

# KEY LINKS

## Student's Book

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**B2**



**sample pages catalogue**

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

## Course features

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



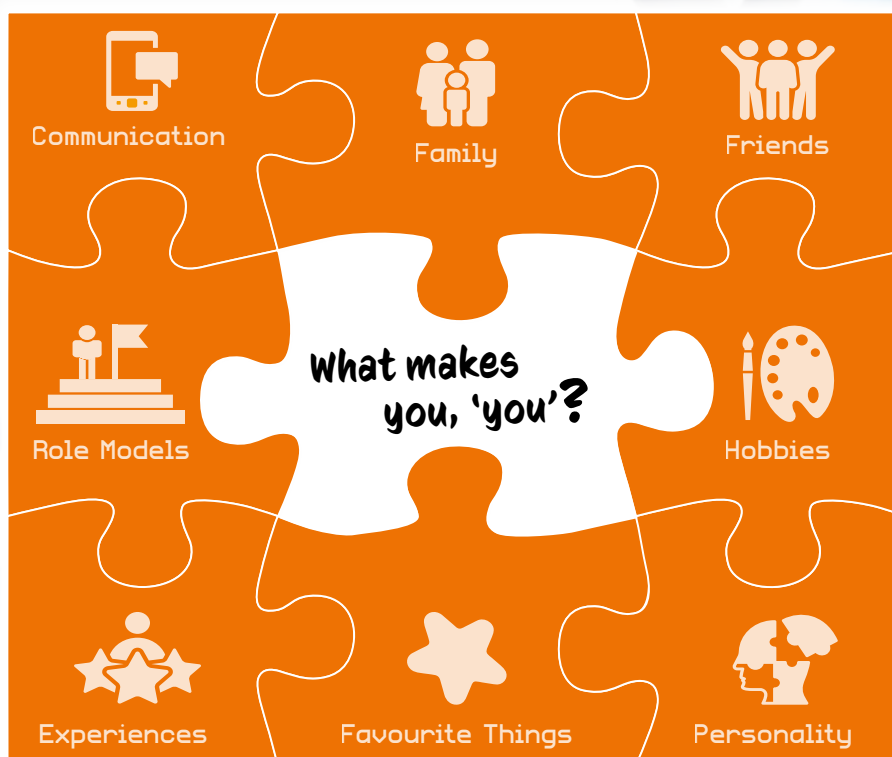
# 1 Identity

## Goals

- to talk about yourself (interests, personality, free-time activities, communication habits, etc.)
- to develop the skill of paraphrasing
- to distinguish between permanent and temporary situations
- to develop a response by giving examples, reasons and details
- to talk about friendship, social relationships and personality traits
- to use appropriate tenses to link the past with the present
- to ask for and give opinion
- to express agreement, partial agreement and disagreement
- to respond to an informal email using appropriate register and text organisation
- to recognise different functions in an informal email (making suggestions, giving information, etc.) and respond appropriately



[Link to Module 1](#)



## Discuss.

- Can you tell us:
  - your best quality?
  - something that you would like to improve?
  - the most inspiring person you can think of?
  - someone/something that makes you happy?
  - something you are good at?
  - your favourite emoji?
  - something that made you feel proud of yourself?

- What does the statement below mean? Do you agree with it?

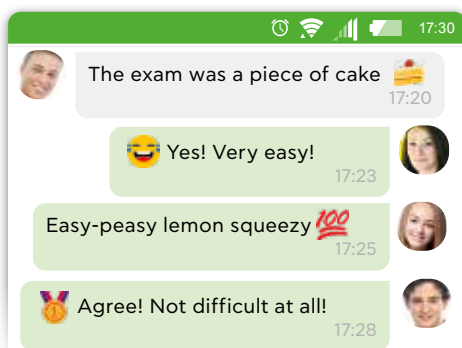
**Be yourself because an original is worth more than a copy.**

Suzy Kassem

# 1a

## Vocabulary & Reading

**A** Look at the messages from a group chat. Do all of them say the same thing?



**Paraphrasing** means expressing the same idea in different ways, and it is a useful skill that can help you communicate more effectively. A sentence or a paragraph can be paraphrased with the use of synonyms and/or a variety of grammatical structures.

**B** Read the sentences and match the words/phrases in **bold** with the ones in the box that have a similar meaning.

effect      creatively      increases      small budget      growth      challenging  
become a member of      important      the majority

1. **Ninety-three per cent** of students who took part in Sports Week felt that it had a positive **impact** on their health, both physical and mental. ....
2. The number of surfers who visit Sunshine Beach **goes up** every year. ....
3. Because of its **limited funds**, the youth club can only offer free sporting activities to children under ten. ....
4. Our professor encourages us to think **outside the box** and use our imagination to come up with ideas. ....
5. I won't **join** that new gym on Green Street. It's too expensive! ....
6. Our family and friends play a very **significant** role in our lives, and they influence our personal **development**. ....
7. Activities such as hiking and mountain climbing can be very **demanding**, but that is one of the main reasons why people like them. ....



**C** Match the words/phrase 1-5 with their opposites in the box.

unimportant  
minority  
decrease  
in favour of  
a good use of

1. majority ≠ .....
2. increase ≠ .....
3. significant ≠ .....
4. a waste of ≠ .....
5. against ≠ .....

