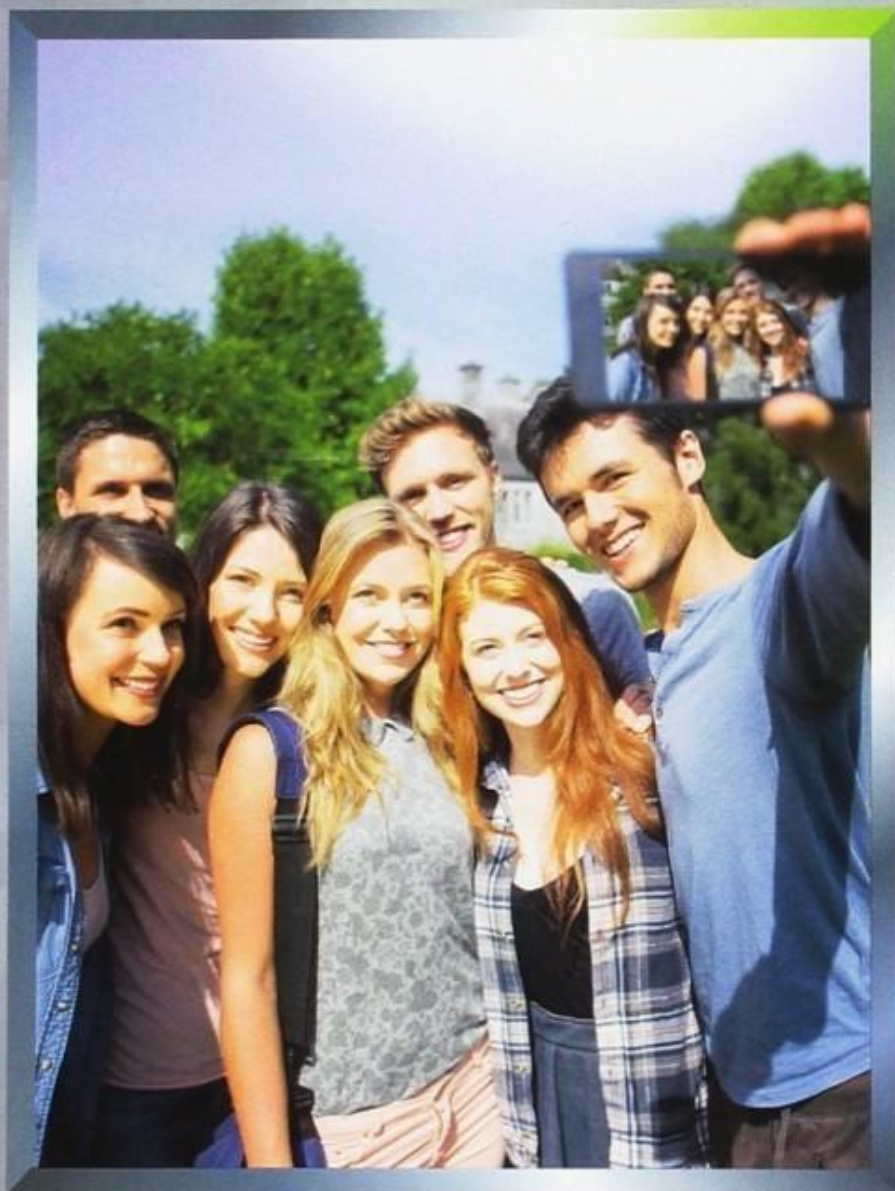


Gateway

Student's Book Pack
2nd Edition



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C1





+ Student's Resource Centre

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C1

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Exam success p128

Grammar reference p134

Communication activities p144

4 Read this task based on the advert in 1. Does the letter address all aspects of the advert?

You are a student and have seen this advert for internships at a museum. Write a covering letter.

