

# Gateway

Digital Student's Book  
2<sup>nd</sup> Edition



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**B2+**

+ Student's Resource Centre | Online Workbook

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# B2+

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# 1 Interact!

## Reading



### VOCABULARY Body idioms and human interaction

#### 1a Match these idioms with the definitions 1–8.

be under someone's thumb • do something behind someone's back • get something off your chest  
give someone the cold shoulder • lend someone a hand • pull someone's leg • see eye-to-eye with someone • stick your neck out for someone

- 1 treat someone in an unfriendly way
- 2 tell someone something that is not true, as a joke
- 3 help someone
- 4 do something without someone knowing about it
- 5 take a risk because you believe in someone
- 6 be controlled by someone
- 7 have the same opinion as someone
- 8 tell someone about something that has been worrying you

#### 1b SPEAKING Complete these questions with the correct parts of the body. Then use the questions to interview a partner.

- 1 When was the last time you lent someone a .....? What did you do to help them?
- 2 What would you do if your friend said something mean about you behind your .....?
- 3 When was the last time you pulled someone's .....? What did you say or do?
- 4 Is there anything that you and a friend don't see .....-to-..... about? What is it?
- 5 Do you think you are under anyone's ....., or that anyone is under yours? Who?
- 6 Who would be most likely to stick their ..... out for you if you were in trouble?
- 7 Who do you talk to when you need to get something off your .....? Why?
- 8 What would you do if a friend gave you the cold .....?

#### 2 Read four articles about experiments in human interaction. Match each article with a headline.

#### ✓ EXAM SUCCESS

You are going to do a reading activity where you match questions or statements with different texts. In this type of activity, first underline key words in the questions. This can help you to find the relevant information in the texts.

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#### 3 Read the texts again. For questions 1–12, choose from the four texts (A–D). The texts may be chosen more than once.

Which text describes a test that

- involved listening to what people say? 1 .....
- required people to change their normal behaviour? 2 .....
- gives a biological explanation for human relationships? 3 .....
- required participants to do two separate activities? 4 .....
- showed human relationships haven't changed? 5 .....
- took different personality types into account? 6 .....
- proves our assumptions about human behaviour are incorrect? 7 .....
- suggests group activities make people kinder? 8 .....
- confirmed what the psychologists expected? 9 ..... 10 .....
- required people to record what they did every day? 11 ..... 12 .....

#### 4 CRITICAL THINKING

Think! Then compare ideas with your class.

- How effective are the research methods in the experiments?
- Do they accurately reflect human behaviour?

#### 5 Guess the meaning of the underlined words from the context. Then use your dictionary to check.

#### 6 SPEAKING What about you?

- 1 How important are friends to you? Do you think they influence you more than your family?
- 2 Is it necessary for friends to share common interests and opinions? In your opinion, what activities bond you and your friends?



## 1 THE REAL REASON PEOPLE LAUGH



## 3 IS IT REALLY SO BAD TO TALK TO STRANGERS?



## 2 How many friends can our brains cope with?



## 4 MOVING IN TIME BRINGS US CLOSER

**A**  While most people agree that social interaction is important, we're told to keep our distance from strangers. But what if the advice is wrong?

The behavioural scientists, Nicholas Epley and Juliana Schroeder approached commuters in Chicago who were about to get on a train. They asked one group of commuters to talk to the person next to them while they were travelling to work. Other people behaved as normal and kept to themselves. At the end of the train ride, the commuters who had talked to a stranger reported having a more positive experience than those who had been sitting alone.

In another study, psychologist Gillian Sandstrom asked people to carry two clickers, one red and one black, in their pockets all day. The people clicked the red one when they interacted with someone close to them, and the black one when they interacted with someone they didn't know well. She found that both introverts and extroverts felt happier on days when they had more social interactions. More surprisingly, interactions with strangers contributed as much to their happiness as those with family and friends.

It seems that all social interactions are important, not just with people we know well.

**B**  Social media has revolutionised the way we relate to one another. It has allowed us to amass thousands of 'friends' online, but according to the evolutionary psychologist Robin Dunbar, certain things haven't changed.

