

Student's Book Pack

Gateway

2nd Edition



Amanda French
Miles Hordern
with David Spencer



C1

+ Student's Resource Centre

Contents

C1

	Vocabulary 	Reading 	Grammar 	Life skills 
Unit 1	High achievers p6 Synonyms – achievement and difficulty Word formation 1 – prefixes Colloquial words and expressions	▶ Setting my own goals Academic interviews: How to prepare	Present perfect forms and past simple Modifying comparative and superlative forms	Academic skills: Succeeding in academic interviews
Unit 2	On trend p16 Trends Expressions related to fashion and trends Formal language	▶ Are you one of tomorrow's trendsetters? How to make the perfect pitch	Present and past habits Relative clauses	The world of work: Pitching an idea
✓ Gateway to exams: Units 1-2 p26				
Unit 3	History matters p28 Words that are often confused Phrasal verbs 1 – separable/inseparable	▶ Digging up the dirt on history How to make a good impression online	Narrative tenses Order of adjectives	ICT: Creating a positive online profile
Unit 4	Future science p38 Academic collocations Word formation 2 – suffixes Technology and education	▶ Robotics forum Academic sources	Future forms Advanced future forms	Academic skills: Synthesising information
✓ Gateway to exams: Units 3-4 p48				
Unit 5	Express yourself p50 Getting meaning across Collocations – communication	▶ Crying with laughter: How we learnt to speak emoji How to give feedback	Review of conditional forms Advanced conditional forms	Social skills: Giving feedback

Listening 	Speaking 	Writing 	 Exam success
<p>▶ Seminar presentation and note-taking – achieving career success</p> <p>University interviews Personal interview</p>	<p>▶ Personal interview</p> <p>Achievements and goals Dealing with setbacks</p>	<p>▶ An informal letter of advice</p> <p>Preparing for an interview</p>	<p>Reading: Multiple choice Use of English: Word formation, Transformations Listening: Note completion Speaking: Personal interview Writing: Informal letter</p>
<p>▶ Radio interview – food trends</p> <p>Making a pitch An extended discussion</p>	<p>▶ Extended discussion – 1</p> <p>Trends Food fashions</p>	<p>▶ An opinion essay</p> <p>Making a pitch</p>	<p>Reading: Multiple matching Listening: Multiple choice Speaking: Extended discussion Writing: Guided essay</p>
<p>▶ Interviews – jobs with a history degree</p> <p>Online profiles Discussing photos</p>	<p>▶ Discussing photos – 1</p> <p>Historical accuracy Developing skills</p>	<p>▶ A formal letter of application</p> <p>Creating an online profile</p>	<p>Reading: True/False/Not Given Listening: Multiple matching Speaking: Discussing photos Writing: Formal letter of application</p>
<p>▶ Preparing a presentation – Smart Cities</p> <p>Writing an essay A collaborative task</p>	<p>▶ Collaborative tasks – 1</p> <p>Robotics Technology and education</p>	<p>▶ An academic essay</p> <p>Synthesising different sources</p>	<p>Reading: Cross-text multiple-matching Use of English: Word formation Listening: Multiple choice Speaking: Interactive discussion</p>
<p>▶ Interview – the Hip Op-eration Crew</p> <p>Effective feedback A collaborative task</p>	<p>▶ Collaborative tasks – 2</p> <p>Emoji Public speaking</p>	<p>▶ A proposal – 1</p> <p>Giving constructive feedback</p>	<p>Reading: Matching headings Use of English: Multiple-choice cloze Listening: Multiple choice Speaking: Interactive decision making Writing: Proposal</p>

	Vocabulary 	Reading 	Grammar 	Life skills 
Unit 6	Different worlds p60 Negatives and positives Phrasal verbs 2 – new experiences Describing places	► Tourism in the spotlight Travel bloggers	Mixed conditionals Inverted conditionals Past regrets	Organisation: Planning a trip
✓ Gateway to exams: Units 5–6 p70				
Unit 7	What defines you? p72 Defining factors – collocations Word formation 3 – prefixes and suffixes	► Nature vs nurture Dealing with conflict at university	Passives Causatives Adding emphasis	Social skills: How to negotiate
Unit 8	Give and take p82 Offering assistance Expressions and phrases with <i>self</i> Personal growth	► Charity matters One-minute interview	Reported speech Inversion	The world of work: How to network
✓ Gateway to exams: Units 7–8 p92				
Unit 9	Screen grab p94 Idioms with <i>star</i> and <i>fame</i> Phrasal verbs – the film industry Describing a film	► Are the Oscars still relevant? Can you become a great speech maker?	Different uses of <i>can</i> , <i>could</i> , <i>may</i> and <i>might</i> Ellipsis and substitution	Academic skills: Making effective speeches
Unit 10	Heroes p104 Heroes and anti-heroes Prepositional phrases	► Who are our heroes? Are you cut out to be a leader?	Gerunds and infinitives Participle clauses	Social skills: Leading a team
✓ Gateway to exams: Units 9–10 p114				
	Unit-by-unit wordlist p116		Word formation p125	
			Irregular verbs p127	
	Gateway to exams: Speaking test video – 1 p148			