**D** Read sentences 1-5, which describe different situations. Then complete the gaps using the adjectives in the box to make a general comment on each situation.

impossible      easy      satisfied  
wrong      enjoyable

1. Although he tried hard, he didn't manage to solve the maths puzzle.  
It was ..... for him to do it.
2. I shouldn't have shouted at my brother.  
I admit that what I did was .....
3. They had a great trip to the Space Museum.  
They found it .....
4. I had no problem understanding the instructions in the manual.  
It was ..... for me.
5. I didn't use to be good at maths, but I've been working hard, and I'm getting better and better.  
I'm ..... with the progress I've made.

**E** Read the paragraph and find evidence to prove that the statements 1-3 are true. Which words helped you?



I've been doing horse riding for about three months now. What can I say? I love it! I thought I would be nervous and afraid the first time I got on a horse, but that wasn't the case at all. In fact, I felt so at ease! What's more, it doesn't matter how busy my schedule is or how much exam pressure I'm under; whenever I'm riding a horse, I always forget about everything else happening in my life. I have to admit, though, that horse riding is pretty challenging because you have to learn how to control the horse. I still have a lot to learn, but I'm over the moon about how well it's all going. I've learnt a lot.

Molly, 17

1. Molly is satisfied with the progress she has made so far with horse riding.
2. Molly's first experience of horse riding was different from what she had imagined.
3. Horse riding takes Molly's mind off her daily routine.

**F** You are going to read an article about **two** young people who do creative writing in their free time. For questions 1-5, choose from the people (A or B). The people may be chosen more than once. Underline the parts in the texts where you find the answer for each question.

Which person...

feels that they have improved a lot? **1**

mentions a source of inspiration for their writing? **2**

suggests that being creative is more important to them than finishing something quickly? **3**

says that receiving comments from others is useful? **4**

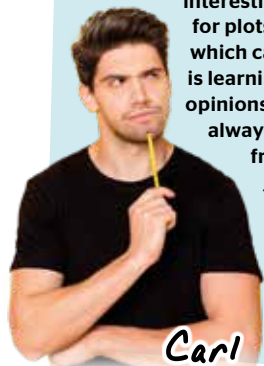
finds it challenging to produce new material all the time? **5**



**A**



I've always enjoyed writing in my free time, and it's something people tell me that I'm pretty good at. Throughout the years, I've written maybe a hundred short stories and lots of poems, and I even wrote a comic once. I've finally reached a point where I feel satisfied with how I can make my ideas come to life on paper! Of course, coming up with interesting characters and good ideas for plots is demanding. Something else which can be challenging for writers is learning how to deal with negative opinions about your work. Personally, I've always believed that kind of feedback from either friends or family isn't just helpful—it's necessary. Why? Because it really helps you to think more carefully about how you can improve your writing skills.



Carl

**B**

My ideas for my short stories often come from my personal experiences. I've visited quite a lot of places with my parents and friends and experienced other cultures, and many of my characters are based on the people I've met during my travels. I'm lucky, because I always find that, as soon as I've finished one story, I already have the next one in my head. Right now, I'm writing my first comic. It's about an explorer, and I've been writing it for months. I admit that I'm writing rather slowly, but I don't mind because I'm trying to think outside the box and find interesting ideas. Whenever I feel disappointed with a part of the story, I take my time and rewrite it until I'm satisfied. After all, creative writing, especially when it's a hobby, should be a pleasant experience, not a stressful one.



Tina

**G** Match the functions 1-4 with the statements a-d.

1. **reject** someone else's opinion

2. **support** a point someone else has made

3. **warn** about potential danger

4. **recommend** something

- a. 'Attending drama classes is a great way for students to build self-confidence and improve their communication skills, so we should start offering them as soon as possible.'
- b. 'If you don't follow the safety rules, you can get seriously injured.'
- c. 'My brother says playing video games is a waste of time and that it only has a negative effect on you, but I disagree.'
- d. 'This magazine article says that spending time in nature has a positive effect on everyone's health, and I couldn't agree more.'

# 1a

## Grammar

### Present Simple – Present Progressive – Stative verbs

**A Match the rules 1-7 about the uses of the Present Simple with examples a-g.**

- a. The train from London **arrives** at 9.30 a.m.
- b. The sun **sets** in the west.
- c. Hansen **kicks** the ball up the field...
- d. My father **works** for a big computer company.
- e. I usually **communicate** with my friends abroad about once a week.
- f. Oh, no! There **goes** our bus!
- g. In this week's episode, Detective Simon **finds** another important clue.

#### The Present Simple is used:

- 1. for general truths. ☐
- 2. for future actions related to official programmes and timetables. ☐
- 3. to refer to the plot of a book, film, etc. ☐
- 4. in sports commentaries. ☐
- 5. in exclamatory sentences with *Off..., Here..., There..., etc.* ☐
- 6. for permanent situations. ☐
- 7. for repeated/habitual actions. ☐

**B Match the rules 1-5 about the uses of the Present Progressive with examples a-e.**

- a. We **are visiting** Paris with some friends next month.
- b. Right now, I'm **writing** an email to a cousin abroad.
- c. You **are constantly losing** your keys!
- d. Kate **is learning** French this year.
- e. Cycling to work **is becoming** more and more popular in our city.

#### The Present Progressive is used:

- 1. for actions happening at the time of speaking. ☐
- 2. for situations which are changing or developing around the present time. ☐
- 3. with *always, forever, constantly* and *continually* to express annoyance. ☐
- 4. for temporary situations. ☐
- 5. for future arrangements. ☐

**C Read the sentences. What is the difference between *I think* and *I am thinking*?**

- ▶ **I think** that playing sports helps you exercise your mind as well as your body.
- ▶ **I am thinking** of taking up a new hobby, but I can't decide which.