Just over ten years ago, Dunbar began a study of the English habit of sending Christmas cards. He discovered that the average household sent about 150 cards a year. This number came as no surprise. Dunbar claims that our minds are not designed to accommodate more than a certain number of relationships – around 150, to be precise. Over the past two decades, he and like-minded researchers have discovered groupings of 150 everywhere they looked. The average size of communities from hunter-gatherer societies up to the present day is around 150. Once a group grows larger, its members begin to lose their sense of connection.

Most of us can follow the lives and interests of about 150 friends on social media. Meanwhile, our circle of actual friends remains small. Further interviews and analysis carried out by Dunbar showed that the number of real-life friends a person can handle is 50. Our closest support group is likely to be around three.

**C**  Researchers have long observed that humans tend to synchronise their body movements.

When we walk with a friend, we often find our footsteps are in sync. The applause of a large audience tends to fall into a rhythm. What is the reason for this phenomenon in human behaviour?

Stanford psychologists Scott Wiltermuth and Chip Heath carried out a pair of tests on synchronised movements. They asked two groups of volunteers to walk around the Stanford campus. The first group was asked to walk normally, the second to walk in step.

Later, both groups were given collaborative games to play. The games were devised so that the more the participants cooperated, the more they collectively won. As Wiltermuth and Heath anticipated, the group that had walked in step cooperated better in the games. Those who had moved at their own speed and tempo were more likely to look out only for themselves.

The psychologists concluded that when people move in harmony, it helps them to feel a stronger connection to their group. It may even encourage people to act in a way that is beneficial for the community as a whole.

**D**  Professor of psychology and neuroscience Robert Provine has been studying the roots of laughter for 20 years and has come to some surprising conclusions.

Over a ten-year period, Provine and his students recorded conversations in shopping centres and city pavements in order to discover what was happening just before people laughed. They studied 2,000 cases, and found that less than 20% of laughter followed jokes or humorous remarks. Most of the time people laughed after everyday comments such as 'Here comes Mary' or 'How did you do on the test?' Provine also found that the average speaker laughed 46% more often than the person they were speaking to.

In another experiment, 72 of Provine's students kept a record of their laughter for one week. They noted if they laughed when they were in company, or in response to the radio, TV or a book. The results showed that the students laughed about 30 times more when they were with other people than when they were alone.

Contrary to popular belief, it seems that most laughter is not about humour. It's mainly a way for people to bond with one another.



## Past tenses

### 1a Name the tenses of the verbs in sentences 1–6.

- 1 They **reported** having a more positive experience than the commuters who **had been sitting** alone.
- 2 They asked one group to talk to the person next to them while they **were travelling** to work.
- 3 Social media **has revolutionised** the way we relate to one another.
- 4 After they **had walked** around the campus, the groups were given games to play.
- 5 Robert Provine **has been studying** the roots of laughter for 20 years.
- 6 Epley and Schroeder approached commuters in Chicago as they **were about to/were going to** get on a train.

### 1b Which tense or verb form in sentences 1–6 do we use for these situations?

- a for finished actions or situations at specific times in the past
- b for activities in progress at a moment in the past
- c to talk about the future in the past
- d for actions that happened at an unspecified moment in the past
- e for actions that happened in the past before another moment or action in the past
- f for actions that started in the past and are either incomplete or finished very recently, especially when the duration of the action is important
- g to talk about actions that happened before another action in the past when the duration of the action is important

GRAMMAR REFERENCE ► PAGE 16

### 2 Choose the correct alternative.

- 1 We have made/made friends with some Swiss students on holiday last summer.
- 2 I'ved been writing to a pen pal in Italy for the last three years. We get on really well.
- 3 On the way to school, we chatted/have been chatting to some people on the bus.
- 4 I know quite a lot about psychology because I've been reading/read six books about it.
- 5 My dad has been/was in a football team, but he stopped playing a few years ago.
- 6 He couldn't tell us the end of the joke because he'd forgotten/has been forgetting it.
- 7 I had/have been having problems with my computer for ages, so I got my brother to fix it.
- 8 They left/were leaving the cinema when they saw an old friend, so they went/were going back to see him.
- 9 She's my best friend. We always saw/have always seen eye-to-eye.
- 10 I have to go now. My train has arrived/been arriving.