Listening 	Speaking 	Writing 	Exam success 
<p>▶ Interviews – cultural exchanges Planning a trip A discussion</p>	<p>▶ Speaking about a topic The future of tourism Holidays</p>	<p>▶ A review – 1 Organising a trip</p>	<p>Reading: Multiple choice Use of English: Open cloze Listening: Multiple choice Writing: Review</p>
<p>▶ Interviews – childhood memories How to negotiate Discussing photos</p>	<p>▶ Discussing photos – 2 Childhood Being impulsive</p>	<p>▶ Describing a visual Negotiating successfully</p>	<p>Reading: True/False/Not Given Listening: Multiple matching Speaking: Discussing photos Writing: Describing a graph or other visual</p>
<p>▶ Podcast – volunteering for a conservation programme How to network Discussing photos</p>	<p>▶ Discussing photos – 3 Social media campaigns Volunteering</p>	<p>▶ A report Networking techniques</p>	<p>Reading: Gapped text Listening: Sentence completion Speaking: Discussing photos Writing: Report</p>
<p>▶ Dialogues – the film industry Making effective speeches A discussion</p>	<p>▶ Extended discussion – 2 Talking about films Giving a speech</p>	<p>▶ A review – 2 Writing a speech</p>	<p>Reading: Cross-text multiple-matching Use of English: Open cloze Listening: Multiple choice Writing: Review</p>
<p>▶ Radio report – comic book heroes Leading a team A debate</p>	<p>▶ Debate Discussing heroes</p>	<p>▶ A proposal – 2 Team leadership</p>	<p>Reading: Gapped text Use of English: Multiple-choice cloze Writing: Proposal</p>

1 High achievers



Reading



VOCABULARY Synonyms – achievement and difficulty

1a SPEAKING Work with a partner. Discuss the meaning of the words in bold, using the context to help you.

- 1 Studying for four whole weeks without a break was quite a **trial** and I was exhausted when it was over.
- 2 My first **obstacle** when I joined the band was persuading the other members to change the name.
- 3 It's a huge **undertaking** to train for a marathon – it takes a lot of time and commitment.
- 4 Jack was telling me about his incredible **exploits** when he was backpacking around Australia.
- 5 The pilot flew a solar-powered plane 3,500 miles in under 80 hours – a remarkable **accomplishment**.

1b Choose one of these words to replace each of the words in bold in 1a. Use your dictionary if necessary.

adventures • feat • hurdle • mission • ordeal

2a Choose the correct alternative.

- 1 A lack of money is the biggest trial/obstacle to success in life.
- 2 People watch extreme sports on TV just to see if the participants will get hurt during their dangerous exploits/ordeals.
- 3 Sailing solo around the world was a fantastic accomplishment/mission for Laura Dekker, who was only 16 at the time.
- 4 Achieving good exam results will be the main ordeal/hurdle I have to get over on my journey to university.
- 5 Passing a maths exam would be an incredible feat/adventure for me!

2b SPEAKING Work with a partner. Discuss the sentences in 2a and decide if you agree or disagree.

3 READING Read the article. What are the main achievements of the teenagers mentioned?

✓ EXAM SUCCESS

In multiple-choice questions, you should study the stem carefully. There will often be something to show you which part of the text to look at, e.g. a person's name, a date or another concrete fact.

➤ EXAM SUCCESS page 128

4 Read the article again and choose the best answers.

- 1 The writer says that urban cycling is ...
 - a suitable for only the fittest of cyclists.
 - b likely to put physical safety at risk.
 - c preferable to taking public transport.
 - d best undertaken when traffic is lighter.
- 2 What does the writer suggest about Tom's blog?
 - a It should say more about his physical trials.
 - b It appears to include some exaggeration.
 - c It is written in an appealing style.
 - d Some information could have been omitted.
- 3 In the third paragraph, the writer suggests that we ...
 - a are drawn to tales of wish fulfilment.
 - b are more likely to donate money if we admire the individual requesting it.
 - c may seek out the company of a high achiever to boost our own egos.
 - d should do more to support others who are attempting good deeds.
- 4 What impresses the writer most about the Irish girls?
 - a their level of maturity for their young age
 - b their determination and conscientiousness
 - c their modest reaction to their achievement
 - d their awareness of global issues
- 5 What point does the writer make in the last paragraph?
 - a No-one will appreciate your achievements unless you promote them.
 - b You should not rate your accomplishments against those of others.
 - c Failure should not always be regarded as a negative outcome.
 - d You should set yourself small, manageable goals.