Stative verbs refer to a state rather than an action or an event, and are not commonly used in progressive tenses. Some of these verbs are **see, hear, seem, like, hate, want, own, need, prefer, know, believe, remember, understand** and **cost**.

However, some stative verbs (*have, see, taste, etc.*) are used in progressive tenses when they express actions rather than states.

*This soup **tastes** delicious.*  
*The chef **is tasting** the soup to see if there is enough salt in it.*

DELICIOUS!



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

- 1. A: What (1) ..... you ..... (do), Jake? The performance (2) ..... (start) in 20 minutes.  
B: I (3) ..... (watch) some videos from last week's camping trip. They're funny. Look.  
A: We (4) ..... (not have) time for that right now. Hurry up!  
B: Well... I (5) ..... (want) to stay at home.  
A: I knew it! You (6) ..... (always / change) your mind at the last minute. Anyway, I (7) ..... (leave).
- 2. A: Where is Harry?  
B: Here he (8) ..... (come), and he (9) ..... (not seem) to be in a good mood.  
A: (10) ..... you ..... (know) what happened?  
B: No, let's find out.

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

- 1. Craig doesn't usually hang out with us on weekdays. **hardly**  
Craig ..... with us on weekdays.
- 2. My sister never stops complaining about having to wake up early every day. **forever**  
My sister ..... having to wake up early every day.
- 3. I have arranged to see the doctor tomorrow. **am**  
I ..... tomorrow.
- 4. The recent increase in solar panel use has helped to make homes more eco-friendly. **becoming**  
Homes ..... more eco-friendly because of the recent increase in solar panel use.
- 5. Excuse me, but whose keys are these? **belong**  
Excuse me, but who ..... to?



## Speaking

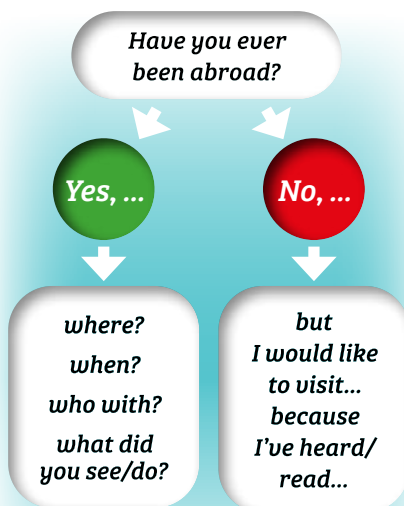
**A** 🎧 Listen to two people answering the question, **What do you like doing in your free time?** during an interview. Who do you think gave a better answer? Why do you think so? Look at the tables and tick.

1. Who gave a better answer?	2. Why?
Speaker 1 <input type="radio"/>	The person gave an example. <input type="radio"/>
Speaker 2 <input type="radio"/>	The person gave a reason. <input type="radio"/>
	The person gave details (when, where, who with, etc.). <input type="radio"/>

When you answer questions about yourself during an interview, try to develop your responses by giving examples, reasons or details. Use connectors and expressions such as the ones in the table below.

Useful phrases for giving...		
examples:	reasons:	details:
<ul style="list-style-type: none"> <li>like / such as</li> <li>for instance/example, ...</li> <li>particularly/especially/specifically</li> </ul>	<ul style="list-style-type: none"> <li>Because of this, ...</li> <li>For this reason, ...</li> <li>This is because...</li> </ul>	<ul style="list-style-type: none"> <li>also</li> <li>In fact, ...</li> <li>Actually, ...</li> <li>To be honest, ...</li> </ul>

**B** In pairs, take turns to ask and answer the question below. Use the prompts to help you provide more details.



✓ Avoid answering yes/no questions with just a yes or a no.



**C** Discuss. Make sure to provide at least one example, reason or detail for each answer.

### Free time / Hobbies

- What do you like doing in your free time?
- Do you usually spend your free time indoors or outdoors?
- Have you taken up any new hobbies recently?
- What are your plans for this weekend?
- Have you ever tried an activity and found out that you didn't like it?
- Do you enjoy spending any of your free time online?
- Why do you think it is important for people to have free time?



### Useful vocabulary

I'm (not) keen on... / I'm (not) interested in... / I'm (not) really into... / ...appeals / doesn't appeal to me

fascinating/entertaining/educational/challenging/satisfying/action-packed/adventurous/relaxing

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>escape from (my) daily routine</li> <li>take (my) mind off (my) obligations</li> <li>socialise</li> <li>interact with other people</li> <li>share the same interests</li> <li>form new friendships</li> <li>keep fit / exercise both physically and mentally</li> </ul> | <ul style="list-style-type: none"> <li>develop (my) creativity</li> <li>think outside the box</li> <li>develop (my) critical thinking skills</li> <li>boost (my) confidence</li> <li>help (my) personal development</li> <li>reduce stress</li> <li>learn to cooperate</li> <li>spend time in nature</li> </ul> |
|--|---|

1b

## Reading

## A Discuss.

Look at the photos of the animals. What is the first thing that comes to mind when you see them?

## B Read the title of the text and look at the pictures. What do you think the text is about? Read and check your answers.



# Unlikely friendships

A

Meg and I have been friends ever since we were in nursery school, which is a good thing because we probably wouldn't have spoken to each other if we had only met recently. I'm definitely an extrovert who enjoys engaging in social situations and feels comfortable in unfamiliar settings. Meg is more **reserved** than I am, and although she undoubtedly enjoys interacting with others, she sometimes feels **worn out** afterwards and needs time alone to recharge. Sure, it's good to have things in common with your friends, but it's also great having a friend who's quite different from you because you balance each other out. I help her develop her social skills—like, when she finds it difficult to join in conversations, I'll ask her some questions or encourage her to share an amusing story I know she likes to tell. In return, she reminds me how important it is to spend time in thought and, of course, to think before I speak. Acknowledging our differences and respecting them has led to a meaningful friendship.