### 3 Complete the sentences with the correct past form of the verbs given.

- 1 My friend ..... (call) me at 11 o'clock last night, just as I ..... (go) to bed.
- 2 I ..... (have) a terrible headache all day – I ..... (take) three headache tablets, but it won't go away.
- 3 When I ..... (look) out of my window this morning, everything ..... (be) white because it ..... (snow) all night.
- 4 I ..... (wait) to speak to the professor for over two hours, but she still hasn't arrived.
- 5 I find university life difficult. I ..... (study) here for nine months, but I still ..... (not make) any close friends.
- 6 I couldn't open the door because I ..... (forget) to bring my key.
- 7 That dog is driving me mad. It ..... (bark) all morning!

### 4 Decide if the verbs in bold are in the correct form. Rewrite the incorrect forms.

Psychologists **(a) had been interested** in discovering the key to lying for a long time, but it still doesn't seem easy to work out what makes a good liar. Once, a psychologist called Richard Wiseman **(b) has done** an interesting experiment using television. He **(c) interviewed** a famous person called Robin Day about his favourite film. In the first interview, Day **(d) told** Wiseman the truth. He **(e) described** how he loved the film *Some Like It Hot*. In the second interview, he **(f) lied**, telling the interviewer how much he liked *Gone with the Wind*, even though he really hated it. When they **(g) had been finishing** the interviews, they **(h) asked** viewers to watch the two interviews and to decide in which interview Day **(i) had been lying**. Almost 30,000 people phoned in to vote, but the votes were completely divided between the two interviews. It became clear that viewers **(j) were** simply **guessing**. Then a surprising thing happened. On the same day, the two interviews **(k) appeared** on the radio and in a newspaper. Seventy-three per cent of the radio listeners correctly **(l) guessed** when Day **(m) was lying**, and so did 64 per cent of the newspaper readers. Other recent tests **(n) have suggested** the same conclusion, that body language and facial expressions give little indication of people's sincerity. It seems to be more a question of the words we use.

### 5 Write one question using each of the past tenses in 1. Think of questions that help you to find out something you don't know about your partner.

### 6 SPEAKING Interview your partner using your questions. Tell the class what you found out.

## Word formation - noun suffixes

1 Decide what type of noun each of these words is and then write the suffixes in the correct column.

accuracy • actor • coincidence • happiness  
interaction • movement • participant  
personality • psychologist • researcher

Noun – abstract/concrete	Noun – person
-cy	

2 Add the suffixes in the table to the words below. Sometimes you can add more than one suffix. Make changes to the words if necessary.

- |               |            |
|---------------|------------|
| 1 science     | 6 invent   |
| 2 argue       | 7 similar  |
| 3 describe    | 8 frequent |
| 4 intelligent | 9 speak    |
| 5 sincere     | 10 lonely  |

3 Work with a partner. Match the suffixes with the word. Then think of at least one more word containing each suffix.

- |          |         |
|----------|---------|
| 1 free   | a -ure  |
| 2 fail   | b -ance |
| 3 import | c -dom  |
| 4 safe   | d -ship |
| 5 friend | e -ty   |

### EXAM SUCCESS

In this type of exercise, you should read the whole text to get a general idea of what it is about. Then read in more detail to decide if the word you need is plural, or has a negative meaning. Always read to the end of each sentence containing the gap, not just to the end of the line.

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4 Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Recently a curious experiment was carried out in Edinburgh.

(a) ..... left 240 wallets in different parts of the city, leaving them as if their owners had accidentally dropped them. Each wallet contained a photograph, either of puppies, families, babies or an elderly couple.

RESEARCH

The (b) ..... of the experiment was that if you want your wallet to come back to you, you should keep a photo of a baby in it since there was a significant (c) .....

CONCLUDE

in the responses to the different photos.

DIFFER

An unbelievable 88 per cent of the wallets with a photo of a baby were returned. The second-best result was perhaps more surprising. Fifty-three per cent of the wallets with puppy photos found their way back, whilst pictures of families and elderly couples had return rates of 48 per cent and 28 per cent respectively.

Why should the photo of a baby produce such results? We know that (d) ..... in the section of the brain that is associated with empathy is much more responsive to baby faces than to adult faces. Perhaps our compassionate response to small children is really, deep down, a question of (e) ..... of the species.

ACTIVE

However, there would have to be a different

(f) ..... for the

PROTECT

(g) ..... of the puppies.