5 CRITICAL THINKING

Think! Then compare ideas with your class.

- In your opinion, which of the achievements in the article is the most significant? Why?

6 What do the underlined words in the article mean? Guess and then check in your dictionary.

7 SPEAKING What about you?

What would you like to achieve ...

- 1 before you leave school?
- 2 when you are in your twenties?



NINA'S BLOG


[New Posts](#)
[About](#)
[Archives](#)
[Subscribe](#)



Setting my own goals

 Posted 23rd September

'Nina wins gold in championship!', 'Best first novel prize goes to young Brit Nina Goulding!', 'No surprise that Nina G takes home Best Female Solo Artist award.' These are the kind of accolades I fantasise about. They could be for sport, the arts, any scientific discipline – I'm not fussed. But the chances of turning my daydreams into actual achievements are remote. I'm just not sure I'm made of tough enough stuff. For example, I've been meaning to start a new cycling-to-school routine for the last six months, ever since I was lucky enough to get a 30-gear road bike for my birthday. However, the thought of trying to anticipate the unpredictable moves of city centre drivers, circumvent roadworks, and dodge random holes in the tarmac all feels like too much of an ordeal. So as I was taking the bus to my friend's house last week, sitting on a comfortably upholstered seat as opposed to a rigid, triangular saddle, an article entitled '17,500 miles of cycling – teenager near to completing round-the-world trip' immediately caught my eye.

Once Tom Davies, 19, reaches his south London home, he will become the youngest person ever to achieve this incredible feat. He has so far spent more than 160 days on the road, and has been cycling up to 100 miles a day. Punctures, bad weather, injury, and long stretches of isolation – all of these would not be out of the ordinary on a long journey and would be nothing to write home about. But Tom has also had to contend with a number of remarkable obstacles, and describes these in his blog with an engaging blend of humour and self-effacing honesty. Judging by his followers' comments, this approach is much appreciated. He has fled from monkeys, and has been chased by dogs in Albania. Tom has also raced an emu in Australia, not something that most urban cyclists could ever lay claim to.



While Tom has been pedalling for up to 14 hours a day and pushing himself to the limit to raise money for charity – an impressive £64,000 so far – he's also been at the receiving end of generosity. Some of those who have been following his progress online have been extremely keen to extend their hospitality, inviting him to their homes for much-needed meals (Tom needs 3,000 calories daily to keep his strength up). It's no wonder that people are drawn to stories such as Tom's. His is an accomplishment that most of us can only fantasise about; not everyone has the drive and determination to turn a dream into reality. Indeed, all the online motivational pieces I've read seem to be unanimous about the requisite characteristics for high achievers: they never procrastinate, they create their own opportunities, follow strict regimes, and above all – are resolutely optimistic. No wonder they're in a minority.

Not all achievements need an element of adventure, however. A case in point would be the project of three Irish girls: Sophie Healy-Thow, Emer Hickey and Ciara Judge. Quietly working from their bedrooms, the teens carried out experiments on over 13,000 seeds to find out how to improve food production in countries affected by famine. While we should not discount the fact that they started this project when they were 13, what is truly remarkable is that they persevered with it for three years, dutifully recording their data until they discovered a particular type of bacteria that will help crops to germinate faster. The consequences of their achievement will be far-reaching. Indeed, judges at the annual Google Science Fair in California presented them with the Global Science Award last month.



For some people, achievement comes down to their ability to come up with something that is original and provocative, and which showcases their talents, for example, as an artist, singer or comedian. Blogging about fashion or the latest gadgets has become a highly profitable activity and has turned ordinary people into household names without them ever leaving home. And more and more people have been uploading videos of themselves taking part in multi-player games in the hope of finding sponsorship and advertising deals. It's understandably tempting when you know that top player Lee Jae Dong from South Korea has reportedly earned just over half a million dollars for taking part in StarCraft tournaments – not bad for a 25 year old! Interestingly, the world of cyberspace is just as competitive as the virtual one – staying at the top is not guaranteed, as many an Internet star has discovered.

It's undeniable that there's money to be had through self-promotion on the Internet, but is it possible that we are starting to measure our sense of success through the number of followers we have? If you're a normal person, like me, your achievements will go unrecognised by the general public, no matter how personally momentous they may be. With the current media obsession with high achievers, there's a possibility that people, young people especially, have come to undervalue themselves, thinking 'I'm never going to snowboard down Everest or become a global rock star.' Perhaps we have forgotten the importance of setting our own goals for personal achievement rather than measuring ourselves against anyone else. Anyway, I've made up my mind to start my fitness regime next week by cycling to the corner shop, if not all the way to school. And that'll be fine for me.