B

People always **assume** Sandy is my grandmother, but we're not even related! A few years ago, I took part in a volunteer work scheme where I spent my weekends assisting in a retirement home, and that's where we met. Some of my other friends think it's odd that I spend so much time with someone four times my age, but we have far more in common than you might think. She is an author, so we mostly talk about books. She has an unlimited supply of fascinating stories—and I must admit that I was so impressed by them that I decided to follow in her footsteps. We've been writing some short stories together for two months now, and I'm satisfied with the progress I've made so far. I had assumed that, because of her age, she wouldn't be good with computers, but to my surprise, the opposite was true. I guess it just goes to show, you shouldn't jump to conclusions.





**C** Speed climbing—competing to reach the top first—is what I love doing. After years of practice and lots of failures, I gained confidence and started winning competitions one after the other. However, last year was different because Mark showed up. The first time we competed against each other, I lost for the first time in three years! At first, I couldn't hide my disappointment, but then I realised it could **be beneficial for** me as it would force me to improve. One evening, he joined me during practice and gave me some training tips. Our friendship began that day. He is definitely someone you can look up to, because apart from having a great personality, he's also a great sportsperson. Trying to **outdo** each other has become a lot of fun. And although we are committed to the same goal, I have never felt that he is my opponent. On the contrary, he has become my role model for his discipline and determination; he's also become one of my best friends.



**D** My friends are constantly complaining about their siblings, especially the younger ones; they seem to spend their whole lives arguing with them. I do that sometimes too, of course, but my relationship with my younger sister is quite different—whatever disagreements we may have, they don't last very long. Despite the age gap between us and although our interests and social groups differ, we both feel there is a special bond... I can actually say she's my best friend! As her older brother, I always feel a responsibility to contribute to her growth, but the weird thing is that she also has a great impact on my personal development! She's wise beyond her years and has helped me become more caring and responsible. Everyone keeps telling us how lucky we are to have such a close relationship, but I don't think it's that hard. Like I tell my friends, it's all about respect; you just have to **treat** people the way you want to be treated.

**C** Read the texts again. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

**Which person...**

1. gives some advice for people in similar situations? ☐
2. warns against judging a situation without having enough evidence? ☐
3. says that the other person inspires them to become better? ☐
4. says that differences in personality led to a strong friendship? ☐
5. gives examples of how each person helps the other? ☐
6. says that their success didn't come easily? ☐
7. mentions that their relationship is considered strange? ☐
8. says that the other person is mature for their age? ☐
9. changed their mind about how they felt in a particular situation? ☐
10. mentions that they were influenced in their career choice? ☐

**D** Find the highlighted phrases in the texts that mean the same thing as the underlined words/phrases in the sentences below.

1. James felt exhausted after working on the project until midnight.  
▶ .....
2. The new student was shy and often avoided participating in class.  
▶ .....
3. Getting at least eight hours of sleep each night has been shown to have a positive effect on your health.  
▶ .....
4. I believe they aren't at home, because their car isn't parked outside their house.  
▶ .....
5. My neighbours behave towards me like I'm a member of the family.  
▶ .....
6. Steven wants to be the best player in his team, so he always tries to be better than his teammates.  
▶ .....

**E** Discuss.

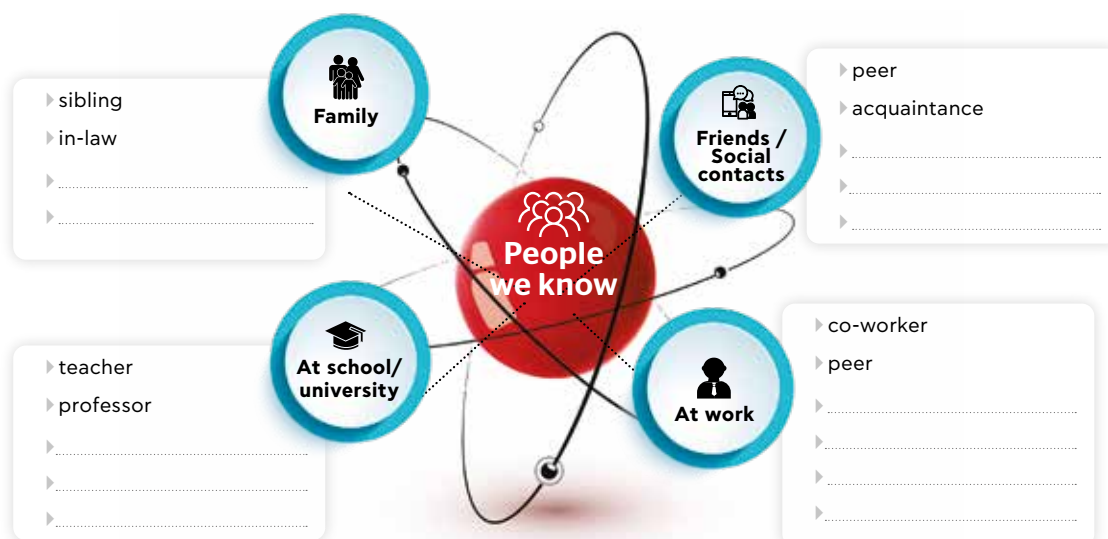
- Which of the stories do you identify with the most? Why?
- Have you ever had a friendship which could be considered 'unlikely'? How was that friend different from you?

