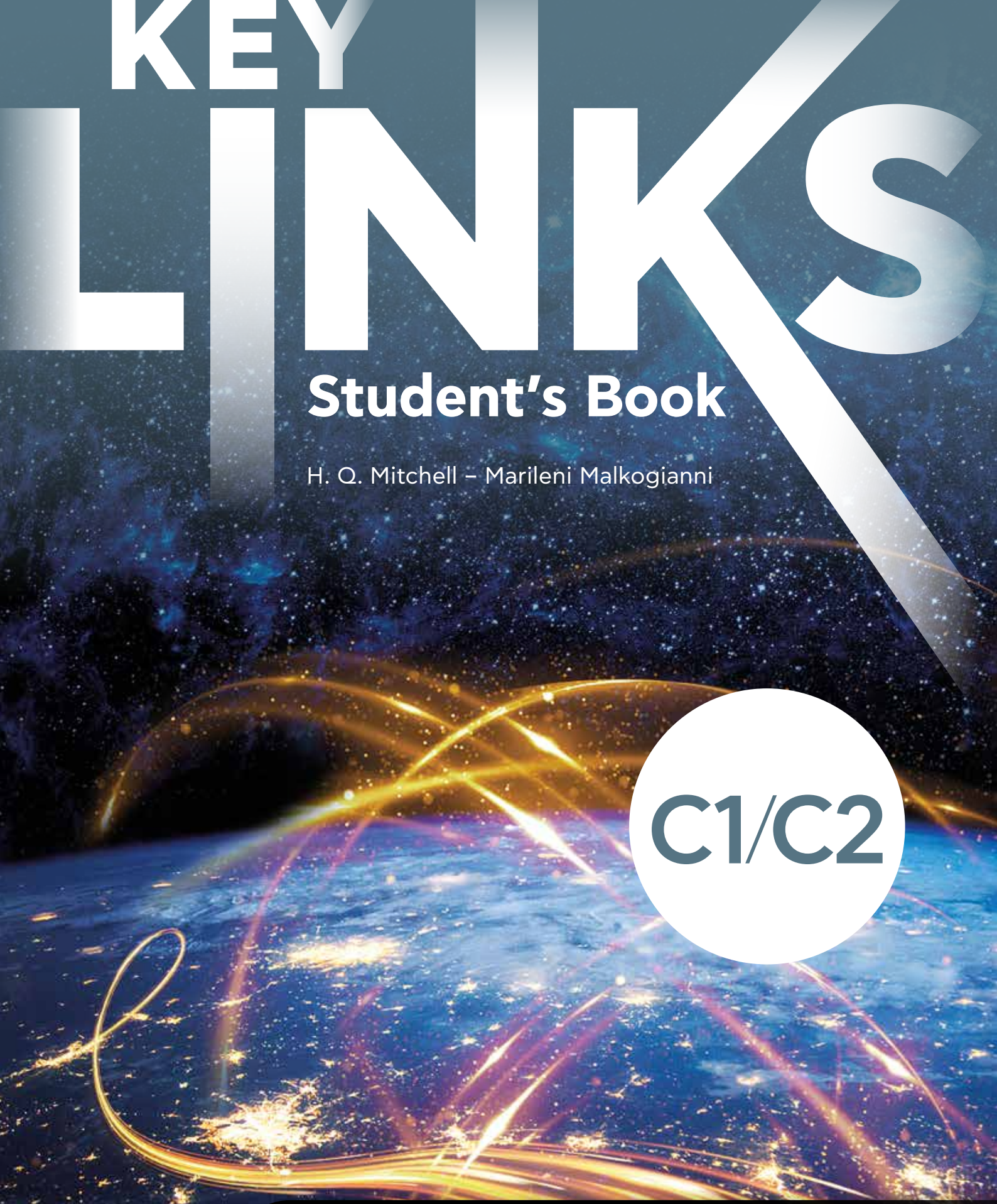
KEY LINKS

Student's Book

H. Q. Mitchell – Marileni Malkogianni



C1/C2

mm publications

sample pages catalogue

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KEY LINKS C1/C2



Key Links C1/C2 is a brand-new course following the latest requirements of the Common European Framework of Reference and smoothly taking learners from B2 to C2 level. The course, which is organised into ten topic-based modules, allows learners to communicate fluently and accurately in English and also prepares them for all major international examinations at C1 and C2 level.

Course features

- Motivating and contemporary topics related to learners' lives and interests
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic development of reading and listening skills and subskills
- A variety of speaking tasks preparing learners for examinations and also for the real world
- A step-by-step approach to writing
- Activities encouraging critical thinking and personal response
- Practical tips helping students to cope with examination and real-life tasks
- A two-page review section in each module featuring examination tasks
- Documentary-style videos providing a link to the real world
- A grammar reference section
- A digital vocabulary list with audio in both British and American English
- Full-colour Workbook including additional reading, listening and Use of English tasks
- Companion including exercises for additional practice in vocabulary
- Teacher's Book including justification of answers for reading and listening tasks, suggested answers for speaking and writing tasks, optional activities, listening transcripts for both the Student's Book and the Workbook and a key for all the activities in the Workbook
- Interactive Whiteboard Material including videos, justification of answers and suggested answers, tests, companion activities
- Teacher's Digital Resources including tests, supplementary material for extra practice and the Link to Real Life worksheets

1 Live and learn

Goals
- to talk about formal education and learning
- to refer to present and future events and situations
- to expand on and develop points when being interviewed
- to write a formal letter/email

Link to Module 1

Discuss.

- What is each cartoon trying to say about education and learning?
- How far do you agree with the points the cartoons are making?
- Do you think that technology improves education and the learning process? Why? / Why not?
- How important do you believe it is for students to enjoy their education?



1a reading

A *Discuss.*

- Does memorising information help you with your studies? Why? / Why not?
- Do you think it is necessary to have a good memory these days? Why? / Why not?

B *You are going to read an extract from a science-fiction story. First, read it quickly and choose the best title, **a**, **b**, **c** or **d**.*

a. **THE END OF EDUCATION**

b. **Teaching the Machine to Think**

c. Life Before the Machine

(d.) LIFE AFTER THE MACHINE

C *Read the first paragraph again, then match options **a-d** in Question 1 with sentences **1-4**, which explain why the options are correct or incorrect.*

Read TIP 1.1 in the Reading Reference.

1. How does the main character feel about learning from the machine?

a. She would rather be able to choose what she learns. (4)

b. She feels it makes learning too easy. (1)

c. She finds the process boring. (2)

d. She feels she is given too much information every day. (3)

1. This seems quite logical, but isn't mentioned anywhere in the text, so it is a distractor.

2. The phrases 'shifting **impatiently**' and 'the **long** five minutes' indicate how the character feels about learning from the machine, so this option is correct.

3. This distorts a view held by the main character by exaggerating something she said, so it is a distractor.

4. This option uses a phrase from the passage, but it is a distractor since she does not express any feelings on this issue.

D *Now read the whole extract, and for questions **2-5**, choose answer **a**, **b**, **c** or **d**.*

2. It is suggested that, when the machine was invented, people

a. thought it might be dangerous for schoolchildren.

(b.) made a lot of mistakes using it at first.

c. did not expect it to be successful so quickly.

d. thought it worked exactly like a computer.

3. Why does the main character mention a language dictionary?

(a.) to show that memorising information is not enough

b. to explain why language learning is faster now

c. to describe how the technology helps teach languages

d. to suggest that it is now harder to practise languages

4. It is implied that students in the time the story is set

a. do not need to learn how to read.

(b.) finish school at a younger age than students did in the past.

c. spend a lot more time at school.

d. only learn about things they enjoy.

5. What is the main character's opinion about books printed on paper?

a. She's only interested in them when she knows what they're about.

b. She thinks it's fun to read them sometimes.

c. She thinks young people don't fully appreciate them.

(d.) She doesn't see the point of reading them.

E *Match the highlighted words **1-6** from the extract with their meanings **a-f**.*

Read TIP 1.2 in the Reading Reference.

1. recall	(d)	**a.**	be noticed by sb
2. apply	(b)	**b.**	put to use
3. determine	(c)	**c.**	decide
4. perceive	(e)	**d.**	remember
5. integrate	(f)	**e.**	realise
6. register	(a)	**f.**	combine into a whole

F *Discuss.*

- Do you wish you could learn like this? Why? / Why not?
- What do you think are the disadvantages of learning information like this? What are the advantages?

Every morning, we queue up in a neat line in front of the machine. We don't choose what we learn. Our teacher sets up the headpieces every day, and then we put them on, press the button, and stand there shifting impatiently from one foot to the other while we wait the long five minutes it takes to upload the entire data pack into our brains. Sometimes, when I'm wearing the headpiece, I feel a warmth between my eyes, but otherwise I don't feel any different afterwards. It's only when I look over the activities for the day's lesson, or when our teacher asks me a question, that I realise just how much information is in my brain that wasn't there the day before.

There aren't many people left now who remember life before the machine. My grandfather recalls computers—bulky pieces of equipment that needed a table to stand on, then later little black screens you could hold in your hand... but you could store whatever information you wanted on them. Eventually, some bright young scientist found a way to apply the same technology to the human brain—and we've been learning from the machine ever since. They said it would transform people's lives. Since any information in the world could be uploaded into your brain in minutes, they said there would be no more need for tests or exams to check if someone had learnt something. With no more tests, they decided to close down all the schools: they said there was no point to them any more.