Present perfect forms and past simple

1a Work with a partner. Name the three different tenses in sentences 1–6.

- 1 I've been meaning to start a new cycling-to-school routine for the last six months.
- 2 Tom has spent more than 160 days on the road so far.
- 3 He has fled monkeys and has been chased by dogs in Albania.
- 4 Judges at the annual Google Science Fair presented them with the Global Science Award last month.
- 5 More and more people have been uploading videos of themselves taking part in multi-player games.
- 6 I've made up my mind to start my fitness regime next week.

1b Decide in which sentence(s) the form shows that an action or state ...

- a started in the past and is incomplete or in progress.
- b occurred at some unspecific point in the past, but the experience still feels relevant and current.
- c occurred in the past, but has a result in the present.
- d occurred and was completed in the past.

2 Read the explanations and match them to the forms in sentences 1, 2 and 5.

- a We use this form when the emphasis is on the 'recentness' of something.
- b We use this form when the emphasis is on 'how much' or 'how many'.
- c We use this form when the emphasis is on 'how long'.

GRAMMAR REFERENCE ► PAGE 134

3 Which of the following sentences are correct? Why are the others incorrect?

- 1 I've been learning English for at least eight years.
- 2 My family have been owning a summer house for a long time – my grandparents bought it when they first got married.
- 3 How long have you done your hair? I saw you drying it about an hour ago!
- 4 I've been wanting to talk to you about your university application. Have you started writing it yet?
- 5 They've been winning all their matches recently.
- 6 You've beaten Ellie in the last three races, so there's no reason why you can't do it again.
- 7 I've been breaking my left arm, too. It was ages ago, when I was skiing in Andorra.
- 8 Have you started working on your assignment yet? I think it's due next week.

4 Complete the sentences with the correct form of these verbs. Use either the present perfect simple or continuous.

beat • give • save • train • use • work

- 1 I up all my credit on my mobile phone. I'll have to buy some more.
- 2 I up for ages to get myself a cheap car, but I still don't have enough.
- 3 Dan's a better player than me – I never him yet, but there's always tomorrow!
- 4 **A:** You look tired.
B: Yeah, I on my assignment. It's due in next Monday, and I still have 1,000 more words to write.
- 5 I for several events before now, but the preparation for this competition is really tough.
- 6 This is the first time that I a presentation in front of so many people!

5 Complete the biography below. Sometimes more than one answer is possible.

During his career British Formula 1 driver Lewis Hamilton (a) (achieve) more race victories than any other British driver in the history of the sport. To date, he (b) (take) part in over 170 races and (c) already (stand) on the podium over 90 times, with more than 40 wins. His fans (d) (follow) his performance closely this season, and (e) (hope) for further victories.

In some ways it is no surprise that Hamilton (f) (turn) out to be such a champion. He attributes much of his success to his father's support of his early passion for go-karting. At the age of ten he (g) (earn) the title of the youngest-ever winner of the British Cadet Kart championship. Following this, he confidently (h) (approach) McLaren team principal Ron Dennis at the Autosport Awards ceremony and told him, 'I want to race for you one day.' Less than three years later Dennis (i) (sign) him to McLaren's Young Driver Support Programme. Since then, Hamilton (j) (go) from strength to strength.

In recent years, Hamilton has sometimes been frustrated by the British media's relentless scrutiny of his personal life. In 2012, he moved to Monaco, and (k) (use) that location as a base ever since.



6 Write questions to find out something you don't know about your partner using the tenses in 1.

7 SPEAKING Interview your partner using your questions.

Word formation 1 – prefixes

1 Look at these sentences. Where necessary, add a negative prefix to the word in bold.

- Achieving success in life requires learning to focus on what's **relevant** to achieving your goals.
- One of her strengths as a leader is that she **approves** of gossip and avoids talking about others behind their backs.
- Sarah is so **reliable** – you never know whether she's going to turn up on time or not.
- In professional athletics there is a clear dividing line between pushing your body to its limits on the one hand, and committing **legal** acts on the other.
- It's a great idea in theory, but can we be absolutely certain that it's **practical**?
- I'm so glad Marco's coming with us on the hike – he's really **experienced** at reading maps.

2 Put these words in the correct column. Then add two more words to each column.

adequate • advantage • bearable • **comfort**
 effective • formal • informative • legible • literate
 logical • mature • natural • polite • probable
 qualify • replaceable • resistible • responsible

dis	un	im	ir	in	il
<i>comfort</i>					

3a Match the prefixes to the words. Sometimes more than one answer is possible.