Dear Sir or Madam,

- 1 I am writing in regard to your advertisement for interns, which is currently posted on your website. I feel confident that a role in community education would be a wonderful opportunity for me.
- 2 I am in my first year of a BA in history at Hampton University and intend to spend the summer months gaining relevant work experience. I have found my course on Technology and Society fascinating and plan to write my dissertation next year comparing the Industrial and Digital Revolutions. That is why I would particularly welcome the chance to explore these topics at MoT. As a history student, I consider myself to have excellent analytical and problem-solving skills, which would be developed further still at your prestigious institution.
- 3 I was impressed to read that MoT's educational programmes were recently recognised as leaders in the field because I am absolutely convinced that museums have a vital role to play in education. Last summer I worked as an assistant to the education officer here at the Hampton Museum, which allowed me to share my passion for history with visitors. For these reasons I believe that I am an ideal candidate for an internship in community education at MoT.
- 4 I attach an application form and CV and am available for an interview at your convenience. Do not hesitate to contact me if you require further information.

Yours faithfully,

Hailey Crampton

5 Read the letter again. Which paragraph ...

- 1 says what is included with the letter and invites further communication?
- 2 gives examples of the applicant's relevant work experience and values?
- 3 explains the reason for the letter and states which internship is being applied for?
- 4 outlines the applicant's relevant formal education?

6 COMESION Complete the expressions for giving personal opinions used in the letter in 4.

- 1 *I feel confident that* a role in your community education department ...
- 2 ... my course on Technology and Society ...
- 3 ... excellent analytical and problem-solving skills ...
- 4 ... museums have a vital role to play in education.
- 5 For ... an ideal candidate for an internship ...

7 Complete the Writing bank using the letter in 4.

WRITING BANK

Useful expressions in covering letters

- I am writing in regard to/in connection with ...
- a ... /position/post in your community education/marketing department
- It would be a ... for me.
- I would like to gain relevant work experience
- I would ... the chance to ...
- I have excellent ... skills.
- I was impressed to read/hear that ...
- You are leaders in the ... of ...
- I would like to share my passion for ...
- I am an ... for an internship

COMMON MISTAKES

8 Rewrite this covering letter, improving the language, style and formality.

Hi!

I'm writing in regard to the ad that is currently on your website for an internship at your charity. I read about the cool work you have been doing with homeless people. I was impressed to read that your organisation plays a key role in improving our local community. For that reason, I want to gain relevant work experience at your charity. I would be an ideal guy for an internship because I have super people skills.
Thanks in advance!

9 SPEAKING Work with a partner. Discuss these questions.

- 1 What sort of internship would you be interested in?
- 2 What skills would you hope to develop as an intern?

PRACTICE MAKES PERFECT

10 Read the task below. Write your covering letter.

Write a formal letter of application for an internship of your choice, or reply to the advertisement on page 144. Remember to:

- clearly identify where you are applying to
- state what sort of internship you would like
- outline how your personal history makes you an ideal candidate
- organise your letter into appropriate paragraphs
- use language from the Writing bank to help you.

WRITING BANK > STUDENT'S RESOURCE CENTRE



ROBOTICS FORUM

Four experts talk about the present and future of robotics



A

GETTING BACK TO MY ROOTS!



As a young man, I was lucky enough to get an internship at a robotics research and development centre. The researchers gave me their wholehearted support as I took my first steps in AI. From then on, I haven't looked back. Next month I'm joining up with a US team and collaborating on language software that will allow a robot to respond more naturally to questions. But getting that first break wasn't purely down to good fortune – before that I was at home, working out how to build effective electric circuits, and figuring out how to code. I'd say to anyone considering a career in robotics engineering that if you start from scratch, you'll get the grounding you need. Thinking outside the box is then what moves you forward as an innovator. But apart from technical know-how, the other thing that young engineers should have is a set of principles. You must pose yourself the question: 'How am I going to design something that is of benefit to others?' and 'What impact on society is it likely to have?' Only then can you really be motivated to pursue it. I am curious about the robots that are now already dealing with public enquiries in a particular bank. There have been teething troubles; the robots have not always been able to analyse facial expression correctly, and so have sometimes responded inappropriately, but this will all be resolved as we move forward.

B

CAN ROBOTS HELP WITH HUMAN PROBLEMS?