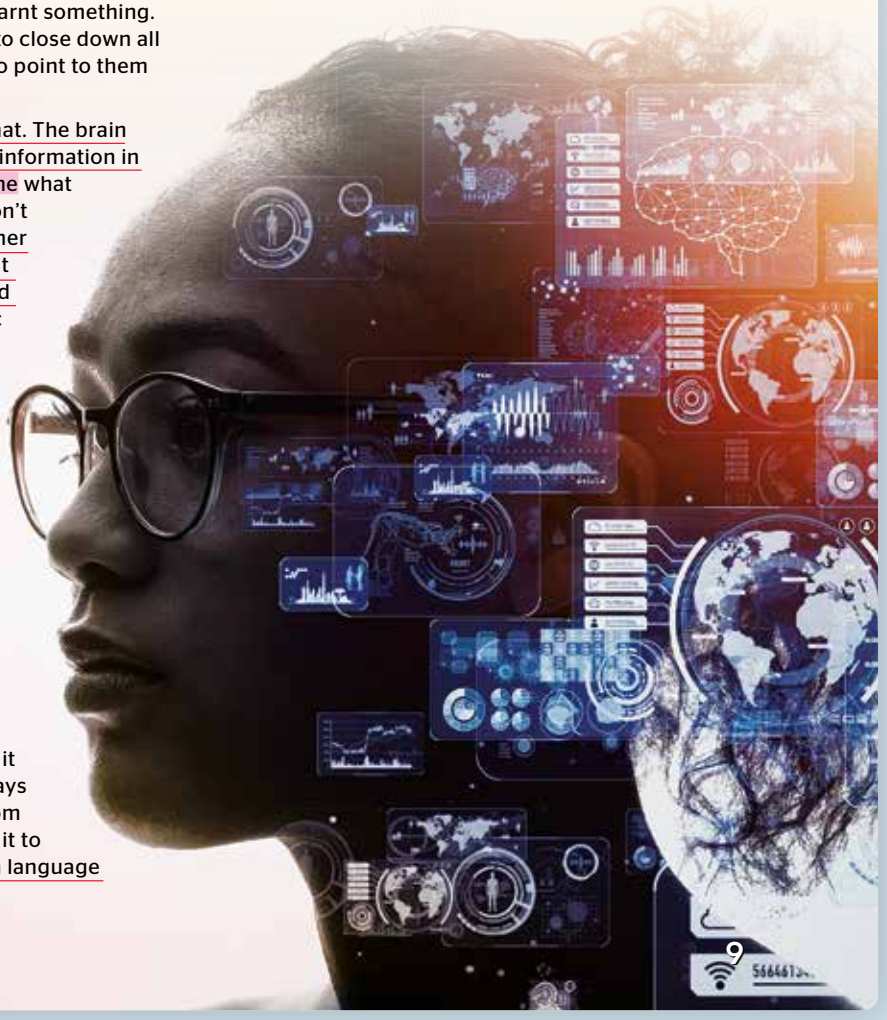
Of course, it wasn't as simple as that. The brain is still organic. It can't hold *all* the information in the world, so you have to determine what you want to keep and what you don't need and can delete. My grandfather says they should have realised that earlier, because computers worked exactly the same way. The organic brain also needs time to rest and recover; that's why we get a little bit of information every day and never too much all at once. They made that mistake in the beginning and the results were horrible. Even once they got the process working perfectly, they soon perceived that having information in your brain isn't the same as being able to use it. You still need to train your mind and practise using the skills. Schools opened again.

My grandfather is still trying to understand how it works. 'What is it you do in school all day?' he's always asking me. 'You get everything from that machine.' I've tried to explain it to him. 'Imagine you've memorised a language dictionary,' I tell him. 'It doesn't mean you can go out and speak the language instantly. You still have to practise communicating with others. You need to integrate the information you've just received with all the knowledge and memories you've already acquired.'

He can't really imagine it, of course. The same way I can't imagine what it was like for him. He spent years reading and studying. In his day, people finished school at 16—or even older. That seems inconceivable today. Even now, he reads a lot of books. Old-format books, I mean, made of paper. It's a huge waste of time, but he enjoys it.

Recently, he's been trying to persuade me to read books too. 'Look,' I said, last time he brought me one, 'I've learnt information from 14,298 books already this year. Why do you want me to spend hours reading just one? What's it about, anyway? It looks ancient.' I lifted the cover and wrinkled my nose at the grimy yellow pages.

He just shook his head at me and wandered off, muttering something about young people not knowing how to have fun or appreciate good literature. I've tried to tell him that sort of thing isn't useful any more, but it just doesn't seem to register.



1a vocabulary & grammar

Vocabulary

A ***Complete the sentences with the correct form of the words in the boxes. In some cases, more than one answer may be correct.***

perceive conceive register

1. As soon as she walked into the room, she *perceived/ registered* that something was very wrong.
2. I can't *conceive* of a better way to do this!
3. The sound was so quiet it didn't *register* with him at first.

recall remind memorise

4. I can't *recall* his phone number; I'll have to look it up.
5. It's a good idea to *memorise* your passport number.
6. If I forget to write to you, please *remind* me.

transform transport transmit transfer

7. The city council may *transform* the parking lot into a children's play area.
8. This camera films the area and *transmits* the footage to the police.
9. You will need to *transfer* the money to this bank account within a week.
10. These trucks *transport* goods all over the country.

acquire obtain gain

11. Over the years, I have *acquired* a taste for French cheese.
12. We need to *obtain* permission to publish this article.
13. She asked me what Leo *gained* from his year studying abroad.

integrate incorporate merge

14. The author *incorporated* all of the editor's suggestions into her book.
15. If we *merge* the two groups, we will have too many students for such a small classroom.
16. This learning course *integrates* entertainment with education.



persuade convince entice

17. To *entice* more applicants, the university is offering all new students a free gym subscription.
18. That book *convinced* me it would be beneficial to reduce the amount of meat I consume.
19. Dan *persuaded* his teacher to let him sit out of gym class.

B ***Complete sentences 1-10 with the correct form of the words in the box to form collocations.***

develop scholarship provide
evaluate postgraduate compulsory
vocational acquire submit lifelong

1. Two years after I finished my undergraduate studies, I decided to **pursue a(n)** *postgraduate* **degree**.
2. There are no *compulsory* **courses** this term, so you can choose what you study.
3. Our university believes in *lifelong* **learning** and offers many classes for older adults.
4. Before becoming an electrician, he had to pass a(n) *vocational* **training** course.
5. I'm currently *developing* **the syllabus** for a new course I'm going to teach at the university in the spring.
6. In order to graduate, you need to *submit* **a dissertation**.
7. Please hand in your essays today so I can *provide* **feedback** before the next lecture.
8. The interviewers will *evaluate* **the applicants** and decide on the best person for the job.
9. The tuition fees are quite high, but I have **applied for a(n)** *scholarship* to cover half of them.
10. He decided to go back to university to *acquire* **the knowledge** he needed to get a promotion.

C ***Read the sentences and guess what the phrasal verbs in bold mean. Match 1-10 to a-j.***

1. I was ill last week, so I've really **fallen behind** in class. (j)
2. Even though I felt a little lost after missing those lessons, my teacher helped me **catch up** with the others. (h)
3. Dan didn't study enough, so he barely **scraped through** the exam! (d)
4. I've been **poring over** my notes, but it looks like I haven't written down anything about that part of the lecture. (f)
5. Felicity hasn't spoken French since school, so she bought a textbook to **brush up on** her language skills. (a)
6. He **dropped out** of university because he wanted to start his own business. (g)
7. With these marks, I'll never **get into** a good university! (i)
8. She's an excellent student because she **catches on** to new ideas very quickly. (c)
9. He has good ideas, but he struggles to **put** them **across** to other people. (b)
10. I'm fluent in German, so I **sailed through** the exam with ease! (e)

a. to quickly improve skills or knowledge you have already learnt but partly forgotten
b. to convey a message clearly
c. to understand or realise sth
d. to succeed in doing sth but just barely
e. to succeed in doing sth very easily
f. to look at or read sth carefully for a long time
g. to leave school or university without finishing your studies
h. to reach the same level of skill, progress, knowledge, etc. as sb/sth else
i. to be accepted by a place you have applied to
j. not to have made the expected progress because of missed time or work

Phrasal verbs are commonly used in everyday speech and informal writing. They should be avoided in academic writing and more formal conversations.

- Some phrasal verbs are inseparable (verb and particle remain together):
  *I **came across** an old painting when I was cleaning.*
- Some phrasal verbs are separable and can follow two sentence patterns:
  *Anita **handed** her project **in** on time. OR*
  *Anita **handed in** her project on time.*
- When the object is a personal pronoun, it usually goes between the verb and the particle:
  *Anita **handed** it **in** on time.*

Grammar — Present tenses, Stative verbs

A ***Look at the examples below and observe the tenses used. Then answer the questions that follow.***

1. *We **are researching** ways to motivate our students during online classes.*
2. *Derek **has applied** for a scholarship to help him with tuition fees.*
3. *They **do** a short review activity at the end of each lesson.*
4. *In the most recent sessions, I **have been working** on drawing portraits.*

Which of the examples refers to:

a. the duration of an action which started in the past and is still happening, and the results of which are obvious in the present? (4)
b. an activity that is developing around the present time? (1)
c. an action that happened in the past without specifying when? (2)
d. an action happening habitually or repeatedly? (3)

B ***Look at the sentences below and answer the questions.*** *See Teacher's Book*



1. *Heather **wants** to log in to the school's website, but it's not allowing her to.*
   When does Heather want to log in?
   Why is the Present Simple used here?
2. *I don't **see** why we have to do it like this. I'**m seeing** the doctor tomorrow at 10.*
   How is the meaning of the verb see different in each sentence?

