and what the students would get out of it.

8b
Students' own answers

Gateway to exams: Units 9–10

Reading
1
1 A
C: From a psychologist's perspective, it seems fairly clear that people desire fame in order to be rich and enjoy an elevated social status, and these selfish values are the real cause of the personal difficulties that celebrities experience.
A: … the principal motivation for becoming a celebrity is the attainment of personal wealth and a high rank in society.]
2 C
C: … the eagerness of today's celebrities to be seen helping the poor or saving the environment is just one more example of their desperation for attention and the approval of others. The only true way for famous people to remain balanced and happy is to commit themselves to the circle of people immediately around them …
A: Finding a role outside their own craft where they can feel they are making a real difference in the world is the key. A good example is the actor Matt Damon's H_2O Africa campaign, where he is genuinely helping others …
B: The trick to surviving the dangers of fame is for celebrities to engage with worthy causes, such as the rock star Bono with his numerous charitable endeavours …
D: More helpful is to observe how some celebrities overcome the dark side of fame by finding a way of expressing their value as human beings, such as doing good works for the benefit of others, and Angelina Jolie's role for the UN Refugee Agency is a good example.
3 A
D: And while it's unlikely that anyone would ever intentionally slow down their career, those who are overnight successes are often less well able to deal with the demands of fame, while those who had to work hard over an extended period to reach their goals tend to manage more successfully …
A: I've also come to the conclusion that those who struggled for years often cope much better with fame when it eventually comes than those who achieved success instantly.
4 D
B: Whatever pressures stars were under in times gone by, what it means to be famous today is quite different from anything that has gone before. With the advent of the Internet, social media…
D: There is a common misconception that fame is somehow a recent creation, when in fact it's been a feature of most of human history as have those who have sought it, whether it be as warriors, emperors, composers or painters. The fundamentals of fame have always been the same…

Writing
2
Students' own answers

Use of English
3
a these **b** less **c** at **d** out **e** from **f** be **g** little **h** to **i** is/being **j** as/for **k** which **l** could/would/'d

Speaking
Students' own answers

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru

Gateway to exams: Speaking test video – 1

Personal interviews p148

1

3, 7 and 8

2a

Candidate A explains her reasons for choosing Maui as the place she would travel to. Candidate B explains why it's important for him to spend time with his family, and gives the example of his dad living in Geneva.

2b

Candidate A: 'I would go to Maui'; 'stunning and relaxing beaches'; 'surf, which I love'

Candidate B: 'The fact that I can talk English to people on social networks'; 'friends … who are not going to let you down'; 'a wide list of contacts'

2c

Candidate A uses a relative clause to link her ideas ('Maui, which is an Hawaiian island')

Candidate B: 'as he kinda lives in Geneva'; 'So we really like …' ; 'but … is really important'

3

Both candidates perform well in terms of pronunciation and intonation. They are clearly intelligible at all times and stress the right parts of words and sentences.

4

Students' own answers

Discussing photos p149

1a and 1b

1 T **2** F (two photos) **3** T **4** F **5** T **6** T

2a and 2b

Students' own answers

3

1 Yes, both candidates talk for about one minute.

2 Candidate A compares the difficulties involved in each situation and contrasts the emotions the people in the two photos might be feeling (overjoyed/relieved). Candidate B compares the 'hands on', enjoyable learning in one photo with the type of learning in the other photo where he says 'you just have to memorise what you are taught'.

3 The candidates focus more on the differences, but do mention broad similarities, e.g. both photos show things that are difficult to achieve.

4 Yes, the candidates answer both questions.

5 Candidate A: 'graduating from high school or college'; 'keeping up with all the work'; 'a rescue operation'; 'at a high altitude'; 'overjoyed'; 'relieved'

Candidate B: 'a typical classroom'; 'a hands-on experience'; 'cooperating with other people'; 'enjoying themselves'

6 Both candidates use a variety of structures to describe and compare the situations in the pictures.

7 Candidate A: 'They've certainly faced some difficulties'; 'one of the main disadvantages of this is …'

Candidate B: 'in my own personal opinion … would be the most satisfying'; 'this picture … would be the most memorable'; 'this might be more efficient'

4

Students' own answers

Collaborative tasks p150

1a and 1b

1 15 **2** together **3** two **4** don't have to
5 negotiate or make a decision together
6 one minute **7** don't have to **8** will

2

The most useful skills would be: Comparing and contrasting ideas; Making suggestions; Expressing preferences; Asking for, expressing and justifying opinions; Organising the discussion; Describing; Negotiating and making a decision. The following may also be useful, depending on how the other person interacts: Interrupting politely; Inviting someone to talk; Asking for clarification. Discussing routines probably wouldn't be necessary.

3

Students' own answers

4

Students' own answers

Extended discussion p151

1a and 1b

Students' own answers

2a

1 b **2** a

2b

Answer **b** is better developed because it gives a number of examples and reasons for holding a particular opinion, justifying and backing up the opinion expressed. It uses a wide range of relevant vocabulary to do this, for example 'lost touch with older generations', 'experiences that have had a profound effect on the way we live today' and 'should stop putting up … barriers'. Answer **a** gives some examples, which is a good start, and expresses an opinion, but it only gives a single, rather superficial reason for holding this opinion.

3

Students' own answers

4

Students' own answers

Speaking test video – 2 and the accompanying worksheets can be found on the Resource Centres.

This page has been downloaded from www.macmillangateway2.com
Photocopiable © Macmillan Publishers Limited 2017
www.frenglish.ru