

Find the extra word in each line.

### International friends

- 1 ..... I've been to travelling round Europe all summer. It's the first time I've
- 2 ..... ever been going abroad, and I've had a fantastic time! I've seen
- 3 ..... loads of interesting places and I have to also made loads of new friends.
- 4 ..... I've been decided to stay in touch with them now I'm back. One of
- 5 ..... them, Giselle, is French. She was making on holiday too. We now send
- 6 ..... text messages are to each other all the time. They're usually in English
- 7 ..... because my French isn't very good! I'm planning to have visit her in
- 8 ..... France next year sometime. I hope I can. I am love meeting people from
- 9 ..... other countries! I want to have had lots of friends from all over the world!
- 10 ..... Travelling certainly broadens the mind but it also is broadens your circle of friends!

Complete using the past perfect simple or past perfect continuous of the verbs in the box. You may need to use a negative form.

eat • stay • wait • know • write • see • listen • get • have • run

- 1 By the time he died, Beethoven ..... nine symphonies.
- 2 We chose the Hotel Rio because we ..... there before.
- 3 We ..... for over an hour when the train finally arrived.
- 4 I was completely out of breath because I .....
- 5 I ..... the film before, so I knew how it ended.
- 6 When he got married, I ..... Chris for about two years.
- 7 Johnson ..... ready for the race for six months and finally the big moment came.
- 8 Vivian ..... computer lessons for very long so she wasn't sure how to use the Internet.
- 9 Holly ..... oysters before, so she wasn't sure what to do with them.
- 10 I ..... to my new CD for a few minutes when the CD player started making a funny noise.

Each of the words in bold is incorrect. Rewrite them correctly.

- 1 My Australian cousins are coming **in** Greece next month! .....
- 2 Turn left **on** the post office, then go straight on. ....
- 3 There weren't any chairs, so we had to sit **at** the floor. ....
- 4 The TV's **on** the corner of the room. ....
- 5 There's a photo of the author **at** the back cover of the book. ....
- 6 We should arrive **at** Paris at six in the morning. ....
- 7 Could you go out **from** the room for a moment, please? .....
- 8 Walk **in** the station, but turn left a couple of blocks before you get there. ....
- 9 I'll meet you **in** the corner of your street. ....
- 10 There should be a broom **on** the back of the cupboard, somewhere. ....
- 11 They should arrive **in** the airport in about an hour. ....
- 12 The CD should be next **from** the CD player. ....

**Reading Comprehension**

- A) Discuss the following questions: 1. How are computers used in education today? 2. What are the advantages of using computers for learning?
- B) Look at the title of the text on the opposite page.
- What does 'computer-assisted learning' mean?
  - What sort of courses can CAL be used in? Make a list.
  - Write some questions that you would like the text to answer.
- C) One student wrote some ideas about CAL before reading the text on the opposite page. Write **A** (I agree), **D** (I disagree) or **?** (I'm not sure) next to the ideas below.
- Cal has always been easy to use.*
  - Teachers didn't like using CAL software products at first.*
  - CAL is just another addition to traditional teaching methods.*
  - CAL has radically changed the way people learn.*
  - In the future, teachers will be replaced by CAL.*
- D) Look carefully at the topic sentences in the text.
- Identify the topic and comment about the topic.
  - What do you think each paragraph will be about?
- E) Read the text carefully. Were your questions from Exercise B answered?
- F) Does the writer of the text agree or disagree with the ideas in C? Which ideas are not mentioned?

## Computer-Assisted Learning

Computers have been used in education since the 1960s. Initially, they tended to only be used in computer-related subjects because they were, unfortunately, quite difficult to use. This was because they had command line interfaces (CLI). Users had to type long lines of text in order to get the computer to do something. However, the 1980s saw the advent of the first graphical user interfaces (GUIs) which were much more user-friendly. This improvement in human-computer interaction (HCI), together with the new subject-specific software, made it viable to employ computers in more subjects. Education institutions began to see the value of computer-assisted learning (CAL). Many invested heavily in equipment and training, the outcome of which can be seen today in many classrooms around the world.

By the end of the 20th century, there was a whole range of CAL software products on offer. In general, the first CAL programs were not terribly exciting. However, in the late 1980s, CD-ROMs and other multimedia products became available. These made it possible to produce software with sound and graphics which was also easy to distribute. As a result, more businesses became involved in developing educational software. The new products were attractive and many students enjoyed using them. Nevertheless, they were expensive. In addition, they were often perceived to be just a different way of learning or testing the same things. Teachers who disliked using computers were largely able to ignore them or confine them to self-study.

By contrast, it was difficult to ignore the arrival of the Internet, which heralded a new phase in CAL and had a huge impact on education. Although slow links and download times characterized the early days of the Internet, the development of broadband technology provided much speedier access. The Internet provides an alternative to textbook-based learning and access to authentic, up-to-date online resources. Furthermore, it offers students a way to communicate with each other, and with the outside world. They can even publish their work on the Web for others. Now CAL is more than a 'bolt-on' to traditional teaching. It requires new skills, such as the ability to find information, evaluate websites, or to collaborate with others via a network.

CAL not only influences *how* and *what* students learn; it also affects *where* they learn. Many courses now incorporate a virtual learning environment (VLE), which is a set of computer-based teaching and learning tools used to teach distance learning programmes or to support face-to-face courses. VLEs are similar to websites in many ways. Like websites, they run on a server and can be accessed via an Internet connection. VLEs contain a number of components which, typically, would include the following. Firstly, there is an administrative element providing course information, such as student tasks and how to get help. Secondly, there are the learning resources used to deliver the course, including materials designed by the teacher, or links to sources of information. Thirdly, there is a range of assessment tools which can be used to chart progress during the course. VLEs also have communication tools, such as e-mail, for students to contact, or correspond with, their teachers or their peers.

Clearly, CAL is set to play an important role in education in the future. Some people even believe that it will eventually replace the need for teachers or classrooms. However, it is more likely that VLEs are the future of computer-assisted learning. This means that subject teachers are faced with a new challenge. They will not only need to be experts in their field, for example history or French, but they will also have to become confident users of new technology.