1a grammar

C ***Read the sentences. Tick (✔) the correct ones and correct the mistakes in the incorrect ones. Use Present tenses only.***

1. ~~I've been playing~~ *I've played* this song on the guitar a dozen times, but I still can't get it right.
2. My younger brother ~~gets~~ *is getting* his first car next month.
3. Miles ~~is taking~~ *takes* the pass, ~~he's shooting~~ *he shoots* and... yes, ~~he's scoring~~ *he scores*!
4. Why are you being so difficult? We can't always do things your way. ✓
5. We ~~have waited~~ *have been waiting* for a reply from the language school since last Monday.
6. She ~~wants~~ *has wanted* to be a hairdresser since she was eight.
7. This is the third time you ~~don't answer~~ *haven't answered* me on time.
8. We apologise for the trouble this has caused you. ✓
9. Is Patrick's parrot copying everything you say again? ✓
10. ~~I'm not thinking~~ *I don't think* you should apply for that course.
11. My parents ~~have gone~~ *have been* to Florida several times this year.
12. ~~I am teaching~~ *have been teaching / have taught* history for eight years.

D ***Complete the dialogues with the Present Simple, the Present Progressive, the Present Perfect Simple or the Present Perfect Progressive of the verbs in brackets.***

1

A: Robin! (**1**) *Have you picked* (**you / pick**) which literature course (**2**) *you're taking* (**you / take**) next term?

B: I (**3**) *have been thinking* (**think**) about it all week, but I (**4**) *haven't decided* (**not / decide**) yet.

A: The deadline is tomorrow, you (**5**) *know* (**know**).

B: I know! But here's the problem: that professor I really like (**6**) *is teaching* (**teach**) a class that sounds super difficult—The Victorian Novel.

A: Professor Yardley? Oh, I can't believe you (**7**) *'re hesitating* (**hesitate**). Everyone always (**8**) *loves* (**love**) his courses!

B: I (**9**) *don't disagree* (**not / disagree**). But (**10**) *have you seen* (**you / see**) the size of the books on the reading list for the course? Anyway, what (**11**) *have you chosen* (**you / choose**)?

A: American Poetry. It's the only literature course that (**12**) *fits* (**fit**) my schedule.

B: Ah! Are you sure it's not because you (**13**) *don't want* (**not / want**) to read a big pile of novels?

2

A: Guess what! I (**14**) *have been accepted* (**be accepted**) to study abroad next year.

B: Is that the student exchange programme your university (**15**) *runs* (**run**) every year?

A: Yes.

B: My school (**16**) *doesn't offer* (**not / offer**) anything like that. How (**17**) *does it work* (**work**)?

A: It's like this: you can apply if you (**18**) *have been getting / have got (BrE) / have gotten (AmE)* (**get**) good grades since your very first term at university; you (**19**) *don't choose* (**not / choose**) which country you go to, but you can list your preferences. Most of the time they (**20**) *send* (**send**) you to your top choice, but they say that it (**21**) *depends* (**depend**) on your grades.

B: Which country (**22**) *have you put* (**you / put**) at the top of your list?

A: Portugal, of course. My grandmother is from Lisbon and I (**23**) *have always wanted* (**always / want**) to spend time there. Plus, I (**24**) *have been studying* (**study**) Portuguese for several years now.

listening & speaking



Listening

*You will listen to six short conversations. There is one question for each conversation. Before you listen, take two minutes to read through the questions. Each conversation will be played twice. Choose **a**, **b**, or **c**.*

Read TIP 1 in the Listening Reference.

Waiting for news

1. From what you hear, you understand that the woman
- **a.** has finished her studies.
- **b.** has just interviewed for a job.
- **c.** will begin training before the end of the week.

Free computer courses

2. Why doesn't the woman want to take the course?
- **a.** She's too busy.
- **b.** She's not interested in computers.
- **c.** She works on Saturdays.

Life at university

3. What surprised the man?
- **a.** how difficult the classes are
- **b.** how homesick he feels
- **c.** how much housework he has to do

A letter of recommendation

4. What is TRUE according to what you hear?
- **a.** Ms Hempstead does not teach computer science.
- **b.** Brendan is applying to courses in different fields.
- **c.** Letters of recommendation are optional.

Choosing a gap year programme

5. What word best describes how Mark is feeling?
- **a.** confused
- **b.** anxious
- **c.** excited

Before the exam

6. What does Sally want to do?
- **a.** use George's calculator
- **b.** borrow George's phone
- **c.** take extra pencils

Speaking

Read the quotes and discuss the questions that follow.

> **Education is not the learning of facts, but the training of the mind to think.**
>
> **- Albert Einstein**
> (theoretical physicist)

> **Educating the mind without educating the heart is no education at all.**
>
> **- Aristotle**
> (ancient Greek philosopher)

> **If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.**
>
> **- Chinese proverb**

- What do these quotes have in common?
- What are they trying to say?
- To what extent do you agree with them?
- What do you consider to be the true purpose of education? You can use some of the ideas in the box below.
- Which quote best expresses your opinion or appeals to you the most? Why?
- Besides a person's formal schooling environment, what other factors do you think help to shape a young person who is still in the process of developing as an individual?

acquire knowledge
develop skills
build character
instil values/ideals
create a capable/productive workforce
discover talents/abilities
stimulate a desire for learning
socialise young individuals

1b listening & reading

A *Discuss.*

- What environments do you learn best in?
- What do you think is the difference between knowledge and skill?

B *Listen to the extracts and choose which answer (a-c) fits best according to what you hear.*

You hear an instructor talking about a pioneer programme for young people.

1. What is the most important thing people learn on pioneer programmes?
   a. critical thinking
   b. survival skills
   c. self-awareness
2. Why does the speaker mention classrooms?
   a. to suggest an alternative to pioneer programmes
   b. to emphasise the limitations of traditional education
   c. to show how pioneer programmes were created
3. The main job of a pioneer programme instructor is to
   a. lead the group to new challenges.
   b. prevent arguments within the group.
   c. make sure no one is injured.

You hear a teacher organising a field trip for her secondary school class.

4. Why won't the group do the introduction?
   a. They have done it before.
   b. There isn't enough time.
   c. The members already know each other.
5. The Sky Course is designed to help students
   a. overcome their fears.
   b. learn to rely on their teammates.
   c. develop problem-solving skills.
6. What is TRUE according to what you hear?
   a. All the students will do the bridge challenge together.
   b. The students will need at least three hours for the bridge challenge.
   c. The day will end with the bridge challenge.

C *Read the webpage below and answer the questions.* *See Teacher's Book*

1. Where do Wildwood courses take place?
2. How long do Wildwood courses last and who is eligible to participate?
3. What activities do students take part in?
4. Which skills are targeted by group activities and which by personal challenges?
5. What is the purpose of the reflective session at the end of each course?

www.wildwoodlearn.com

Wildwood

A LEARNING EXPERIENCE LIKE NO OTHER!

Two weeks at Wildwood showed me the kind of person I want to be: strong, determined and ready to take on the world!
– **Tricia Martinez**, 16

1 Wildwood is a leading provider of outdoor educational experiences. We help young people develop invaluable life skills in the most inspiring and challenging classroom of all: nature.

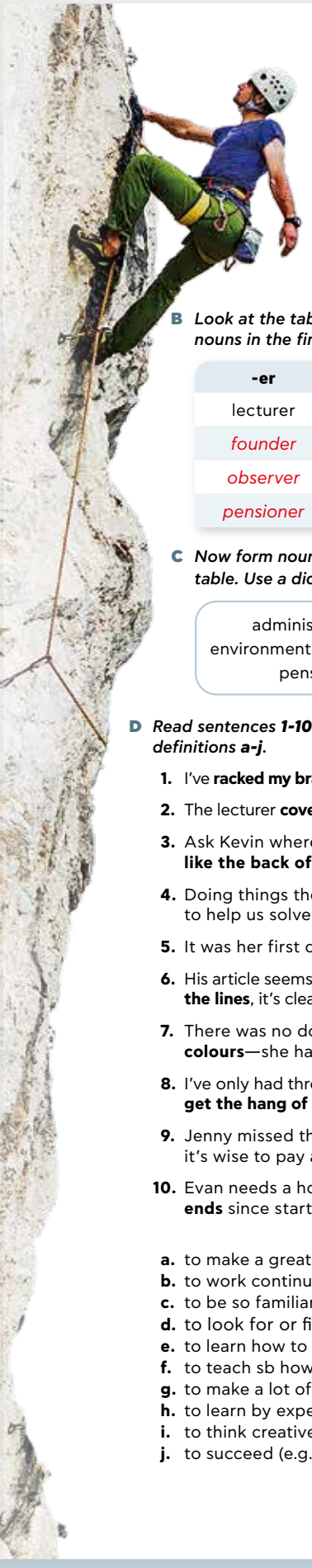
2 Wildwood wilderness courses are designed for students aged 14-18 and range from 2 days to 2 weeks. Each course guides a group of 6-8 participants through a variety of natural environments, supervised by our qualified
3 education and wilderness specialists. In between team activities including rock climbing, mountaineering and rafting, participants will tackle carefully designed personal challenges that focus on building skills.