Humans have always had the capacity to innovate; this is what sets us apart from other animals and has allowed us to evolve. But now our drive for innovation threatens our own security. Indeed, we are on the verge of creating a future in which humans will have ever-decreasing value. Robotic engineering and artificial intelligence are developing at such a pace that people are not given the time to voice doubt or call into question the supposed benefits of automation. One concern is the impact on employment: robots will soon jeopardise millions of jobs worldwide, surely a catastrophe for social stability. I understand the desire to continually improve on existing technology. But the goal of any engineer should be to enhance human existence; and the effect of their actions on individuals and at societal level must take precedence over technical progress. However, there are those in the field determined to create machines they can pass off as humans. There is no justification for this. Humans have innate qualities that a machine will never replicate. I hold the view that there is something profoundly disturbing yet also futile about attempting to recreate the human essence.

C

THE FUTURE OF ROBOTICS



Robotics engineering is not a career for the incurious. That an early interest in the basics such as programming and electronics is vital goes without saying. None of this is wasted when moving on to a robotics engineering programme, however many years later. Vision is also imperative if we are to open up to the range of potential applications they might have. Then we must develop a market for them. If we don't manage to do that, it is pointless having a conversation about ethics. For example, in today's society, it is typical for both parents to work hard, and to do long hours. We are soon going to have a situation where finding childcare becomes near impossible. The time will therefore come when robots will take over certain parental duties; perhaps the collection of children from school or helping with homework. Still, in order to convince people to accept robots, they should look as human as possible. The more they resemble humans, the easier it will be for people to overcome their irrational fears. I agree with the notion that through interaction with robots, we can better understand ourselves. As AI moves forward, we will see that all humans have qualities in common, and start to think about what it truly means to be human: in terms of our desires, our dreams and our own consciousness.

D

THE PROS AND CONS OF AI



I was recently invited to meet a humanoid robot, and of course, I accepted. I knew it was going to be an amazing encounter. What I had not expected was how disconcerting the experience turned out to be. Its eyes followed my every move, and the uncannily humanlike changes in its facial expression almost had me forgetting the face was silicone. Its verbal responses to my questioning were slightly off at times, but it managed to keep the conversation going. The lead engineer on this innovative project explained how the next generation of machines could be put to use not only in factories, but also in our homes and offices. The leader was somewhat more reticent when it came to answering my concerns about the inevitable loss of jobs. There is also the issue of whether something with advanced artificial intelligence should be created for the purpose of servitude. At what point is a robot entitled to rights? And who will be legally responsible if a machine malfunctions, say a driverless car, and causes physical injury to people or property? A conference on such issues takes place next year. Certainly they require attention before further development takes place.





Remember to use language carefully

If you start your sentences with 'You need to ...' or 'You must ...', you are insinuating that something the other person did was wrong, e.g. 'You need to be nicer to some of the less experienced players' = 'At some point(s) before now, you didn't talk to the other players very nicely'. But this kind of criticism is just too vague to be of practical use. So rather than alluding to general behaviour, just tell the other person what did or didn't happen while you were observing them at a particular moment.

Don't fall into the trap of sending a mixed message. Because people often want to avoid giving offence, they tend to start off with praise to soften the negative feedback that follows. A mixed message will often have a 'but' in the middle, e.g. 'I really liked your presentation, but you also need to ...'. What the recipient of the feedback is likely to understand when they hear a 'but' is 'Nothing I said before was really genuine'. The recipient only focusses on what is alluded to after the 'but'.

It's also best to avoid subjective adjectives such as 'bad' or 'good' when giving feedback. They fail to describe what actually occurred, and only reflect the observer's opinion, not the facts.

Remember to show appreciation or concern

As well as reporting back on the effective or ineffective aspects of someone's performance, it is also important to express appreciation or concern, as appropriate. To show appreciation, you might say something like 'I really enjoyed looking at the visuals. They really brought the presentation to life for me.' A tone of concern will imply that you are on the other person's side, and they are far more likely to be receptive to your suggestions for improvement, or to suggest some of their own, and follow through with them.

Remember to be fair

Don't pass judgment on the other person's character, e.g. 'You're quite selfish' or 'You come across as really moody', even if this is what you actually think. As tempting as it might be, the other person will just become defensive and shut down.

Finally, ensure that you give as much positive feedback as you do negative.



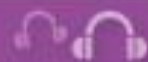
SOCIAL SKILLS TASK



Work with a partner. You are going to give some constructive feedback to your classmate on an advertisement they created in a school project. Look at the advertisement on page 145.