EXPLAIN  
POPULAR

All in all though, the leader of the research teams, the (h) ..... Richard Wiseman, was pleasantly surprised to see how many wallets actually came back. It seems he underestimated the (i) ..... of ordinary people.

PSYCHOLOGY

DECENT

5 Complete the words in the questions with a suffix.

- 1 What is your react..... to the story about the lost wallets?
- 2 Why do you think people were more responsive to the appear..... of a puppy than to elderly couples?
- 3 How do you account for the fail..... to return the other wallets?
- 4 What would you do if you were a particip..... in this experiment?
- 5 Can you give a descript..... of your purse or wallet?
- 6 What do you think your purse/wallet says about your personal.....?

6 SPEAKING Work with a partner. Discuss the questions in 5.





# EXPRESSING YOURSELF



## 21<sup>ST</sup> CENTURY SKILLS OBJECTIVES



- To discuss communication skills and why they're important
- To learn techniques for effective communication
- To practise and improve communication skills

## KEY CONCEPTS



**get across [v]:** I can generally get across my ideas and opinions so that people understand them. **speak your mind [idiom]:** She's not afraid to speak her mind, even if she upsets people. **think through [phr vb]:** If you think things through, you can organise your thoughts in a clear and thorough way.

### 1 **SPEAKING** Work with a partner. Discuss these questions.

- 1 In what situations do you find it easy or difficult to express yourself?
- 2 Do you find some people easier or harder to talk to? Why do you think this is?
- 3 How important is it to be able to express yourself clearly?
- 4 Can you give an example of an occasion when someone needed to give more thought to what they said?

### 2 **READING** Read the article. Answer these questions.

- 1 What two things can lead to poor communication?
- 2 What are the four main tips to communicate effectively?



## How to get your point across!

Imagine this situation. You're at your very first job interview. The interviewer asks you to talk about yourself. You look down, you don't know where to start and you can't think what to say. There's an awkward silence and you start to panic. Now imagine another situation. A friend makes a comment that upsets you. In the first instance you say nothing. But then you feel yourself getting angry and you explode and tell them what you really think!



Sound familiar? Well, you're not alone. We all have difficulty in expressing ourselves sometimes – we struggle to find the right words or our emotions get in the way. Yet effective communication is perhaps the most important life skill, particularly at work. Employers are often looking to hire people with strong interpersonal skills; they want people who will work well in a team and be able to communicate effectively with colleagues, customers and clients. And interpersonal skills are not just important in the workplace. Our personal and social lives can also benefit. People with good interpersonal skills are usually perceived as optimistic, calm and confident – qualities that are often appealing to others.

If we are more aware of how we interact with others, and remember to practise, we can all improve our ability to communicate. Here are our top four tips.

**TIP 1 Think it through** It's often difficult to come up with the right words on the spur of the moment, so give some thought to what you want to say. For instance, before an interview, think of answers to possible questions or say them out loud. Even better, try rehearsing with a friend. If you have to give an opinion, pause to organise your thoughts before you start to speak.

**TIP 2 Be assertive** Being assertive means expressing your ideas in a way that doesn't offend others. At the same time, it means speaking your mind without being afraid of what people might think. If you feel yourself getting angry or upset, take a deep breath and calm yourself. If necessary, take a short break from the conversation and come back to it when your head is clearer.

**TIP 3 Remember to listen** Too often we're so busy trying to get across our opinions that we forget to listen to what others have to say. Communication is a two-way process, which means trying to see the other person's point of view. Ask questions to help you understand, or summarise what they've just said. If you show you're prepared to listen to others, they're much more likely to listen to you.



**3 Read the article again. Explain in your own words why it's a good idea to:**

- 1 think before you speak.
- 2 pause before you give an opinion.
- 3 speak your mind.
- 4 take a deep breath and calm yourself.
- 5 ask questions or summarise what someone has said.
- 6 listen to others.
- 7 watch facial expressions and body language.
- 8 relax and smile.

**4**  **LISTENING**  **01 Two pairs of students are role-playing some situations. Watch the video or listen. Which student in each pair do you think communicates more effectively? Why?**

**5** **LISTENING**  **01 Watch or listen again. Make notes about the ways in which the students communicate effectively, and areas to improve.**



	Effective communication	Areas for improvement
Robert		
Hector		
Anna		
Aisha		

**6** **SPEAKING** **Work with a partner. Discuss these questions.**

- 1 What are your areas of strengths and weaknesses in terms of communication skills?
- 2 What could you do to improve those skills?