4
- Boost interpersonal skills such as communication and collaboration during team activities.
- Improve critical thinking and creative problem-solving with a series of individual challenges.
- Develop leadership skills and learn self-reliance.

At Wildwood we believe nature is the ultimate classroom and that the lessons we learn here should last a lifetime!
5 Every Wildwood course is followed by a reflective session where participants discuss how they can apply what they've learnt to their daily lives and interactions.

D *Discuss.*

- Would you ever consider participating in a wilderness course? Why? / Why not?
- What do you think would be the most challenging aspect of a programme like this for you personally?
- Do you think there are some skills which cannot be taught in a traditional classroom? How can these skills be developed?



vocabulary

A ***Look at the nouns from page 14. Which words do they derive from? Which suffix has been added to the root word?***

instructor provider
specialist participant

instruct + -or / provide + -er / special + -ist / participate + -ant

B ***Look at the table below containing noun suffixes that refer to people. Which are the root words for the nouns in the first row? Are they verbs, adjectives, or nouns?*** *See Teacher's Book*

-er	-or	-ant	-ian	-ee	-ist
lecturer	successor	consultant	technician	nominee	stylist
founder	*administrator*	*contestant*	*beautician*	*divorcee*	*environmentalist*
observer	*narrator*	*descendant*	*civilian*	*evacuee*	*philanthropist*
pensioner	*supervisor*	*inhabitant*	*historian*	*refugee*	*therapist*

C ***Now form nouns with the words in the box and write them in the correct category in the table. Use a dictionary if you need to.***

administration beauty civil contest descend divorce
environment evacuate found history inhabit narrate observe
pension philanthropy refuge supervise therapy

There are other suffixes which also refer to people but occur much less frequently, e.g.
-ar: *liar*
-ier: *cashier*
-eer: *engineer*
-ent: *resident*
-arian: *vegetarian*
-ster: *youngster*

D ***Read sentences 1-10 and guess what the idioms in bold mean. Then match them to definitions a-j.***

1. I've **racked my brains**, but I really can't remember where I left my passport. (*a*)
2. The lecturer **covered a lot of ground** today; I filled loads of pages with notes. (*g*)
3. Ask Kevin where the best campsites are—he **knows** that area **like the back of his hand**. (*c*)
4. Doing things the same way we've always done them isn't going to help us solve the problem; we need to **think outside the box**. (*i*)
5. It was her first day on the job, so I had to **show her the ropes**. (*f*)
6. His article seems to take a neutral position, but if you **read between the lines**, it's clear he doubts whether this new education bill will work. (*d*)
7. There was no doubt Fiona would **pass** the exam **with flying colours**—she had been revising for weeks. (*j*)
8. I've only had three driving lessons so far, but I'm beginning to **get the hang of** it. (*e*)
9. Jenny missed the last bus home and **learnt the hard way** that it's wise to pay attention to the time. (*h*)
10. Evan needs a holiday: he's been **burning the candle at both ends** since starting work at the hospital. (*b*)

a. to make a great effort to remember sth or find a solution to a problem
b. to work continuously from morning to night
c. to be so familiar with sth that you know everything about it
d. to look for or find a meaning that a writer/speaker implies but does not specifically state
e. to learn how to do sth, especially sth complicated
f. to teach sb how things work or are done in a situation that is new to them
g. to make a lot of progress
h. to learn by experience and by mistakes rather than following the advice of others
i. to think creatively and in an unexpected way; to come up with new ideas or ways to do things
j. to succeed (e.g. in a test/exam) with excellent results

15

1b grammar

Future forms and expressions

A ***Choose the options that best complete the sentences below and justify your choices. In some cases, there may be two correct options.***

1. We should leave now, otherwise we ..... stuck in traffic.
   a. 're going to get **b.** are getting **c.** will get
2. By the time we sit down for dinner, the meat ..... for four hours.
   a. will be cooking **b.** will have cooked **c.** will have been cooking
3. I ..... a seminar in the main hall at eleven.
   a. attend **b.** am attending **c.** will be attending
4. We ..... the material by the end of May, so we'll be ready for the exam.
   a. are covering **b.** will have covered **c.** will have been covering
5. Why don't we go out for a coffee after class ..... ?
   a. ends **b.** will end **c.** will have ended
6. This time next year, my daughter will ..... .
   a. be graduating **b.** have graduated **c.** have been graduating
7. There are only a few open places left for that course, but I ..... a way to get one.
   a. will find **b.** 'm finding **c.** 'm going to find
8. The ferry ..... at 7 in the morning, so we should go to sleep early the night before.
   a. leaves **b.** will leave **c.** will have left

B ***Read the example sentences 1-4 and match them with the functions a-c.***

1. *All essays **are to be completed** by 17 April.*
2. *Please set your phones to silent. The presentation **is about to begin**.*
3. *Apply to as many universities as possible. You **'re bound to be accepted** to one of them.*
4. *I know we **'re** all **on the verge of collapsing** but we have to keep working.*

a. to express future obligation (1)

b. to describe an action that is very close to happening (2) (4)

c. to express certainty (3)

C ***Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between **three** and **six** words, including the word given.***

This activity tests both grammar and vocabulary, so the missing phrase is a combination of two changes.

1. Steve looked like he was ready to give up on the project. ▸ **verge**
   be about to + base form, be on the verge of + ing form
   • Which expressions mean the same as *ready to*? Which verb forms follow these expressions?
   Steve looked like he was ..... *on the verge of | giving up* ..... on the project.
2. Laura is really interested in photography; I can definitely imagine her enjoying this course. ▸ **bound**
   • Which expression means the same as *definitely*? Which verb form follows this expression? *be bound to + base form*
   Laura is really interested in photography so ..... *she is bound to | enjoy* ..... this course.
3. Darren said he plans on quitting university to pursue an acting career. ▸ **drop**
   • Which future form is used to talk about future plans and intentions? Which preposition can combine with the verb *drop* to form a phrasal verb that means *quit*? *Future be going to // (drop) out*
   Darren said he is ..... *planning/going to | drop out* ..... of university to pursue an acting career.
4. All students must submit their applications by Friday. ▸ **are**
   • Which future expression means the same as *must*? Which verb(s) can combine with *in* to form a phrasal verb that means *submit*? *be to // hand in, turn in*
   All students ..... *are to | hand/turn* ..... in their applications by Friday.
5. I will finish examining all the documents before the meeting starts. ▸ **looked**
   • Which future forms are used with the time expression *by the time*? Which preposition(s) can combine with the verb *look* to form a phrase that means *examine*? *Future Perfect Simple, Future Perfect Progressive // at, over*
   I ..... *will have | looked at/over* ..... all the documents by the time the meeting starts.

speaking

A ***Work in pairs. Look at the topics in the box. Questions about these topics are often asked at the beginning of interviews to break the ice. What would you like to know about your partner? Focus on these topics and ask and answer questions.***

family · country of origin · hometown
school/studies · daily routine · hobbies/interests
sports · friends · personal preferences
personal accomplishments
future plans and ambitions

B ***You will hear five exam candidates answering questions a-e below. Match each speaker with the question he/she is answering.***

a What do you particularly like about the area you live in?

b How do you like to spend your weekends?

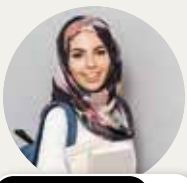
c What do you enjoy about learning English?

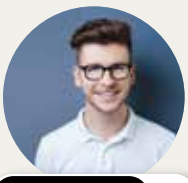
d How do you imagine your life ten years from now?

e Are there any sports that you're good at?


Speaker 1 *c*


Speaker 2 *a*


Speaker 3 *e*


Speaker 4 *b*


Speaker 5 *d*

C ***Listen to Speaker 5 again and answer the questions.***
See Teacher's Book

1. What is the problem with the candidate's answer?
2. What could the candidate have done if she needed more time to think about the question? Do you know any phrases/expressions that could help in this kind of situation?

D ***Listen to Speaker 1 again. Circle the expressions she uses to a) give her opinion and b) provide an example.***

- In particular *(providing an example)*
- For example
- I'd say that *(giving opinion)*
- In my opinion
- I find that
- For instance

E ***In pairs, ask and answer the questions below. Also, ask your partner follow-up questions based on his/her responses.***

Refer to Module 1 in the Speaking Reference.

1. In the future, would you like to be living in your own country or abroad?
2. To date, which teacher has made the biggest impression on you?
3. What are the entertainment facilities like in your neighbourhood?
4. Are you good at organising your time? What makes you say so?
5. What would your dream job be?
6. What device/gadget could you not live without? Why?
7. What is your favourite hobby?
8. What would you say is the best thing that has ever happened to you?
9. Is your lifestyle active? If not, in what ways could you become more active?
10. Do you think that your education is adequately preparing you for the world of work?

1b writing

A formal letter/email

A ***Discuss. Read the information in the box and then answer the questions that follow.***

An increasing number of young people are choosing to take a gap year before attending university. The duration and purpose of a gap year varies, but most students take about seven to eight months off to work, volunteer or travel.