Follow these instructions:

- 1 Choose four appropriate things from the list below to give feedback on:
 - the slogan
 - the logo or icon
 - the visual appeal
 - how easy it is for the audience to understand the message
 - the originality
- 2 Discuss and note down how you are going to phrase your feedback, so it is constructive and specific.
- 3 Decide who is going to be the person giving the feedback, and who is the recipient. Practise giving your feedback.
- 4 Now the recipients should comment on how fair, clear and constructive the feedback was.
- 5 Swap roles and repeat steps 3 and 4.



- 1 **SPEAKING** Work with a partner. What can you see in the photo? What might the people be doing and why?



EXAM SUCCESS

While listening, don't just write the first 'possible answer' that seems to fit the gap as this may be a distractor. Listen carefully: does the speaker give other information that may provide a better answer?

➤ EXAM SUCCESS page 130

- 2 **SPEAKING** Work with a partner. You are going to listen to a podcast in which Silvia talks about a conservation programme. Read the notes and predict Silvia's answers in 3a.

- 3a **LISTENING** 26 Listen and complete the sentences with a word or short phrase.

Notepad

- Silvia describes the accommodation as (1) _____.
- She hadn't expected to collect so much (2) _____ from the beach.
- She admits to needing more (3) _____ when she constructed the fences.
- She describes the researchers' efforts to save the seals as (4) _____.
- Silvia's team leader sometimes asked her to take on the role of (5) _____.
- She is surprised at the number of (6) _____ which developed during the time on the island.
- She admits to feeling nervous about the (7) _____ at the end of the week.
- Silvia uses the word (8) _____ to convey her feelings about her time on the conservation programme.

- 3b 26 Listen again and check your answers.

- 4 **SPEAKING** Would you be interested in taking part in this programme? Why/Why not?

Inversion



- 5 Look at the sentences and complete the text with the words.

- a As the researchers told us, **on no account should** you get too close to the seals.
- b **Not only do** you have to perform in front of all the other volunteers, but you have to do it without music.

adverbial + emphasis + formal
negative + reverse

There are some (1) _____ phrases with a (2) _____ or restrictive meaning that can occur at the beginning of a sentence for (3) _____. They occur mainly in written English or more (4) _____ speech, and occasionally in less formal speech for dramatic effect. When using an inversion, don't forget to (5) _____ the position of the subject and the auxiliary verb. Use *do*, *does* or *did* if no auxiliary verb is present.

- 6 Rewrite these sentences as non-inverted.

- 1 **Never had** the programme seen such a huge number of volunteers.

- 2 **Hardly ever do** the seals come to shore.

GRAMMAR REFERENCE ➤ PAGE 141

- 7 Complete the second sentence, using the word given. Use no more than six words.

- 1 After we started the beach clean-up we realised it was a bigger job than we'd thought.

JUST

Not until we started the beach clean-up _____ big a job it was.

- 2 We stopped filming the seals only after the battery died.

RAN

Only _____ we stop filming the seals.

- 3 Scientists didn't understand how rare the birds were until recently.

RECOGNISED

Only recently _____ an endangered species by scientists.

- 4 It's against the rules to swim alone at that beach.

ACCOUNT

On _____ yourself at that beach.

- 5 We had to unpack as soon as we arrived.

HAD

No _____ we had to unpack.

- 6 We didn't understand how challenging the programme would be.

DEMANDS

Little _____ of the programme would be.

Prepositional phrases

- 1 Match each word or phrase to these prepositions. There may be more than one possible answer.

about • between • for • from • in • of
on • to(wards) • with

- | | |
|---------------|-------------------|
| 1 concentrate | 8 sensitive |
| 2 satisfied | 9 praise somebody |
| 3 abstain | 10 comparison |
| 4 theory | 11 attitude |
| 5 intention | 12 suspicious |
| 6 anxious | |
| 7 object | |

- 2 Put the prepositional phrases in 1 in the correct column.

Verbs and prepositions	Adjectives and prepositions	Nouns and prepositions

- 3 Complete the sentences with a prepositional phrase from 1.