**21<sup>ST</sup> CENTURY TASK**



**Work in groups of three. Taking turns, two of you are going to discuss a topic. The third person is going to observe and comment on your communication skills.**

**Follow this plan:**

- 1 *Decide who will be the observer and who will discuss.*
- 2 *Select a topic. Then spend a few minutes thinking of your ideas.*
  - *People spend too much time on devices.*
  - *Girls are naturally better at communicating than boys.*
  - *Everyone should learn to speak at least one foreign language.*
  - *Families don't communicate as much as they should.*
- 3 *Discuss the topic in pairs. Remember to follow the tips from the article. As you do so, the observer will listen and observe your communication skills.*
- 4 *The observer will comment on your communication skills and give suggestions for improvement.*
- 5 *Repeat steps 1–4 with a different observer and topic of discussion. Repeat again until you have all had an opportunity to participate in a discussion.*

**A guide to effective communication**

**TIP 4 Watch your body language**

A lot of communication is non-verbal – more than 50% in fact. If someone has their arms folded, they probably feel defensive or aggressive. Facial expressions can tell us what a person is thinking, too. It's important to interpret these signals, and to be aware of your own body language. Sit calmly, keep eye contact – and remember to smile while you speak!





**1 SPEAKING** Work with a partner. Discuss the questions.

Are you now, or have you ever been, a member of a club, society or team? Give details. If not, would you like to be in one in the future? Why/Why not?

**2 SPEAKING** Look at the photo. With a partner, describe what you can see. What type of group do you think they belong to?

**3 LISTENING** 02 Listen to a radio interview about fraternities and sororities in the US. What are some of the characteristics of these groups?

**4 LISTENING** 02 Listen again. Are the statements True (T), False (F) or is the information Not Given (NG)?

- 1 Fraternities have a purely social purpose. T/F/NG
- 2 Fraternities use Greek letters as their names. T/F/NG
- 3 Originally, fraternities met to discuss important issues. T/F/NG
- 4 Sophie is a member of different clubs. T/F/NG
- 5 Sophie always gets good grades. T/F/NG
- 6 Students aren't involved in the choice about which fraternity they join. T/F/NG
- 7 'Hazing' is not allowed in most universities. T/F/NG
- 8 Students can talk about what happens in hazing rituals. T/F/NG
- 9 Daniel is involved in student government. T/F/NG
- 10 Sophie feels that her sorority has helped her with her social skills. T/F/NG

**EXAM SUCCESS**

In True/False/Not Given listening activities, look at the statements before you listen. If you miss one answer, start listening immediately for the next one. Use the second listening to find the answers you didn't hear the first time and to check the answers you already have.

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**5 SPEAKING** What about you?

- 1 What is your opinion of fraternities and sororities?
- 2 Would you choose to become a member? Why/Why not?
- 3 Are there organisations like this in universities in your country? How are they similar or different?



**Present and past habits**



**6 Match the sentences with the verb forms. Then write the letter of the verb form next to the use.**

- 1 We're always having meetings, so it can get stressful at times.
  - 2 They'd meet to talk about literature and politics.
  - 3 Fraternities used to be literary societies.
  - 4 They'll always go out of their way to help you.
  - 5 Frats were always doing terrible things.
  - 6 Frats often do fundraising for all sorts of charities.
- a present simple (+ adverb of frequency)  
 b would  
 c will  
 d used to  
 e present continuous + adverb of frequency  
 f past continuous + adverbs of frequency

Present habit (neutral) .....

Present habit (annoying) .....

Past habit (neutral) .....

Past habit (annoying) .....

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**7 Complete the sentences with an appropriate word.**

- 1 My brother is ..... playing his music really loud. It drives me mad!
- 2 We ..... play jokes on each other a lot when we were younger.
- 3 I ..... to be in a chess club, but I'm not anymore.
- 4 We ..... usually get dressed up at the weekend, but it depends where we're going.
- 5 As a child, I ..... fall asleep in the car.
- 6 My sister ..... always checking her phone to see if she's got a new message.
- 7 My dad ..... always taking me to watch football with him when I was younger, even though I hated sports.
- 8 Marc often ..... television in the evening after he's done his homework.