- How common is it for students in your country to take a gap year?
- Number the following advantages of taking a gap year in order of importance. Which three feature at the top of your list? Why do you consider these the most important?
  - ◯ improve your job/ career prospects
  - ◯ develop important life skills
  - ◯ take a break from routine and have fun
  - ◯ develop a better understanding of the world
  - ◯ contribute towards a good cause
  - ◯ uncover your hidden passions and talents
  - ◯ discover and reflect on your sense of self and purpose
  - ◯ build character
- Would you consider taking part in a gap year programme? Why? / Why not?







B ***Read the writing task below and underline the key words/phrases. Then answer questions 1-4.***

You have recently read an article in an international magazine on the popularity and benefits of gap years. The magazine has asked readers to respond with their views. You decide to write a letter. In your letter you should briefly describe your gap year experience and assess the effect that it has had on you and your future prospects. Write your letter.

1. What is the topic of discussion?
   (the popularity and benefits of) gap years
2. What are you required to write?
   a letter
3. Who is the audience?
   the readers of the magazine
4. What are you required to do?
   to describe my gap year experience and assess the effect that it has had on me and my future prospects

C ***Read the letter written for the writing task in activity B and answer questions 1-7.*** *See Teacher's Book*

Dear Sir/Madam,

I am writing with regard to your article 'From Gap to Growth', which featured in last month's edition of *Stay Current*. I wish to respond to the invitation extended to readers to share their gap year experiences.

After finishing secondary school, I chose to participate in a gap year volunteer programme established by Charity Gap. The reason I chose this organisation is because it offers a combination of meaningful work and travel abroad. After a short but intensive training period, I was sent to a remote part of central Africa where I spent eight months, first constructing a clinic and then teaching ICT to the local population.

It is difficult for me to convey the effect that this experience has had on me personally. Prior to the programme, my understanding of the problems faced by much of the world's population was abstract. My gap year changed that. I saw firsthand how difficult it was for the local people to meet their basic needs for food and shelter and have access to things that I took for granted. By sharing in their daily life, I discovered a great deal about myself, and I left the programme more self-reliant and more aware of my own capabilities.

Furthermore, my gap year has shaped my future professional life in ways I would never have imagined. Upon returning from abroad, I decided to study engineering. This decision was motivated by a desire to help design effective projects to bring basic amenities, such as roads, electricity and running water, to remote areas. I am confident that when I complete my degree, I will be able to begin a career doing something truly worthwhile.

In conclusion, my gap year experience helped me mature as a person and find professional direction. It is my sincere belief that more young people should be encouraged to broaden their horizons by participating in gap year programmes.

Yours faithfully,

Edgar Thompson

Edgar Thompson

1. How does the writer begin his letter? Why does he address the recipient of his letter in this way?
2. What information does the writer provide in the introductory paragraph? Why does the writer include this information?
3. Paragraphs 2, 3 and 4 each have a separate focus. What is the focus of each paragraph?
4. What word/phrase does the writer use to transition between paragraphs 3 and 4? What role does this word/phrase play? What other words/phrases could he have used?
5. What is the purpose of the final paragraph?
6. How does the writer end his letter? How is the use of this phrase different from the phrase *Yours sincerely*, which is also used in formal letters?
7. What features make this letter formal? Provide examples.



D ***Look at the letter again and find the more formal equivalents of the following:***

1. about (para. 1) *with regard to*
2. was (para. 1) *featured*
3. take part (para. 2) *participate*
4. set up (para. 2) *established*
5. putting up (para. 2) *constructing*
6. get across (para. 3) *convey*
7. with my own eyes (para. 3) *firsthand*
8. found out (para. 3) *discovered*
9. when I got back (para. 4) *Upon returning*
10. I really think (para. 5) *It is my sincere belief*



1b writing

E ***All the sentences below could be included in the opening paragraph of a letter/email to a newspaper/magazine. Complete the sentences with the words in the box.***

response edition published
entitled concerning thought-provoking
issued connection prompted dated
contribute featured

1. I am writing in *connection* with the article 'The Gift of Languages', which was *published* in your magazine last week.
2. I found your article 'The Benefits of Volunteering', which *featured* in last week's *edition* of *Society Today*, both interesting and *thought-provoking*.
3. I am writing because I would like to respond to the invitation *issued* to readers to share their gap year experiences.
4. I have been *prompted* to write to you by the article *entitled* 'Technology and Education', which appeared in your newspaper last Sunday.
5. I am writing in *response* to the article I read in your newspaper *dated* 28th September *concerning* the role of education in the modern world.
6. I wish to respond to your invitation and *contribute* to the discussion on how to build character in children.

F ***Read the writing task below and underline the key words/phrases.***

You have recently read an article in an international magazine on the popularity and benefits of learning a foreign language. The magazine has asked readers to respond with their views. You decide to write a letter/email. In your letter/email you should briefly describe your experience of learning a language and assess the effect that it has had on you and your future prospects. Write your letter/email.

G ***Do the tasks below to help you generate ideas for your letter/email.*** *See Teacher's Book*

1. Imagine that you bump into an old acquaintance and discover that he/she speaks a foreign language fluently. What kind of questions would you ask to find out about his/her language-learning experience? Using the question words in the diagram below, come up with as many questions as possible. The questions should cover various aspects of the person's experience that could be of interest.
2. After you have come up with the questions, choose those that you consider most suitable and answer them to establish the details that you wish to include in your letter/email.



H ***Use your ideas from activity G to do the writing task in activity F.***

Refer to Module 1 in the Writing Reference.

1 Review

A *Choose **a**, **b**, **c** or **d**.*

Read TIP 1 in the Use of English Reference.

1. The light will change colour to ..... that the machine is ready to use.
   a. inquire **c.** indicate
   b. integrate **d.** involve
2. He failed to ..... his message clearly, so we didn't quite understand it.
   a. convey **c.** acquire
   b. persuade **d.** convince
3. This is ..... course designed to teach you how to cook in under a month.
   a. a reflective **c.** a sincere
   b. an ultimate **d.** an intensive
4. We are going to ..... the two groups to create one larger group.
   a. transfer **c.** merge
   b. gain **d.** obtain
5. I need to ..... the papers for my college application by tomorrow.
   a. transform **c.** prompt
   b. relate **d.** submit
6. He agreed to help them weeks ago, so he feels he has ..... to keep his promise.
   a. a requirement **c.** an obligation
   b. the capability **d.** the ambition
7. You can use this website to check whether you are ..... for any of the college scholarships.
   a. appropriate **c.** eligible
   b. acceptable **d.** desirable
8. I've been ..... trying to figure out where I've seen that man before.
   a. covering a lot of ground **c.** burning the candle at both ends
   b. racking my brains **d.** reading between the lines

B *Complete the text with the correct form of the words given.*

Read TIP 2 in the Use of English Reference.



MOOCs, or Massive Open Online Courses, are short-term academic programmes that are run online by universities. They are typically free, and they're a great way for someone to do something (1) ..... *productive* ..... in their spare time—like learn a skill or discover a new interest. At the end of the programme, students can pay a small fee to receive a certificate as evidence of their (2) ..... *accomplishment(s)* .....

PRODUCE

ACCOMPLISH

Because MOOCs are so huge, there are certain limitations. For example, it's (3) ..... *inconceivable* ..... that one person could mark hundreds of essays each week, so homework is usually checked by other students rather than by course (4) ..... *supervisors* ..... . However, there are still plenty of opportunities for (5) ..... *interaction(s)* ..... between students and teachers in the online forums. A(n) (6) ..... *invaluable* ..... benefit of MOOCs is that students can participate from anywhere in the world and choose the hours they study. So, whether you're a teenager or a (7) ..... *pensioner* ..... , your study schedule will suit you. You can also join some courses as a(n) (8) ..... *observer* ..... only, without any homework or tests.

CONCEIVE

SUPERVISE

ACT

VALUE

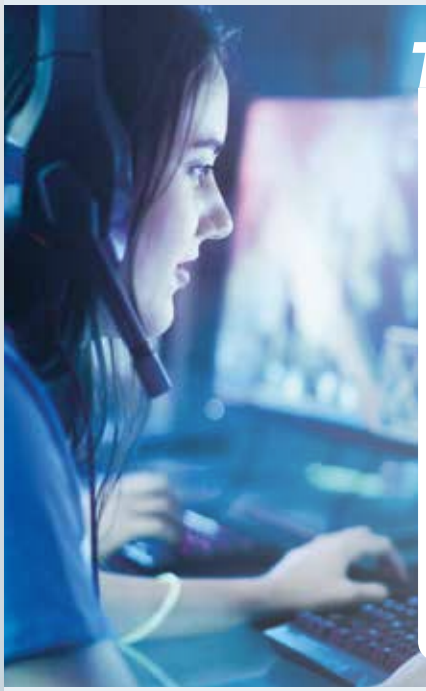
PENSION

OBSERVE

1 Review

C *Complete the gaps in the text with **one** word only.*

Read TIP 3 in the Use of English Reference.



THE GAME OF LEARNING

How do you keep students motivated and enthusiastic about learning? This is a question that has (**1**) *been* occupying teachers' minds for centuries. Thanks to developments in technology, many schools (**2**) *have* drawn inspiration from the popularity of video games in their search for an answer.

Most games are based on a very simple structure. They set up goals that require skills such as problem-solving in order for them to (**3**) *be* completed. Then they reward success in a way (**4**) *that* creates a feeling of competition and a thirst to continue. Teachers (**5**) *are* now putting these same features to good (**6**) *use* in the classroom, creating a gamified learning environment.