# 1b

## Vocabulary

**A** Look at the categories in the word web. Then use the words in the box to complete the gaps.

mate colleague mother-in-law classmate relative bestie  
manager lecturer boss headteacher employer pal



Now complete the sentences using the correct form of the words from the word web. In some cases, more than one option may be appropriate.

- I don't know Peter well. He's just a(n) ..... I chat with now and again because his shop's next to mine.
- My ..... and I are worried about our future because our boss is selling the company.
- Parents should offer equal support to ..... to prevent them from feeling jealous of one another.
- Alice has been one of the most important people in my life ever since we became ..... at the age of five.
- My father-in-law is a(n) ..... in biology at the local university.
- Our research looks at ways in which teenagers tend to change their behaviour in order to be accepted by their .....

**B** Match 1-8 with a-h, paying attention to the personality adjectives in **bold**.

- My son is very **ambitious**. He...
- My younger daughter is very sociable and **extroverted**, while the older one...
- My husband always tries to be **optimistic**. Even when things go terribly wrong, he...
- My bestie, Julia, is the most **reliable** and **supportive** person I've known. In fact, she...
- My son is **stubborn** and hardly ever changes his mind. In my opinion, he...
- My older daughter can be quite **selfish**. I wish she...
- I often face tight deadlines at work, but my colleagues are always **eager** to help and...
- I have great respect for my co-workers who are **cooperative** and **willing** to help, because I...

- always looks on the bright side and avoids becoming pessimistic.
- is the person I trust most in my life.
- would take other people's needs into consideration more often.
- will happily volunteer to assist me when I need it.
- is quite shy and introverted.
- know I can rely on them for support.
- is always determined to achieve every goal. Giving up is not an option!
- should try to become more flexible.





## Grammar

### Present Perfect Simple – Present Perfect Progressive

**A Match the rules 1-4 about the uses of the Present Perfect Simple with examples a-d.**

- a. She **has helped** me become more caring and responsible.
- b. This is the first time I've **ever seen** a dolphin.
- c. I've **known** my best friend **for** fifteen years / **since** 2014.
- d. I **have just finished** decorating my room.

#### The Present Perfect Simple is used:

- 1. for actions which happened in the past but the exact time is not mentioned. ☐
- 2. for actions which were completed a short time ago (usually with *just*). ☐
- 3. for a state/action that started in the past and continues up to the present (emphasis on the state/action). ☐
- 4. with adjectives in the superlative form and expressions like *the only/first/second*. ☐

#### Time expressions

just, already, yet, still, ever, never, so far, always, before, since, for, recently, lately, once, twice, how long, etc.

We use the **Past Simple** for actions that happened at a definite time in the past and the time is mentioned or understood.  
**Present Perfect Simple:** *I have visited Italy.*  
**Past Simple:** *I visited Italy last month.*

**B Match the rules 1-3 about the uses of the Present Perfect Progressive with examples a-c.**

- a. We've **been writing** some short stories together for two months now.
- b. I'm very tired because I **have been working** on my project for five hours.
- c. Who **has been using** my laptop?

#### The Present Perfect Progressive is used:

- 1. for actions which happened over a period of time in the past and may have finished, but the results are obvious in the present. ☐
- 2. for actions which started in the past and continue up to the present (emphasis on the duration of the action). ☐
- 3. to show annoyance resulting from a recent action. ☐

#### Time expressions

how long, for, since, all day/morning/week, etc.

**C Choose the correct option.**

- 1. This is the best book I **have ever read** / **have ever been reading**.
- 2. I can't believe Kate **hasn't taken out** / **hasn't been taking out** the rubbish yet!
- 3. I **have been calling** / **have called** Lisa all morning, but she's not answering.
- 4. How many tournaments have you taken part in **so far** / **ever**?
- 5. Yesterday, Evan **has invited** / **invited** me to his house for the first time.
- 6. Alice is wet because she **has been walking** / **has walked** in the rain without an umbrella.
- 7. How long has it been since you **started** / **have started** learning Japanese?
- 8. I **still** / **yet** haven't finished my history assignment.
- 9. Was it you who **called** / **has been calling** while I was sleeping?
- 10. I **have been** / **have gone** to the aquarium many times, but I always find it impressive.



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

- 1. The last time I saw Henry was two months ago. **for**  
I .....  
.....  
two months.
- 2. When did your father start working for this company? **been**  
How long .....  
.....  
for this company?
- 3. This is the first time I have received such beautiful flowers! **never**  
I .....  
.....  
such beautiful flowers before!
- 4. We bought this car in September. **have**  
We .....  
.....  
September.



1b

## Listening

### A Discuss.

How do you usually communicate with the following people?

family friends colleagues teachers/lecturers classmates

### B You will hear five people talking about different forms of communication they use. Choose from the list (A-H) the statement that best describes what each speaker says. There are three extra statements which you do not need to use.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

- A. I've been experiencing problems with technology.
- B. I understand why some people are not keen on this form of communication.
- C. Technology has had a negative impact on my personal relationships.
- D. I prefer the more traditional forms of communication.
- E. I can express myself more accurately this way.
- F. I convinced another person to do something.
- G. I can't imagine a day without my smartphone.
- H. I am a typical example of somebody my age.

## Vocabulary

Read the sentences and guess the meaning of the verbs/phrases in **bold**. Then match 1-4 with a-d and 5-8 with e-h.