- | | |
|---------|--------------|
| 1 under | a worker |
| 2 super | b social |
| 3 over | c sleep |
| 4 co | d estimate |
| 5 anti | e understand |
| 6 mis | f hero |
| 7 re | g active |
| 8 inter | h conscious |
| 9 sub | i consider |

3b What is the meaning of each different prefix in 3a?

4 Use one of the prefixes from 3a with the word in brackets in each sentence.

- Her new documentary brilliantly portrays the way that two species can (exist) in the same environment to the benefit of both.
- With his performance today, the goalkeeper silenced those critics who have (rated) his abilities for so long.
- After some time away from the public eye, she has (discovered) the form that makes her such a brilliant songwriter.

- It would be almost impossible to (value) his contribution to the school – I don't know what we'd do without him!
- It's one of those rare films that has (generational) appeal – my grandma and my little brother both loved it.
- Well, she didn't (time) that one; what a terrific serve from the champion, and it's given her match point!

EXAM SUCCESS

In word-formation exercises, first read the whole text quickly to get a general impression of its content and structure. Don't worry about the gaps or understanding every word at this stage.

➤ EXAM SUCCESS page 133

5 Complete the text with the correct form of the words given. Add an appropriate prefix, suffix or both.

The list of famous people who have had to overcome adversity before they achieved success is long and (a) diverse. Take the (today) highly regarded US president Abraham Lincoln. For many years it seemed (b) that Lincoln would ever succeed as he suffered repeated rejections at the ballot box and his career was sabotaged by (c) opponents. But he went on to be recognised as one of the greatest American leaders. The industrialist John D. Rockefeller came from a fairly (d) background, but even so he faced hard times after the financial crisis of 1857. During these years he came to the conclusion that, despite their fancy mansions, most Wall Street investors were completely (e), responding too quickly to public opinion and current events that were actually (f) indicators of how financial markets would behave. Rockefeller argued that his years of hardship were the best education he could have had and that struggle is (g) More recently there's rapper Jay-Z, who grew up in one of New York's poorest neighbourhoods, though he dreamt of becoming a star. (h), the music industry didn't see it that way and no record company would sign him. So Jay-Z set up his own label, the (i) lucrative Roc-A-Fella Records, and the rest is history. So perhaps the lesson for all of us is that we shouldn't let setbacks prevent us from pursuing our goals – in fact, having to deal with (j) may even be beneficial.

SURPRISING

POSSIBLE

HONEST

PRIVILEGE

RATIONAL

RELY

RATE

FORTUNATE

SANE

FORTUNE

6 SPEAKING Work with a partner. Discuss occasions when you have had to deal with setbacks. How did you overcome them? What did you learn from them?

Succeeding in academic interviews

ACADEMIC SKILLS OBJECTIVES

- To become aware of what type of answer an interviewer expects you to give
- To learn how you can effectively prepare for an interview
- To practise responding appropriately during an interview

KEY CONCEPTS

apply logic [n phr]: *If you apply logic to a problem or question, you can work it out step by step.* **back up [phr vb]:** *You need to back up your opinions with evidence or examples.* **over-rehearse [v]:** *If you over-rehearse a speech, you may sound unnatural when you produce it later.*

1a Match the university interview questions (a–e) to the areas of academic study.

- | | |
|---|-----------------------|
| 1 | Law |
| 2 | Geography |
| 3 | Biological Science |
| 4 | Philosophy and Ethics |
| 5 | Modern Languages |

a *If you could save either the rainforests or the coral reefs, which would you choose?*

b *If the punishment for parking illegally were death, and therefore nobody did it, would that be just and effective?*

c *In a world where English is global, why learn Mandarin?*

d *If someone were to visit the area where you live, what might they be interested in?*

e *Is someone who risks their own life (and those of others) in extreme sports or endurance activities a hero or a fool?*

1b **SPEAKING** Work with a partner. Discuss possible answers to the university interview questions.

2 **READING** Read paragraph 1 of the article. According to the writer, what is the purpose of an interview for university?

Home

Advice

Students

ACADEMIC INTERVIEWS:

Thinking of studying abroad? In the UK and the US, some candidates are invited to attend interviews as part of the application process to evaluate their suitability for the university or course.



1

It's important to remember what purpose the interview serves. The interviewers are acting on behalf of the university to assess not just your intellectual rigour, but to draw out more about your personality: for example, are you someone who will enjoy a debate, engage effectively with other students, or be able to cope with the course demands?