- Are you _____ my essay, or do I need to improve it?
- You must _____ the task 100% and not allow anything to distract you.
- _____ it is a brilliant idea, but in practice I'm not certain that it will solve the problem.
- Some people were _____ Mia's motives, but I believe she did what she thought was right.
- They _____ any policy that damaged the environment and were vocal in their opposition.
- Lucas was prepared to _____ all unhealthy foods in order to get into peak condition for the race.
- She was always _____ the feelings of others and that's why she was so popular in our circle of friends.
- I have every _____ passing my driving test and will study the Highway Code all weekend just to prove it!

EXAM SUCCESS

In multiple-choice cloze activities, look carefully at the words before and after each gap. Try to guess the missing word before looking at the options.

► EXAM SUCCESS page 133

- 4 Read the text and decide which answer (A, B, C or D) best fits each gap.

HERO AWARDS

FOR ANIMALS AND ANIMAL LOVERS

This annual British awards ceremony gives

(1) _____ the animals and animal lovers who would otherwise be the nation's unsung heroes.

Among this year's 36 incredible finalists are Holly the dog who used to be afraid (2) _____ people. But after five years with a loving family, Holly is now an assistance dog to 12-year-old diabetic girl Amy and (3) _____ on her regularly through the night. Holly can sense a decrease (4) _____

Amy's glucose levels while she is asleep and wakes her up if necessary. Another finalist is 65-year-old animal lover Moira Simpson. On the face of it, Moira's Newcastle home seems (5) _____ the residential neighbourhood, but in fact it's the 'Pricklepad Hedgehog Hospital'. One of the bedrooms is, (6) _____ reality, an intensive care unit and the garage is a treatment centre. Every year Moira nurses back to health 200 injured or poorly hedgehogs and (7) _____

to becoming very attached to them. Meanwhile, Andrew Smith from Bradford launched a website dedicated (8) _____ reuniting missing pets with their owners, after social media users helped him track down his own missing dog earlier this year. One special nominee is Tiggy, a therapy horse (9) _____

her work in Surrey care homes and children's hospitals. Sheffield vet Catherine Henstridge uses her wide knowledge (10) _____ the animal world to give free advice through her inspirational blog, which gets thousands of views every week. And lastly, teenager Jordan Havell campaigns to raise (11) _____ of marine issues after seeing the struggle of a porpoise stranded on a beach near his Lincolnshire home. One of these finalists will be presented (12) _____ the Animal Hero award, but all of them are true heroes if you ask me.



- | | | | |
|------------------|--------------------|----------------|------------------|
| 1 A credit for | B attitude towards | C pleasure in | D recognition to |
| 2 A by | B of | C about | D for |
| 3 A checks | B watches | C guards | D observes |
| 4 A at | B on | C in | D for |
| 5 A good at | B different from | C typical of | D opposed to |
| 6 A of | B on | C by | D in |
| 7 A confides | B admits | C longs | D objects |
| 8 A for | B to | C about | D with |
| 9 A popular with | B aware of | C incapable of | D famous for |
| 10 A at | B of | C for | D in |
| 11 A awareness | B publicity | C attention | D information |
| 12 A of | B about | C with | D to |

Step 1: Before you listen, read all the questions carefully. This will help you anticipate what sort of information you are going to hear in the listening text.

Step 2: Underline key words and concrete terms in the questions like names and dates. Then as you listen to the recording, this information will help you know where you are and what question you are listening for next. This is particularly important when you only hear the listening text once. If you do miss an answer, be prepared to jump ahead to the next question.

Step 3: In most listening tests, the questions come in the same order as the information in the text.

(But if you are listening to a number of short extracts, the questions are not necessarily in the same order as the information in the text. See Units 6 and 9.)

Step 4: The options may be quite simple and factual, such as dates, places or type of transportation. But remember that the wording in the questions and in the listening text may not be the same so pay attention for the use of synonyms and paraphrase.

Step 5: Some questions may target a speaker's attitude or reaction: is she surprised, critical, amused, etc. This may require you to 'read between the lines' of what is being said in order to identify the speaker's attitude.

Step 6: If you are listening to a dialogue, the question may target the process of negotiation between two speakers, e.g. What do they agree? What do they decide? Remember that one or both speakers may change their mind during the discussion, so don't base your answer on the first thing they say.