1. I **can't get hold of** Keith because he has his phone switched off again.
2. I **lost touch** with some of my school friends when I went abroad to study.
3. Can I **ring** you **back** in a bit? I'm in a meeting.
4. If there's an emergency, you can **reach** the dentist outside working hours on her mobile.
5. Anne and Nancy spent hours **catching up** because they hadn't seen each other for months.
6. Come in, Mrs Ainsley, and close the door. I want to **have a word** with you about your son's behaviour.
7. To begin this meeting, let me **update** you all on our latest sales figures.
8. Now that everyone's finally here, let me **fill in** all the latecomers about what we've been discussing.

- a. to call sb again after they've called you
- b. to not have contact with sb any more
- c. to communicate with sb by phone
- d. to not be able to contact sb by phone

- e. to give sb the most recent information about sth
- f. to speak briefly with sb
- g. to inform sb about sth they missed while they were away
- h. to find out sb's latest news

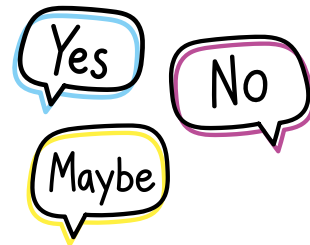
## Do you know?



In pairs, ask and answer the questions in the quiz.

1. Does non-verbal communication like facial expressions and body language make up **55%** or **25%** of face-to-face communication?
2. Which emoji is the most popular on social media, **Face with Tears of Joy**, 🤔, or **Sleeping Face**, 😴?
3. Is 'GIF' pronounced with a **hard g** like 'give' or with a **soft g** like 'giraffe'?
4. What do '**FOMO**' and '**JOMO**' stand for? (Hint: **FOMO** is the opposite of **JOMO**.)
5. In some countries, such as Japan, eye contact is avoided because it is often considered rude. Is this **True** or **False**?

## Speaking



**A** Read the phrases in the table below and then complete it with the headings.

Expressing opinion

Agreeing/Disagreeing

Partially agreeing

Useful phrases		
1. ....	2. ....	3. ....
<ul style="list-style-type: none"> <li>I (completely/totally) agree/disagree.</li> <li>I think so too. / I don't think so.</li> <li>I couldn't agree more!</li> <li>I think the opposite is true.</li> </ul>	<ul style="list-style-type: none"> <li>I agree to a certain extent / up to a point.</li> <li>On the one hand..., but on the other hand...</li> <li>That's partly true. What I mean is...</li> <li>It depends. What I mean is...</li> <li>I kind/sort of agree, but...</li> </ul>	<ul style="list-style-type: none"> <li>In my opinion/view, ...</li> <li>Personally speaking, I think that...</li> <li>To my mind, ...</li> <li>It seems to me that...</li> </ul>

**B** Read what two people have said and say whether you agree, partially agree or disagree. Express your opinion using the ideas below, your own ideas and some of the useful vocabulary in the boxes.



**1.** Face-to-face communication is the best way to keep in touch with your friends.

**AGREE**



- communicate effectively
- build stronger friendships/relationships
- socialise

**DISAGREE**



- not practical for long-distance friendships
- not convenient if you have a busy schedule
- interrupted by other people

### Useful vocabulary

- clearer understanding
- avoid misunderstandings
- express emotions
- body language / gestures
- facial expressions
- meet in person
- shared experiences can strengthen bonds
- create memorable moments
- importance of meaningful connections/interactions
- located in different cities/countries
- rely on other means of communication
- maintain long-distance friendships/relationships
- stay connected / keep in touch
- demanding daily routine
- limited time to hang out
- get distracted



**2.** The most important quality of a good friend is for them to be funny.

**AGREE**



- create positive memories and help reduce stress

**DISAGREE**



- other important personality traits

### Useful vocabulary

- sense of humour
- make you smile even if you are in a bad mood
- take your mind off your obligations
- handle difficult situations
- important qualities differ from person to person
- trust
- loyalty
- kindness
- understanding
- caring
- support you in difficult situations

**C** Discuss.

### Family/Friends

- Do you have siblings? If yes, do you usually get along with them? If not, do you like being an only child?
- How many 'best friends' do you think someone can have, only one or more?
- When was the last time you ended a friendship? Why? What qualities did that person have that made you end it?



### Communication

- What is your favourite form of communication (e.g. face-to-face, texting)? Why?
- Do you think technology has had a negative impact on people's relationships?
- Do you think body language is important in communication? Why? / Why not?



## 1b

## Writing

## An informal email

## A Discuss.

If you wanted to organise a day out with your friends, what sort of activities would you choose to do?

## B Elisa has received an email from her friend Jenny. Read part of Jenny's email. What should Elisa include in her reply to Jenny?



My cousins are visiting next Saturday, and I want to take them out to a nice restaurant, perhaps to that restaurant you were talking about the other day. Can you tell me about it? We'll also be spending the day in the city centre. Any other suggestions on making their visit more interesting?

Write back soon,  
Jenny

## C Read Elisa's reply to Jenny's email and answer the questions that follow.

Dear Jenny,

How are things going? Sorry for not getting back to you sooner, but I was busy with work. I've got a few suggestions for your cousins' visit.

You should definitely go to that restaurant I told you about. It's called Urban Flavour Bistro and it offers a wide range of options for all tastes! You're really into healthy eating these days, aren't you? Well, they make all their dishes with organic ingredients and offer vegetarian as well as vegan options! Everything we ordered that night was delicious!

As for interesting things to do in the city centre, where do I even begin? Don't miss the new art museum on James Street—I visited it yesterday and it's got some mind-blowing interactive exhibitions! Also, you must go to the street market in Redland Road. It's perfect for a stroll and you'll find lots of handmade jewellery, vintage clothing and antique items for sale at a bargain! Now who doesn't love a good deal?