2

Your choice of degree will inform the type of questions individual interviewers pose, but in essence, they're all designed to assess your aptitude and suitability for studying at university level. But most of all, it's vital that you project genuine enthusiasm for your subject and the course. Some prospective students might groan at the thought of the inevitable 'Why do you want to join this course?', but it's a good question. If you suspect you wouldn't have a clear answer, then do some research beforehand. Read about the course online or contact current students via the university website to find out if it's really a good match for your needs and interests.

3

Preparation is key for all subjects and it gives a good impression if you have read around your subject. Economics and political studies students must familiarise themselves with current events and trends in their discipline by reading print or online articles and attending talks, and this is no less important for arts and humanities students. Use this information and experience to back up your opinions and to present balanced, informed points of view. As there are no 'right' or 'wrong' answers to questions, you'll be judged on your ability to construct and develop an argument instead.





Job search

HOW TO PREPARE

Interviews for science, technology or engineering subjects are far less subjective as it is your factual knowledge that is evaluated. You may have multiple short interviews at different 'interview stations'. Not everyone responds well to this kind of pressure so it pays to research online the kind of questions you'll be required to tackle. Friends or family can then ask you these questions in a trial run. Even if they know little about your subject, they should still be able to provide valuable comments on your body language and the way you speak.

4



5

Whatever your potential programme of study, it's best not to fire off immediate answers during the interview. By pausing briefly, you will allow yourself time to formulate a coherent response. Be calm and articulate, and show you can apply logic. And while the aim of the interview is not to catch you out, do be honest if a question is beyond you. If you admit to not knowing something, the interviewer will be able to prompt you so that you can move forward. It's also unnecessary to concede a point just because the interviewer challenges you – as long as you can provide good evidence for your argument. Be reasonable and open-minded; avoid appearing arrogant and intractable. Whichever subject you are applying for, don't over-rehearse. Reproducing a speech verbatim will just appear robotic and detached.



3 Read the rest of the article. Do the following statements agree with the claims of the writer?

- 1 Interviewers for any subject will aim to assess the same fundamental qualities for each candidate. **YES/NO**
- 2 Arts and humanities applicants are advised to keep up to date with developments in their field. **YES/NO**
- 3 Applicants for science, technology and engineering will be expected to formulate opinions on their subject. **YES/NO**
- 4 It is a good idea for applicants to use people they are familiar with to rehearse for the real interview. **YES/NO**
- 5 Applicants must avoid any kind of hesitation before responding to an interviewer's question. **YES/NO**
- 6 When an interviewer expresses disagreement with an applicant's view, the applicant should always back down. **YES/NO**

4 LISTENING 01 You are going to listen to an applicant and a tutor during a university interview. Make notes on the applicant's performance. You could consider:

- the applicant's level of enthusiasm, calmness and positivity
- how well he formulates his answers (i.e. is the argument well-constructed?)
- whether he provides examples to back up his arguments
- whether the answers sound natural and spontaneous, or over-rehearsed

5 SPEAKING Work with a partner. In what ways do you think the applicant in 4 performs well? What advice would you give him?

ACADEMIC TASK

You are going to role-play a university interview.

Follow this plan:

- 1 Write down:
 - a subject you might be interested in studying at university (e.g. Law or Medicine)
 - a personal interest or hobby (e.g. tai chi or photography)
- 2 Consider, but do not write down, why you are interested in taking that course.
- 3 In pairs, swap your notes from step 1. Now imagine you are a university tutor. Write down two questions related to the subject on the paper and two questions related to the personal interest.
- 4 Each take one of these roles:

Tutor: Introduce yourself, then ask the questions you have prepared.

Applicant: Listen and respond to the questions.

Now change roles.



1 **SPEAKING** Work with a partner. Look at the photo and describe what you can see. How do you think this person is feeling?

EXAM SUCCESS

In note completion activities, look at the notes before you listen. There will be a word or phrase, such as a name or date, to help you locate the information you need. This is particularly important in situations where you only hear the recording once.

► EXAM SUCCESS page 129

2 **Work with a partner. Look at the notes in 3 about research into career success. Guess what type of word is missing from each gap.**

3 **LISTENING** 02 Listen and complete the notes. Write one word only for each answer.

Background

- sweets were placed in front of a (1)
- the experiment found that (2) is important for career success
- those who passed the marshmallow test dealt better with (3) later in life

Professor Carol Dweck's research

- success in (4) at school does not necessarily lead to career success
- boys get more (5) at school than girls, which helps them later
- playing sports teaches you how to accept (6)

Dunning and Ehrlinger's research

- 'science' experiment showed that (7) is not related to ability
- workers at one multinational company who believed they deserved (8) were often more successful

4 **SPEAKING** What about you?