**8 SPEAKING** Write at least five true sentences about a friend or family member, using the different forms in 7. Then discuss your sentences in pairs.



## Personal interviews



**1** Look at these questions. Write the number of each question in one or more of the sections in the table. Write also *Present* or *Past*, depending on what the main focus of the question is.

- 1 Do you prefer studying on your own or with other people?
- 2 What do you do to relax?
- 3 What do you think is important for a successful friendship?
- 4 Do you prefer spending your free time alone or with others? Why?
- 5 How important is music in your life?
- 6 How long have you been studying English?
- 7 Who has had the greatest influence on your life?
- 8 How easy is it for you to meet new people and make friends?
- 9 Do you prefer spending your holidays with your family or friends?
- 10 How did you get to know your best friend?
- 11 What do you like to do at the weekend?
- 12 What has been your best holiday so far?

Language learning:
Studies: 1 ( <i>Present</i> ),
Friends, family and relationships:
Holidays:
Free time:

**2** **LISTENING** **03** Listen to three people answering the questions in 1. Answer the questions a–c, using the table to help you.

- a Which question does each person answer?
- b Does each person give just one piece of information or do they give more than one?
- c Does each person create a good impression or not? How?

	Speaker 1	Speaker 2	Speaker 3
Question a			
Question b			
Question c			

**3** Put these expressions from the speakers in 2 in the correct place in the Speaking bank.

- 1 As far as I'm concerned
- 2 The thing is ...
- 3 To my mind,
- 4 Well,
- 5 For instance,

### SPEAKING BANK

#### Useful expressions in personal interviews

##### *Playing for time*

- .....
- Hmm,
- .....
- Let me think about that for a second.

##### *Adding examples and ideas*

- In fact,
- For example,
- .....

##### *Expressing opinions*

- I think,
- Personally,
- .....
- .....

**4** Think of answers to the questions in 1. Try to think of more than one piece of information for each question.

**5** **SPEAKING** Work with a partner. Take it in turns to ask and answer the questions in 1. Use expressions from the Speaking bank.

**6** Write two more questions for each category in the table in 1. Write a mixture of present and past questions.

**7** **PRACTICE MAKES PERFECT** **SPEAKING** Work with a partner. Ask and answer your questions in 6. When you answer, give more than one piece of information.

## A story

**1 SPEAKING** Work with a partner. Discuss these questions.

- 1 What is the last story you read? What was it about?
- 2 Did you like the story? Why/Why not?
- 3 What do you think makes a good story?

**2 SPEAKING** Look at the photos and the title of the story. With a partner, discuss what the story may be about.

**3** Read the story and check your ideas in 2.

# LOST AND FOUND AGAIN!

**G**reg was delighted with the gift his parents gave him for his birthday. It was a shiny new camera, just what he wanted. He hoped to become a photographer one day and would take pictures at every opportunity.

One day, he went to the park to practise his photography skills. His new camera worked like a dream and he took some of his best-ever photos. After a pleasant afternoon he returned home, only to find that he didn't have his camera. 'Oh no!' he groaned. 'I must have dropped it on the grass. How could I have been so stupid?' He immediately returned to the park to look for it, but to no avail. 'I'll never find my camera or see my photos again,' he sighed.



A few weeks later, Greg was flicking through the local newspaper when he happened to notice a photo that looked remarkably like one that he'd taken in the park. His face turned as white as a sheet. He started to read the story, and the headline leapt out at him. Did you take this photo? it said. The photo was definitely his! Greg was very surprised ... as quick as a flash, he read to the end of the article and discovered that someone had been walking in the park, picked up his camera, and had handed it in to the paper. 'Mum! Dad! My photo's in the paper!' Greg yelled excitedly, before heading out of the door.

Greg rushed to the newspaper office and couldn't believe his eyes when he was given back his camera, together with the phone number of the person who had found it. He called to thank her and they arranged to meet for coffee. They looked through his photos together and they got on like a house on fire. It was only when Greg was about to leave that she revealed that she was a famous photographer! She thought his photos showed real promise and she wanted to help him with his career. Greg couldn't believe that losing his camera would turn out so well in the end.