Anyway, I have to go now. I hope you and your cousins have a blast!

Take care,  
Elisa

1. What information does Elisa provide about the restaurant she visited?
2. What else does she suggest Jenny and her cousins do?

Using different types of questions in your email engages the reader and makes your writing more personal.

**Direct questions** require a specific answer which can be either *yes/no* or specific information.

**Rhetorical questions** do not require an answer; they are often used to emphasise a point or to persuade the reader.

**Question tags** are used when we expect the reader to agree or when we want to ask for confirmation.

## D Read the note and the examples of different question types in the table. Then find examples of direct questions, rhetorical questions and question tags in the two emails.

Direct questions	Rhetorical questions	Question tags
<ul style="list-style-type: none"> <li>• Do you think it's/ that's a good idea?</li> <li>• Do you want to join us for dinner on Friday night?</li> <li>• What time does your flight arrive?</li> <li>• Any suggestions?</li> </ul>	<ul style="list-style-type: none"> <li>• How could I say no?</li> <li>• What can you do?</li> <li>• Are you serious?</li> <li>• Who doesn't?</li> </ul>	<ul style="list-style-type: none"> <li>• It sounds a little boring, doesn't it?</li> <li>• You haven't been there yet, have you?</li> <li>• They don't eat meat, do they?</li> <li>• You're going to the company get-together, aren't you?</li> </ul>





**E** Read the sentences taken from different informal emails below and complete them with a question from the table in Activity D.

- Of course, I love chocolate ice cream!  
.....
- We should go to that new Peruvian restaurant that opened in your neighbourhood.  
.....
- I'd love to come over for dinner next weekend.  
.....
- I can definitely pick you up from the airport tomorrow.  
.....
- I'm also inviting Ted and Andy over, but I'm not sure what to cook.  
.....

**F** You may need to perform more than one function when writing or replying to an informal email. Refer to Module 1 in the Writing Reference. Then read phrases 1-6 and match them to the functions a-f.

- Why don't we...?
- Count me in!
- I was wondering if you could...
- I'll have to let you down.
- Let me fill you in.
- How should I deal with the situation?



- a. refusing an invitation
- b. making a suggestion
- c. making a request
- d. giving news
- e. accepting an invitation
- f. asking for advice

**G** You have received this email from an English-speaking friend. Read the email and plan your reply.



A friend from out of town is visiting me next Friday, and I'm looking for ideas on how we could spend the day. I'm thinking we could visit the city centre and do something there. Any ideas on some fun activities? What do you usually do with friends?

It would also be great if you could come along too. The three of us will have a great time! Let me know if you can make it!



## Plan



### An informal email

#### GREETING

- Greet the person you are writing to.

#### OPENING PARAGRAPH

- Begin with a polite comment (e.g. *How are things?*) and say why you're writing.

#### MAIN PART (2-3 paragraphs)

- Mention everything you want to include.

#### CLOSING PARAGRAPH

- State anything you want to emphasise (e.g. *Don't forget to...*) and end with a polite comment (e.g. *Write back soon.*).

#### SIGNING OFF

- Use a signature ending (e.g. *Yours*) and your first name below that.

**H** Write your email. Use the plan from Activity G and the tables in the Writing Reference. Make sure you read the tip below.

#### When writing an informal email:

- use informal language and expressions (e.g. *well, of course, anyway, you know, you see, actually, by the way*).
- use short forms (e.g. *I'm, didn't*).
- use exclamations (e.g. *That's great news!*).
- use direct questions, question tags and rhetorical questions.
- use standard grammar and spelling conventions. Avoid forms such as *wanna, cu l8r*, etc.
- make sure you understand why you are writing (to give news, to make a request, to make suggestions, etc.) and respond to all the questions appropriately.
- use appropriate expressions/phrases to express enthusiasm, accept or refuse an invitation, give news, etc.



# 1 Review

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

## Vocabulary

- His parents were extremely ..... when his business idea failed, and they encouraged him to view it as a learning experience.  
a. flexible                      c. supportive  
b. reliable                      d. cooperative
- His sister advised him to be less ..... and to try to look on the bright side once in a while.  
a. caring                      c. stubborn  
b. selfish                      d. pessimistic
- The company's new online advert was a huge success and ..... product sales by 23%.  
a. influenced                      c. reduced  
b. boosted                      d. outdid
- Whenever I'm not able to ..... a problem alone, I can always rely on my sister for help and advice.  
a. assist                      c. handle  
b. decrease                      d. deal
- When I rang to make the reservation, I ..... asked for a room with a view of the ocean.  
a. specifically                      c. accurately  
b. particularly                      d. mentally
- You need a huge amount of ..... to get up at six o'clock every morning.  
a. respect                      c. discipline  
b. inspiration                      d. obligation
- As I don't know her particularly well, I would describe Vera as more of a(n) ..... than a friend.  
a. peer                      c. relative  
b. acquaintance                      d. pal
- I admire Fay as she is always ..... to achieve her goals!  
a. introverted                      c. determined  
b. reserved                      d. related
- I often finish work late and rarely have the opportunity to ..... on weekdays.  
a. treat                      c. supply  
b. socialise                      d. contact
- Having positive relationships with both family and friends ..... towards our level of happiness.  
a. contributes                      c. assumes  
b. controls                      d. balances
- Until we have all of the facts, let's try not to jump to any ..... about what really happened.  
a. conclusions                      c. misunderstandings  
b. decisions                      d. considerations
- You need to spend quality time with your friends in order to ..... good relationships.  
a. form                      c. interact  
b. maintain                      d. identify
- What time ..... the dentist today?  
a. do you see                      c. have you seen  
b. are you seeing                      d. have you been seeing
- I ..... of buying a new bike, but I have to save up first.  
a. am thinking                      c. thinks  
b. think                      d. thinking
- This is the first time I ..... sushi.  
a. have been eating                      c. have eaten  
b. ate                      d. eat
- Our children always get their clothes dirty when they ..... in the garden.  
a. playing                      c. have been playing  
b. played                      d. play
- The artist ..... hasn't finished drawing my portrait.  
a. yet                      c. just  
b. already                      d. still
- His uncle is tired of his job. He ..... for nearly 20 years and wants a change.  
a. have taught                      c. taught  
b. is teaching                      d. has been teaching
- The timetable says that the train ..... at 3 p.m. tomorrow.  
a. leaves                      c. leave  
b. has been leaving                      d. are leaving
- How long ..... comics?  
a. are you writing                      c. have you been writing  
b. do you write                      d. did you write
- These flowers ..... great!  
a. are smelling                      c. smell  
b. have smelt                      d. have been smelling
- Using virtual reality in the classroom ..... more and more popular nowadays.  
a. is becoming                      c. becomes  
b. became                      d. has been becoming
- Olivia ..... plays computer games. She finds them a waste of time.  
a. usually                      c. always  
b. hardly ever                      d. recently