Some teachers are even thinking (**7**) *outside* the box and using games directly to help students learn. For example, playing city-building games in class can teach students about economics, and massive online games with multi-language servers can help students brush up (**8**) *on* their language skills.

D *Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between **three** and **eight** words, including the word given.*

Read TIP 4 in the Use of English Reference.

1. I have tried from my first day working here to figure out how to use this computer program. ▸ **hang**
   I *have been trying to | get the hang* of this computer program ever since I started working here.
2. It's highly possible that I will fail my exams as I was away for most of the term. ▸ **unlikely**
   I *am (highly) unlikely | to pass* my exams as I was away for most of the term.
3. The bus is expected to arrive in twenty minutes. ▸ **due**
   The bus is not *due to arrive | for (another)* twenty minutes.
4. The interviewer asked me, 'How far do you agree with this approach?' ▸ **extent**
   The interviewer asked me *to what extent | I agreed with* that approach.
5. You have so much talent that you'll definitely find a job soon. ▸ **bound**
   With so much talent you *are bound | to find* a job soon.
6. Mr Brown was just about to announce the winner of the competition when the lights went out. ▸ **point**
   Mr Brown was *on the point of | announcing* the winner of the competition when the lights went out.

Now I can:

- talk about formal education and learning ◯
- refer to present and future events and situations ◯
- expand on and develop points when being interviewed ◯
- write a formal letter/email ◯

reading reference

Module 1

TIP 1.1 Eliminating distractors

To do multiple-choice reading activities well, it is necessary to be aware of the different types of distractors (incorrect options) used. This will help you to identify more quickly why an option is incorrect so that you can eliminate it.

The most common forms of distractors:

- sound logical but are not mentioned anywhere in the passage.
- include statements that are true but which do not answer the specific question.
- express views which are similar to those in the passage but not exactly the same.
- include a key word/phrase from the passage but have an overall meaning that is incorrect.
- overgeneralise using words like *always*, *never*, *all*, *every*, etc.

TIP 1.2 Guessing the meaning of unknown words

When trying to guess the meaning of a word, always look for clues in the context (the previous and following sentences). Also, look for clues in the word itself: see if it is similar to any other words you know and try to analyse its parts—root, prefix(es), suffix(es). Then try to determine if it has a positive, negative or neutral meaning, the general topic it is related to, and what it means approximately.

Module 2

TIP 2 Global understanding

Be aware of the different functions academic and other non-fiction writing has. The author may be comparing people or things, examining the causes and/or effects of certain phenomena, or considering the solutions to a problem; he/she may be describing what something is like or a process or sequence in time; he/she may be explaining why or how something happens, and he/she may be considering different points of view or explanations of the same phenomena.

When answering questions which focus on global understanding (such as 'What is the passage mainly about?' and 'What is the main purpose of the passage?'), you need to concentrate on the overall meaning or message of the passage. Read all the options carefully to see which one best agrees with the text as a whole. Be careful with options which refer only to a part of the passage or include some words/phrases from the passage but do not describe it globally.

Module 3

TIP 3.1 Implied meaning

You cannot know what the author is implying about a subject unless you know what the author has stated explicitly about the subject. Whether you are answering questions that ask you to find specific information or questions that ask you to infer something that

listening reference

Module 1

TIP 1 Multiple choice (short conversations)

- The questions will test your understanding of detail, feeling, attitude, opinion, speaker relationship, purpose, situation, topic of discussion, etc.
- The correct answer will be a paraphrase of what was heard, or it might reflect something a speaker implied rather than stated directly.

Module 2

TIP 2.1 Natural speech

Natural speech contains pauses, fillers, unfinished and cut-off sentences, interruptions, speakers talking over each other, reductions and contractions of words, etc. Listen to authentic speech so that you get used to these features in English and also become familiar with different accents and speech rates.

TIP 2.2 Purpose questions

Questions that focus on the purpose of a passage/talk/interview or the purpose of the speaker include answer choices starting with verbs such as *to argue, to support, to justify,* etc. Make sure you understand what these verbs mean and how they differ from one another.

TIP 2.3 Multiple choice (interview)

Before listening

- Read the questions and answer choices and try to predict the content of the interview.

While listening

- Listen carefully to the introduction of the interview as this will help you understand which topic is being discussed and will activate any background knowledge you already have.
- Keep the questions in mind and make notes. This will help you remember information from the segment. It is advisable to use abbreviations instead of writing out full words.

Choosing answer choices

- Keep the question in mind when looking at the answer choices and choose an option with the help of your notes.
- Remember, only one answer choice is correct. The other choices may be misleading, as they may repeat words or phrases from the segment without answering the question.
- To answer the question 'What is the main purpose of this report?', make sure to select the option which expresses what the talk in its entirety aims to do rather than any of the options which might express what specific parts of the talk accomplished.

speaking reference

Module 1

Gaining time to think
Well, let's see now. Um...
How shall I put it?
Let me see/think.
You know, that's an interesting question.
That's a tricky question.
I've never given it a lot of thought. You see, ...
To be honest, / The truth is that / To tell you the truth, I've never really thought about it, but...
Well, let me think about that for a minute...
It's difficult to say...
I would say that...

Expressing an opinion
In my opinion/view, ...
I believe that...
Personally speaking, I think that...
I personally believe that...
I find that...
To my mind...
It seems to me that...
I feel that...
If you ask me, ...
I'd say that...
For me, ...

Giving reasons and explanations
For this reason, ...
The reason I chose this is because...
Because of this/that, ...
Let me expand on that.
Let me explain.
How can I explain this? You see, ...

Giving an example
For example/instance, ...
To give an example, ...
In particular, ...
such as / like
particularly/especially/specifically

Using discourse markers to sound natural	
Anyway, ...	To be honest, ...
Well, ...	Quite frankly, ...
Of course, ...	To tell you the truth, ...
You know, ...	I must admit (that)...
Actually, ...	Indeed, ...
I mean, ...	After all, ...
Basically, ...	In fact, ...
You see, ...	As a matter of fact, ...
Hopefully, ...	In general, ...
I'm afraid (that)...	Sort/kind of.

TIP

During an interview:

- if you cannot answer a question immediately, use phrases/expressions that help you gain time.
- if you have no opinion, improvise so that you can give an answer.
- don't give short answers. Develop your response, providing additional information, reasons or examples to illustrate your point. Make sure you don't overdo it or stray from the topic.
- use a variety of discourse markers and linking words/phrases to sound more natural and make yourself understood.

Module 2

TIP

When structuring a long turn:

- you are not obliged to use the ideas on the prompt card. You can use your own ideas instead.
- begin your talk by introducing the topic. You can repeat the question that was asked and talk about it in general terms before moving on to the main part of the talk.
- organise your thoughts and ideas in a logical way.
- provide a balanced presentation of the topic and don't spend too much time analysing one point.
- develop your ideas using supporting information, examples and personal experiences.
- make sure the information you provide is relevant to the topic.
- use linking words/phrases to structure the beginning, the main part and the end of the talk. Linking words/phrases will help you move smoothly from one point to the next.

Module 1

Plan

A letter/email to a magazine/ newspaper

GREETING

- Use a formal greeting.

  Dear Sir/Madam,

OPENING PARAGRAPH

- Refer to the article you are responding to (where and when you saw it and what it was about).
- State your reason for writing.

MAIN PART (2-3 paragraphs)

- Carry out the various functions specified by the writing task. These could include: describing a situation, issue, phenomenon or personal experience; expressing your opinion, giving reasons, examples and explanations; making recommendations/suggestions or proposing solutions; and giving information/ details.
- Organise the main part into clearly defined paragraphs that deal with different aspects of the question.
- Elaborate on those aspects using supporting information and examples.

CLOSING PARAGRAPH

- State your overall opinion.
- Mention anything you want to stress.

SIGNING OFF

- Use an appropriate signature ending.

  Yours faithfully, (BrE)
  Yours truly, OR Sincerely, (AmE)
- If you are writing a letter, sign underneath and print your name in full below your signature.

TIP

When writing a letter/email to a magazine or newspaper:

- read the writing task carefully and underline the key words. This will help you identify the topic of discussion and the aspects that you need to cover to meet the requirements of the task.
- use the appropriate layout and style.
- use an appropriate opening and closing (e.g. *Dear Sir or Madam / Yours faithfully*).
- divide your letter/email into paragraphs that are clearly defined and have a specific purpose.
- refer to the article you are responding to in the first paragraph (*I was delighted/pleased to read your article of... / I am writing in/with regard to / in respect of / with respect to / in reference to / in connection with / regarding..., etc.*).
- state clearly what the purpose of your letter/email is (*I wish to describe/share/recount/relate my experience/thoughts..., etc.*).
- use linking words/phrases and cohesive techniques to connect your ideas and sentences, make them flow and avoid repetition.
- use formal language consistently throughout the letter/email and avoid the use of short forms, abbreviations, informal phrasal verbs and colloquial expressions.
- ensure that you maintain a polite and respectful tone.

Module 2

Plan

An article about a person

TITLE

INTRODUCTION

Set the scene by:

- introducing the topic of discussion in an interesting way.
- providing a brief reference to the person you are going to be writing about.

MAIN PART (1-2 paragraphs)

- Provide some background information about the person.
- Add any details that make your description of the person interesting.
- Highlight some of the person's accomplishments or what distinguishes him/her from other people.