Step 7: If there is a second listening, use it to double-check your answers, particularly to questions of the types highlighted in steps 4 and 5 above, and to answer any questions you missed in the first listening.

MULTIPLE MATCHING (UNITS 3 AND 7)

Candidates listen to five speakers talking about the same general topic. There are two tasks and the recording is played twice.

Step 1: Before you listen, read both tasks carefully. Task 1 will often focus on factual information, such as occupations, sports or locations. Task 2 may focus more on people's feelings, reactions or reasons for doing something. Underline key words and phrases in both tasks so that you're clear about what type of information you are listening for. This will also help you anticipate the types of issues the speakers will be addressing.

Step 2: Remember that for each task there are eight options, but only five speakers. This means there is quite a lot of information to read and remember. The more thoroughly you read the tasks before listening, the easier it will be to answer all the questions.

Step 3: During the first listening, it's probably best to focus on Task 1. However, remember that, within each speaker's extract, the information relating to Task 2 may come before the information relating to Task 1. If you think you hear an answer to a Task 2 question during the first listening, note it down. And if you miss a Task 1 question, don't worry because you'll get a second chance.

Step 4: The wording in the tasks and in the listening texts is unlikely to be the same, so pay particularly close attention to the use of synonyms and paraphrase.

Step 5: Use the second listening to focus on Task 2, and to answer any parts of Task 1 that you didn't hear the first time. Some of the extracts may be quite short and the key information you need might come right at the very beginning, or very end. Equally, it may be necessary to 'read between the lines' in order to identify a speaker's attitude or how he/she feels about something.

SENTENCE COMPLETION (UNITS 8 AND 10)

Candidates listen to a monologue and complete sentences using information given in the listening text. The number of words to use is not specified, though the answer is usually a single word or short phrase. The recording is played twice.

Step 1: Before you listen, read the sentences carefully. This will help you anticipate the sort of information you are going to hear.

Step 2: Underline key words and concrete ideas in the sentences such as names, dates and places. Then as you listen to the recording, this information will help you know where you are and what question you are listening for next.

Step 3: Study the words immediately before and after each gap. This will tell you the sort of information you are listening for, such as a noun phrase or verb phrase. However, the wording in the sentences and in the listening text is unlikely to be the same, so pay particularly close attention to the use of synonyms and paraphrase.

Step 4: If you think you hear a possible answer, but you're not sure, note it down anyway.

Step 5: The sentences are in the same order as the information in the listening text. If you do miss an answer, be prepared to jump ahead to the next question, and don't worry as you will hear the recording a second time.

Step 6: During the second listening, complete any sentences that you missed, and double-check any possible answers that you noted down.

Step 7: Check that all your answers make sense grammatically. Consider carefully whether nouns need to be singular or plural.

Speaking

Regular practice will give you a good idea how long you need to speak for and how much detail to go into.

PERSONAL INTERVIEW (UNIT 1)

The examiner asks each candidate general questions about their home, family, education, hobbies and interests. The candidates respond to the examiner only and do not comment on each other's answers. It lasts about 2 minutes.

- The topics are fairly predictable, but don't memorise answers as you cannot anticipate exactly how the question will be worded. Instead, be ready to talk about where you live, your family, friends, school and other general life experiences.
- Try to avoid giving very short answers like 'yes' or 'no'. You can do this by giving reasons for your answers, or by providing examples.
- It's perfectly acceptable to respond by saying you don't like something but again, try to explain why.
- You may feel nervous at the beginning of an interview. Remember that while grammatical accuracy is important, so are other aspects of speaking like fluency and communication. Your language doesn't need to be perfect. Try to interact naturally, as if you are talking with someone you've just met socially, and don't worry too much about grammar errors.

EXTENDED DISCUSSION (UNITS 2 AND 9)

The examiner will ask a series of questions relating to the same issue that was discussed in the interactive and decision making task. It will last for about five minutes.

- The examiner will ask more abstract questions about the issue. These questions will often require you to speculate about the issues concerned. Why do people sometimes ... What would you do ...? What should people do if ...? How might you feel if ...? How could we solve the problem of ...?