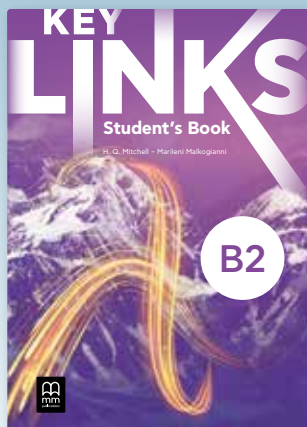
## Now I can:

- talk about myself (interests, personality, free-time activities, communication habits, etc.)
- use paraphrasing techniques
- distinguish between permanent and temporary situations
- develop a response by giving examples, reasons and details
- talk about friendship, social relationships and personality traits
- use appropriate tenses to link the past with the present
- ask for and give opinion
- express agreement, partial agreement and disagreement
- respond to an informal email using appropriate register and text organisation
- recognise different functions in an informal email and respond appropriately

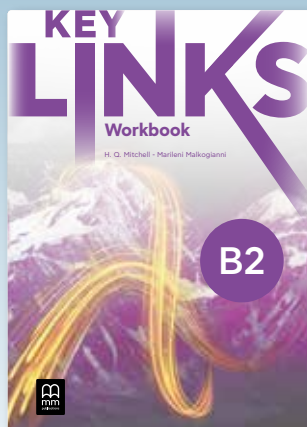


# Components

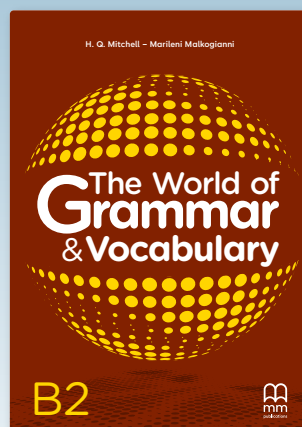
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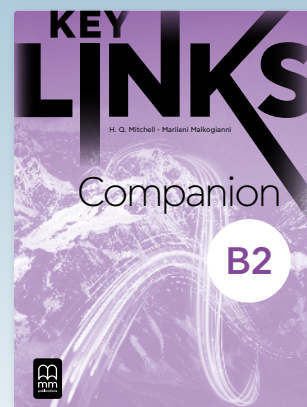
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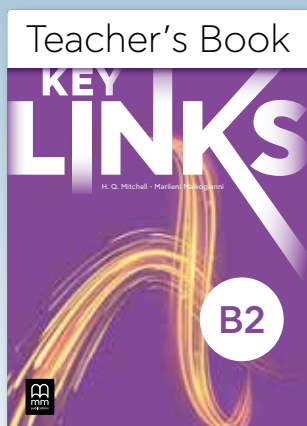
Grammar Book



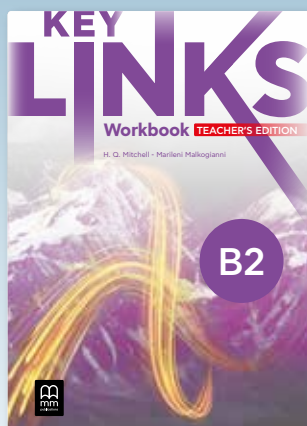
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- Online Tests

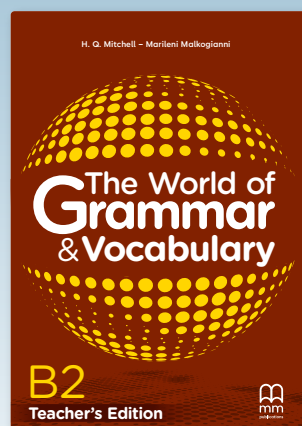
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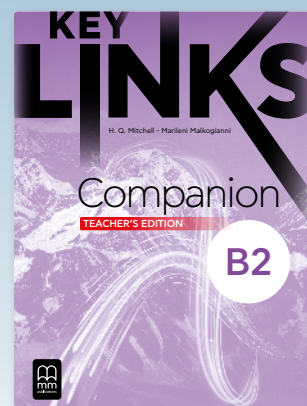
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CEFR

A1	A2	B1	B2	C1	C2
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