CONCLUSION

- Highlight the qualities that make him/her a source of inspiration.
- State why and in what way this person has influenced you.

TIP

An article is usually written for a newspaper, magazine, journal or website and targets a wide audience, so it should attract and hold the reader's interest.

Before you start writing:

- read the writing task carefully to determine where this article will appear, what its purpose is (e.g. to describe a person/place/event/experience/possession) and who the intended audience is. This will help you determine the appropriate style, language and level of formality (formal, semi-formal, informal).

1 Review

A *Read the text and choose **a**, **b**, **c** or **d**.*



WIL Power

Work Integrated Learning—or WIL—is a new trend in higher education. It is an approach to learning which (**1**) ..... work in a real-world environment into the study curriculum.

Some sort of work experience has always been a part of (**2**) ..... training, which is practical by definition. Today, however, teachers are becoming increasingly (**3**) ..... of the value of WIL in fields generally (**4**) ..... as more theoretical—whether in the social sciences, the natural sciences, law or teaching itself. Not only does working make the concepts which are taught less (**5**) ....., it also helps students understand early on exactly what they are getting into in their chosen fields. What is more, WIL significantly (**6**) ..... students' interpersonal and leadership skills.

A WIL programme is more than a course with job experience attached: the work aspect is (**7**) ..... as part of the degree being awarded and receives a grade. Therefore, WIL programmes necessarily involve close (**8**) ..... with local businesses and industries, something which schools are often unprepared to do.

1.	**a.** contains **b.** merges	**c.** gains **d.** incorporates
2.	**a.** basic **b.** mental	**c.** vocational **d.** postgraduate
3.	**a.** convinced **b.** conceived	**c.** concerned **d.** confident
4.	**a.** perceived **b.** conveyed	**c.** found **d.** determined
5.	**a.** bright **b.** inspiring	**c.** abstract **d.** inconceivable
6.	**a.** entices **b.** boosts	**c.** tackles **d.** appeals
7.	**a.** entitled **b.** inhabited	**c.** recounted **d.** evaluated
8.	**a.** comparison **b.** collaboration	**c.** acquaintance **d.** promotion

B *Choose **a**, **b**, **c** or **d**.*

1. It's hard to believe that by the end of this year we ..... to school for 12 years straight!
a. will all be going
b. are all going
c. have all been going
d. will all have been going

2. As a general rule, this school ..... scholarships to students with an impressive academic record.
a. is going to provide
b. will have provided
c. is providing
d. provides

3. Just look at this traffic! By the time we get to the movie theatre, the movie .....
a. is about to start
b. is starting
c. will have started
d. will start

4. Dr Ross ..... half an hour, and he isn't even through with his introduction yet.
a. has been speaking for
b. speaks at
c. will be speaking in
d. is speaking for

5. During my trip to Asia next month, ... my blog with pictures every day.
a. I will be updating
b. am I updating
c. will I have updated
d. me updating it

6. Desi ..... a single class since April, so I don't see how she can sit for the exam.
a. will not have attended
b. has not attended
c. is not attending
d. has not been attending

7. A: I'm starving!
B: Me too! As soon as class is over, I ..... straight to the cafeteria.
a. will have headed
b. head
c. have headed
d. am heading

8. The principal is very strict, but throughout all my years at this school ..... fair.
a. is always being
b. will have always been
c. she has always been
d. will she always be

C *Choose **a**, **b**, **c** or **d**.*

1. You shouldn't ..... ; yes, Ali Smith is good, but she's not the best crime author out there.
   a. exaggerate
   b. distort
   c. emphasise
   d. shift
2. The committee had difficulty ..... who should receive the science award this year.
   a. registering
   b. recalling
   c. targeting
   d. determining
3. Mr Rogers is only interested in us ..... names and dates, but history is so much more than that!
   a. implying
   b. muttering
   c. memorising
   d. appreciating
4. Learning a third language will significantly improve your job ..... in the tourist industry.
   a. certainties
   b. obligations
   c. prospects
   d. factors
5. Are you ..... prepared for your geography test?
   a. impatiently
   b. adequately
   c. instantly
   d. specifically
6. June studied just enough to ..... her exams, and then very quickly forgot everything she had learnt.
   a. get into
   b. pore over
   c. scrape through
   d. catch up on
7. I believe a gap year would only be ..... if you found a job related to your studies.
   a. eligible
   b. ultimate
   c. adequate
   d. worthwhile
8. Education is meant to ..... values as well as provide knowledge.
   a. instil
   b. hold
   c. overcome
   d. stimulate



D *Listen to eight short conversations and answer the questions. Choose **a**, **b**, **c** or **d**.*

1. What is the woman going to do this summer?
   a. take a trip to Europe
   b. begin her university studies
   c. go camping with her family
   d. participate in outdoor activities
2. How does the man feel about the courses at the community centre?
   a. He would rather join a book club.
   b. He worries they will be too difficult.
   c. He doesn't understand what will be taught.
   d. He thinks the subjects are boring.
3. What surprised the woman about the course?
   a. the importance of less practical issues
   b. the types of hands-on skills that were taught
   c. the level of difficulty
   d. the amount of stress involved
4. Where does the man need to go?
   a. the student services centre
   b. the administration building
   c. the financial support office
   d. the library
5. What does the woman give the man?
   a. proof that she has a diving qualification
   b. a diving suit
   c. money for the appropriate equipment
   d. a form she must complete to register
6. What does the man think the test will be about?
   a. the dates of major historical events
   b. how historical events are related
   c. a specific historic site
   d. significant people in history
7. Why doesn't the girl want to study geography?
   a. She no longer finds it interesting.
   b. She's better at computers.
   c. She doesn't like the teacher.
   d. She thinks it isn't practical.
8. What is true about the man?
   a. He hopes to be offered a summer trainee position.
   b. He believes he has done badly.
   c. He has already signed up for summer courses.
   d. He is proud of his final project.

1 Live and learn

Link to Module 1 (p. 7)

Aims:
- **to introduce the topic of the module and activate Ss' background knowledge**
- **to present the learning objectives of the module**
-

Suggested answers

- **What is each cartoon trying to say about education and learning?**
  1. This cartoon makes a joke about something that you hear very often: that we all learn from our mistakes. However, what we're supposed to learn from our mistakes is to avoid making more mistakes. I think there's something more serious to it as well: because the woman is a scientist and is doing experiments, it's also saying that, when you're trying to discover something new, constantly making mistakes until you find the answer is the only way to do it.
  2. We normally think that adults have to teach young people everything, but this cartoon points out that adults have a lot to learn from the young, especially when it comes to technology. Something which comes naturally to a child may be quite challenging for an adult who's never had to deal with it.
  3. I think it says that technology should not be overused in education and that it cannot replace the discussion and engagement that goes on in the classroom.
- **How far do you agree with the points the cartoons are making?**
  1. Of course it's important to learn from your mistakes, so that you get better at things and learn to avoid problems, but I wouldn't advise anyone to deliberately make mistakes just to 'learn more'.
  2. I think this cartoon is totally accurate. Personally, I have often had to explain to my grandparents or even to my parents simple things about how their smartphones or other gadgets work.
  3. I agree very much with the point the cartoon is making. Students need to be present and participate in the classroom if they want to learn. Being in the classroom and communicating both with the teacher and with the other students makes a huge difference to how well I understand a lesson. I don't think you can learn by watching videos: you have to actively take part.
- **Do you think that technology improves education and the learning process? Why? / Why not?**
  Yes, I believe technology improves the learning process. The main reason is that it brings a wide range of audio-visual material into the classroom. For example, students can watch videos or documentaries about a topic in class. We should be clear, however, that technology is only a tool, not a teaching method, and teachers should make careful use of it.
- **How important do you believe it is for students to enjoy their education?**
  In my opinion it is very important, but we need to understand that enjoyment is not the same as entertainment. The good thing is that many students get a feeling of enjoyment when they learn something new or achieve something at school. When children first start going to school, they bring with them a natural curiosity about the world around them. If their school helps them develop that curiosity, learning becomes a very enjoyable experience.

1a

Reading (pp. 8-9)

A

Aims:
- **to introduce the topic of the reading activity by asking for Ss' personal opinion**
-

Suggested answers

- **Does memorising information help you with your studies? Why? / Why not?**
  Yes, sometimes I think it's quite helpful to memorise things because it saves time. If you don't have to look the information up, it's much more efficient.
- **Do you think it is necessary to have a good memory these days? Why? / Why not?**
  Generally speaking, I think that having a good memory plays an important role in life. The ability to remember names, facts, information and past experiences can definitely help us to keep our minds active and to avoid repeating mistakes we made or mistakes made by other people. However, nowadays it's actually less important to have a good memory because we've all got access to the internet. There's no need to keep all the information stored in our heads.

B

Aims:
- **to give Ss practice in reading for gist**
-

Key

d

Justification of answers

The best title is **d** because the text describes how learning changed after a machine which could upload information into people's brains was invented. From parts of the text we can also deduce how some general aspects of life changed after the machine too.

Title **a** is not appropriate because it is relevant to only a part of the text which describes the closing down of schools for some time. However, the whole text is about the changes that the machine brought to how lessons are done, not to the end of lessons in general.

Title **b** is not an appropriate title because the text is about how the machine helps people acquire information and not the other way round.
Title **c** is not appropriate because although there are references to how life was before the machine was invented, the focus of the text is on how the machine changed people's lives.