- 1 Are you surprised by any of the research findings?
- 2 Which of these skills or qualities do you have? Which do you need to work on?

Modifying comparative and superlative forms

5 Look at the sentences. Put the words in bold in the correct part(s) of the table.

- 1 The workforce needs a **significantly** broader range of skills.
- 2 **Easily** the most significant finding was that ...
- 3 The workplace is becoming **ever** more complex.
- 4 Some workers thought they were **a great deal** better at science than others.
- 5 She is **altogether** the most qualified candidate.
- 6 These children went on to have **slightly** better outcomes in later life.
- 7 His results were better **by a long way**.
- 8 It was **simply** the finest presentation of the day.
- 9 I thought this performance was their best **ever!**

Before a comparative	After a comparative
<i>significantly</i>	
Before a superlative	After a superlative

6 Now add these words and phrases to the table. Some can go in more than one section.

a bit • a little • barely (any) • by far
by far and away • by miles • considerably
far • hardly (any) • much • quite • (quite) a lot
scarcely (any)

GRAMMAR REFERENCE ► PAGE 134

7 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.

- 1 I was surprised that having patience is so very important. **DEAL**
Having patience
I'd expected.
- 2 Joseph is nothing like as good at tackling as Oliver, according to the coaches. **CONSIDERABLY**
The coaches say that Oliver
than Joseph.
- 3 This year Rosie finished the race a few seconds faster than last year. **LITTLE**
Last year Rosie
than this year.
- 4 Jane is just 15, but the other competitors are all at least 20. **MUCH**
The other
Jane.
- 5 I've read lots of books, but in terms of excitement this one is so much better than all of them. **QUITE**
This is
read.



Personal interview



1 Look at the questions that an examiner might ask a student during a speaking test. Which would you find easier to answer? Why?

- 1 How long have you known your best friend?
- 2 Have you celebrated anything recently?
- 3 What kind of plans have you made for your future?
- 4 How long have you lived in your current home?
- 5 How have you been spending your weekends recently?
- 6 How much time have you spent on social media this week?
- 7 Who has had the greatest influence on your life? In what way?
- 8 What kind of music have you been listening to lately?
- 9 What film have you seen that has left a strong impression on you?
- 10 Where have you travelled to that you would recommend to other people?
- 11 In which subjects have you performed best at school?
- 12 How do you think you've changed in the last few years?

2 LISTENING 03 Listen to three people answering some of the questions in 1 as part of a speaking test. Answer questions a–d, using the table to help you.

- a Which question in 1 does each person answer?
- b What do they do if they can't remember a word or make a mistake?
- c What attitude does each person express towards the topic?
- d Does each person make a good impression? Why/Why not?

	Student 1	Student 2	Student 3
a			
b			
c			
d			

3 Put these expressions used by the speakers in 2 in the correct place in the Speaking bank.

- 1 They say that ...
- 2 Basically,
- 3 In fact,
- 4 Like I told you,
- 5 So anyway,

SPEAKING BANK

Useful expressions in personal interviews

Moving the conversation on

- Well, in any case,
-

Reporting something you believe to be true

- Apparently, It seems that ...
-

Giving emphasis

- Actually, In actual fact,
-

Repeating or paraphrasing information you've already given

- as I was saying, like I mentioned already ...
-

Expressing your attitude towards what you're saying

- To be honest with you, Honestly,
-

4 Choose three questions that you'd like to answer from 1. Make some brief notes on each.

5 **SPEAKING** Work in a group of three.

Student A – ask the questions.

Student B – use your notes to answer the questions.

Student C – take notes under the following headings and use them to give feedback.

- Relevance and the ability to extend answers
- Intonation and pronunciation
- Range of vocabulary and grammar
- Accuracy and self-correction

Then change roles and repeat the activity.

EXAM SUCCESS

When answering personal questions in a speaking test, you don't always need to produce full sentences. Native speakers (in any language) often stop mid-sentence and start again, hesitate, repeat themselves and so on. Just imagine you're taking part in a normal conversation.

► EXAM SUCCESS page 130

6 **PRACTICE MAKES PERFECT** **SPEAKING** Take turns to ask and answer some of the other questions from 1.

An informal letter of advice

- 1 **SPEAKING** Work with a partner. Read the text and discuss the questions.

Home
Advice
Community
Contact us

🔍

How to give great advice



A lot of our daily conversations involve giving and getting advice. We advise each other all the time about films to see, places to eat, events to go to and so on. Most of the time we probably don't even realise we're doing it. But are these kinds of advice effective? Do people actually use the advice they get? Research shows that the most effective form of advice is providing information about something, rather than simply recommending what to do or not to do. And if that information comes with a reason for taking a particular action, we're even more likely to do it.