## VOCABULARY Similes

**4a** Complete these similes from the story in 3.

- 1 It worked **like** a .....
- 2 He turned **as white as** a .....
- 3 **As quick as** a .....
- 4 They got on **like** a .....

**4b** Match 1–10 with a–j to make similes. Use your dictionary if necessary.

- |             |                 |
|-------------|-----------------|
| 1 as strong | a as a daisy    |
| 2 as cold   | b as a feather  |
| 3 as quick  | c as ice        |
| 4 as light  | d as ABC        |
| 5 as cool   | e as a mouse    |
| 6 as quiet  | f as a flash    |
| 7 as fresh  | g as mud        |
| 8 as clear  | h as an ox      |
| 9 as easy   | i as a cucumber |
| 10 as solid | j as a rock     |

**5 Work with a partner. Invent your own similes using 1–10 in 4b.**

*as strong as a ten-foot giant, as cold as winter in Alaska*

**6 Compare your similes and choose the best.**

**VOCABULARY Ways of talking**

**7a LISTENING 04 Read the sentences and listen. Match the words in bold with the definitions 1–8. Use a dictionary if necessary.**

- a 'Oh well, my team has lost again,' he **sighed**.
  - b 'It can't be! I thought you were dead!' she **gasped**.
  - c 'Stop it! Stop it this minute!' he **yelled**.
  - d 'But, Mum, please, I don't want to go! Please ...' the girl **whined**.
  - e 'It's a ghost,' she **shrieked**.
  - f 'Don't tell Alex about the surprise party,' he **whispered**.
  - g 'Sorry. I didn't, I didn't really mean to do it, well, not exactly,' he **muttered**.
  - h 'Oh, no. Not another exam!' **groaned** the students.
- 1 to speak in a very loud high voice because you are so scared or angry that you cannot control yourself
  - 2 to speak in a loud voice because you are angry, excited or in pain, or in order to make people hear you
  - 3 to speak very quietly so that other people can't hear you
  - 4 to speak in a way that shows you are unhappy
  - 5 to speak breathing out slowly, making a long soft sound, especially because you are disappointed, tired, annoyed or relaxed
  - 6 to speak while you are breathing in suddenly, for example because you are surprised, shocked or in pain
  - 7 to complain in a way that annoys other people
  - 8 to speak in a low voice that is difficult to hear, especially because you are annoyed, embarrassed or talking to yourself

**7b Replace said in these sentences with an appropriate verb in 7a.**

- 1 'Oh well! Better luck next time!' **said** Brian. It was the fifth time he'd failed his driving test, but he was taking it calmly.
- 2 'Come here right now and say you're sorry!' her mother **said**, furious at the way her daughter had just spoken to her.
- 3 'I want to get off!' he **said** in the middle of the roller coaster ride. He had never been more scared in his life!

- 4 'Sorry I'm late. It's, erm, well, the bus was late,' she **said**. Unfortunately, the teacher could hardly make out a word.
- 5 'It's not fair, it isn't! It's just not fair,' **said** the boy. It was the tenth time he'd made the comment and everybody was losing patience with him.
- 6 'My leg! I think it's broken!' he **said**, although it was hard for him to breathe because of the pain.

**8 Read the information in the Writing bank. Underline examples of each device in the story in 3.**

**✎ WRITING BANK**

**Useful linguistic devices in a story**

Stories can be made more interesting by including:

- a variety of past tenses, including the past continuous, past perfect simple and continuous and the future in the past.
- a variety of adjectives and adverbs.
- short sections of direct speech using a variety of verbs expressing different ways of speaking.
- similes.
- linkers and expressions of time and sequence.

**9 Work with a partner. Discuss these questions.**

- 1 Do you like surprising people?
- 2 Do you like receiving surprises?
- 3 What's the biggest surprise you or somebody in your family has ever had?

**10 PRACTICE MAKES PERFECT Write a story of 200–250 words. Your story must end with this sentence.**

It had been the most surprising thing that had ever happened to them, and probably ever would.

**WRITING BANK > PAGE 154**

**✓ EXAM SUCCESS**

When you write a narrative, allow time for planning and editing. Before you begin writing, plan the beginning, the middle and the end of the story in order to make all the main events clear. When you finish, check the number of words you have written. Cut or add details to make sure that the number is right. Don't underestimate the importance of these two stages, or the time they take.

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