C

Aims:
- **to provide Ss with a useful tip on dealing with multiple-choice questions**
- **to draw Ss' attention to the types of distractors that feature in multiple-choice questions**
- **to help Ss develop learning strategies**
- 💡

Key a. 4 b. 1 c. 2 d. 3

D

Aims:
- **to give Ss practice in identifying specific information in a text**
- 💡

Key 2. b 3. a 4. b 5. d

Justification of answers

2.
a. **Incorrect:** It sounds logical, but the text does not say anything about the machine being dangerous for schoolchildren.
b. **Correct:** In paragraph 3, phrases such as 'Of course, it wasn't as simple as that', '... they should have realised that earlier' and 'They made that mistake in the beginning and the results were horrible' show that when the machine was first invented, the ideas people had about it were not always correct and some things went wrong with its use. This explains why this is the correct answer.
c. **Incorrect:** Again, although this sounds logical, it is not mentioned in the text. The opposite can be understood from the fact that they believed that '... it would transform people's lives.'
d. **Incorrect:** The phrase '... worked exactly like a computer' in option d is similar to a phrase used in paragraph 3 in the text, but the idea it expresses is different. In the text, the writer talks about her grandfather, who had this view, but does not suggest that anyone else thought this.

3.
a. **Correct:** The author uses the language dictionary as an example to show that it is not enough to upload information into people's brains, but it is necessary for people to be able to apply this information.
b. **Incorrect:** This is not mentioned anywhere in the text. The opposite is stated when the writer says, 'It doesn't mean you can... speak the language instantly.'
c. **Incorrect:** This is not mentioned anywhere in the text.
d. **Incorrect:** This is not mentioned anywhere in the text.

4.
a. **Incorrect:** From the phrase 'I've learnt information from 14,298 books already this year', we can understand that in the time the story is set schoolchildren do not need to read books as they can upload information in their brains without reading books. However, it is not stated that schoolchildren do not need to know how to read. Actually, the opposite can be understood by the fact that the writer's grandfather has been trying to get her to read books. He wouldn't be trying to get her to read books if she didn't already know *how* to read them.
b. **Correct:** The phrase 'He spent years reading and studying' and the fact that the writer finds it 'inconceivable' to finish school at the age of 16 or older, help us understand that at the time the story is set children finish school at a younger age than at the time of the grandfather.
c. **Incorrect:** In the justification of option b, it was explained that in the time the story is set children spend much less time in school than in the past, which makes this option obviously wrong.
d. **Incorrect:** This is not stated anywhere in the text. Also, the fact that the writer says that she'd learnt things from 14,298 books makes us think that what option d says cannot be the case.

5.
a. **Incorrect:** The writer asks her grandfather what the book he brought her is about, but not as a way to decide whether she should read it or not. The question 'What's it about, anyway?' just shows that she does not see the point of reading it.
b. **Incorrect:** This option uses the word 'fun', which we also find in the text, but the idea expressed in this option is different from the one expressed in the text. It is the writer's grandfather who finds reading books 'fun', not the writer herself.
c. **Incorrect:** Although the word 'appreciate' from the text is used in option c, the opinion expressed is the writer's grandfather's and not her own.
d. **Correct:** The fact that the writer finds reading books 'a huge waste of time' and wonders at her grandfather's efforts to persuade her to read a book shows that she does not see any point in reading one.

1

Comprehension Questions:
When does the author realise how much information is in her brain that wasn't there the day before? when she looks over the activities for the day's lesson or when the teacher asks her a question
What did a bright young scientist find a way to do? The scientist found a way to apply the technology of computers and smartphones to the human brain.
What was the result of that? People have been learning from the machine ever since.
Why did they close down all the schools? Because they thought there would be no more need for tests or exams to check if someone had learnt something.
Why does the writer say that the brain is still organic? to explain why it can't hold all the information in the world, and why you have to determine what you want to keep and what you don't need and can delete
What mistake did they make in the beginning? They gave people too much information all at once.
Why did schools open again? Because they realised that having information in your brain is not the same as being able to use it, and that you still need to train your mind and practise using the skills.
Who enjoys reading books? the writer's grandfather
What doesn't the writer's grandfather seem to realise? that reading books is not useful any more

E

Aims:
- **to provide Ss with a useful tip on how to identify the meaning of unknown words from context**
- **to give Ss practice in deducing the meaning of unknown words from context**
- 💡

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

Optional activity 💡
(Vocabulary Consolidation – Words from the text & the reading activities)
- Write the following words on the board:
  mutter, distort, integrate, exaggerate, imply
- Say the following sentences aloud and ask Ss to complete them using one of the words from the board:

1. Don't believe everything you hear on the news. They sometimes ..... the truth. (distort)
2. Are you ..... that he lied to me? If yes, say it clearly. (implying)
3. You should ..... the changes into the report before you send it to the manager. (integrate)
4. The young boy left the room ..... something to himself. (muttering)
5. You're ..... – it wasn't that bad! (exaggerating)

F

Aims:
- **to give Ss the opportunity to elaborate on the topic of the reading text**
- 💡🗣

Suggested answers

- **Do you wish you could learn like this? Why? / Why not?**
  Although this way sounds a lot easier than the way I learn now and would involve me spending fewer hours reading and studying each day, I wouldn't prefer to learn like this because I think my mind would become lazy and unable to deal with even simple tasks.
- **What do you think are the disadvantages of learning information like this? What are the advantages?**
  I think the main disadvantage of this type of learning is that you never really have a chance to develop an interest in the things you're learning about. I mean, it takes the joy of discovery out of the learning process. As for advantages, I think the most obvious is that it's efficient and frees you up for other things.

Vocabulary & Grammar (pp. 10-12)

Vocabulary (pp. 10-11)

A

Aims:
- **to give Ss practice in distinguishing between easily confused words**
- 💡

Key
1. perceived/registered 2. conceive
3. register 4. recall 5. memorise
6. remind 7. transform 8. transmits
9. transfer 10. transport 11. acquired
12. obtain 13. gained 14. incorporated
15. merge 16. integrates 17. entice
18. convinced 19. persuaded

Language plus
perceive (v.) = to notice sth that is happening or is the case
conceive (v.) = to imagine or think about sth
register (v.) = to enter into sb's awareness; to become aware of sth
recall (v.) = to think back on sth that happened in the past
memorise (v.) = to learn sth by memory; to remember sth without reading it
remind (v.) = to tell sb about sth that they have forgotten
transform (v.) = to change sth into sth completely different
transport (v.) = to move people or objects somewhere using a vehicle
transmit (v.) = to send sth, e.g. information or data, somewhere else

D

Aims:
- **to familiarise Ss with an important stylistic feature of a formal letter/email**
- 💡

Key

1. with regard to 2. featured 3. participate
4. established 5. constructing 6. convey
7. firsthand 8. discovered
9. Upon returning 10. It is my sincere belief

E

Aims:
- **to elaborate on the content of opening paragraphs of letters/emails to newspapers/magazines**
- 💡

Key

1. connection, published
2. featured, edition, thought-provoking
3. issued
4. prompted, entitled
5. response, dated, concerning
6. contribute

F

Aims:
- **to help Ss understand the requirements of the writing task**
- **to prepare Ss for the writing activity**
- 💡

Key

You have recently read an article in an international magazine on the popularity and benefits of learning a foreign language. The magazine has asked readers to respond with their views. You decide to write a letter/email. In your letter/email you should briefly describe your experience of learning a language and assess the effect that it has had on you and your future prospects. Write your letter/email.

G

Aims:
- **to prepare Ss for the writing activity**
- **to help Ss generate ideas for the writing activity through brainstorming**
- 💡

Brainstorming activity

NOTE: This brainstorming/ideation activity can be done individually, in pairs or in groups. It should be broken down into two stages.
Stage 1 involves formulating questions using the different question words that feature in the diagram. The aim is for your students to come up with as many questions as possible. The questions should be geared towards obtaining information about various aspects of someone's language-learning experience that could be of interest. During this stage of the activity, your students should not be trying to answer the questions.
Stage 2 first involves short-listing the questions. This is usually necessary when students have worked in groups, as groups tend to generate more ideas. Your students may keep all the questions they have come up with if they deal with different aspects of the topic and do not overlap. Then they should answer the questions according to their own experiences and ideas. This will help your students establish the details of their personal experience. If this activity is done in class, specific time limits must be set for each part.

Suggested questions

When did you start learning this language? / How long have you been learning this language?
Why did you decide to start learning this language?
Where is this language spoken?
How well do you speak this language?
Why is this language important to you?
Who do you use this language with?
Where are you learning this language?
What kind of activities have helped you learn this language?
How much time do you spend learning this language every day/week?
What do/did you find most difficult about learning this language? / Which aspect(s) of learning this language do/did you find most challenging?
How has learning this language benefitted you?
How likely are you to need this language in the future?
When/Where are you most likely to use/need this language?
How do you stay motivated to learn?
When do you expect to stop taking lessons in this language?
What other language(s) would you be interested in learning?
What are your short-term/long-term language-learning goals?
How important is learning foreign languages in this day and age?
How does someone become proficient in a language? / What do you think it takes to become proficient in a foreign language?
What are the characteristics of a good language learner?
What's the best way to learn a language?

KEY LINKS

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builds 21st century competencies

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- Full-colour Workbook
- Companion
- Grammar Book
- Student's Digital Material
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