- 1 Do you agree with the text about the best way to give advice?
- 2 Think of some good advice that you've been given about learning English. Why was it effective?
- 3 If someone was interested in taking up one of your hobbies or interests, what advice would you give them?



- 2 **Dani is about to start university. She has emailed her friend Misha, a first year student, asking for advice about university life. Read Misha's reply. What topics does he give advice about? Does he use the technique outlined in the text in 1?**

✉
✕

Hi Dani

Thanks so much for your email. What fantastic news that you've got a place at uni – you must be over the moon! And of course I'm really excited that you will only be an hour away from me by train and that we can meet up more often!

Anyway, in your email you asked for some advice about life at uni and I'm only too happy to give you some tips based on my experiences up to now. So first things first, you have to look after yourself. Getting takeaways too often isn't great for your health, or your student budget, so learn how to make your favourite meals. Chances are it'll be easier than you think! Talking about money – you shouldn't stress about it too much, obviously. But all the same it's definitely a good idea to work out how much you have to spend on food and rent, and how much is left for having fun. So try your best to set a budget and stick to it.

One thing I learnt was to make the most of Freshers' Week – that's the event where new students get to know each other – because this is when you make friendships for life. The university has probably already emailed you a list of reading for your course. It might be a good idea to get started on this before you arrive because, to be honest, it'll really help you manage your workload. You might be lucky enough to find a group on social media for people on the same course as you or find social networks for student clubs you're interested in – it's a great way to link up with like-minded people.

At the end of the day, remember that the most important thing is to enjoy your big adventure! By the way, I've heard that Georgia got a place at Sheffield University, so we'll all be really close to each other. Give me a call when you've settled in, won't you? And we can arrange a get-together.

Bye for now,
Misha

- 3a **Read Misha's email again. How many features of informal writing can you find?**
- 3b **Find three different ways of giving advice used in the email.**

4 Complete the Writing bank with expressions from the email in 2.

✍ WRITING BANK

🔗 COHESION Informal cohesive structures

Starting

- To start with,
-

- First of all,

Adding information

- And another thing,
- On top of that,
-

Changing the subject

-
- Incidentally,

Generalising

- All in all,
-
- By and large,

Giving personal opinions

-
- To tell the truth,
- Frankly,

Reporting

- Apparently,
- It seems that ...
-

Qualifying what has been said

- Having said that,
-
- Even so,

Emphasising the most important point

- At any rate,

VOCABULARY Colloquial words and expressions

5a Match the more colloquial words and phrases 1–14 to the more formal equivalents a–n.

- | | |
|---------------------|---------------|
| 1 a bit | a appear |
| 2 buy | b commence |
| 3 check | c consider |
| 4 cook | d contact |
| 5 get | e dishes |
| 6 get/keep in touch | f entire |
| 7 look into | g extremely |
| 8 meals | h investigate |
| 9 need | i obtain |
| 10 really | j prepare |
| 11 seem | k purchase |
| 12 start | l require |
| 13 think about | m slightly |
| 14 whole | n verify |

5b SPEAKING Work with a partner. Make the language in these statements less formal.

- 1 Public transport *should* be free for students – they shouldn't be *required to purchase* a ticket. *need to buy*
- 2 I can prepare my favourite dish – it's extremely easy!
- 3 Students should consider carefully who they share a flat with.
- 4 Social media is the best way to contact family and friends when you're away from home.
- 5 I always verify that I haven't forgotten anything before I leave the house.

5c Discuss whether you agree with the statements in 5b.

! COMMON MISTAKES

6 Rewrite this excerpt from a letter of advice making improvements to the language, style and formality.

If possible, it is recommended that you explore the school before the first day of term. This will facilitate your punctual arrival at the correct classroom before each lesson commences and you will not need to keep referring to your map, which could be embarrassing. In addition, ensure you purchase all of the necessary equipment, such as stationery and books. You can obtain a list from the school office. By the way, I consider it extremely important to attempt to smile, even if you are feeling nervous, as you will appear more friendly and approachable.

7a SPEAKING Work with a partner. Do you agree or disagree with the student's advice in 6? Why?

7b What advice would you give someone just starting at your school?

✓ EXAM SUCCESS

In an informal text, you should use features of informal writing throughout. All writing needs to be organised, so use a clear paragraph structure.

➤ EXAM SUCCESS page 131

PRACTICE MAKES PERFECT

8 Use words and expressions from the Writing bank, the advice from Exam success and your ideas from 7b to complete the task below.

Your British friend is going to move to your country and study at school there. Write an email giving your friend advice about what to expect.

WRITING BANK ➤ STUDENT'S RESOURCE CENTRE