Ready for Advanced
teacher’s book
3rd Edition
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Updated in line with Cambridge English: Advanced (CAE) 2015 revisions
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Part 4: Further discussion

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Introduction

*Ready for Advanced* consists of the following components:

- Coursebook (with and without key)
- Teacher’s Book with DVD-ROM
- Macmillan Practice Online
- Two Audio CDs
- Workbook (with and without key)

**Coursebook**

Each of the 14 units in the Coursebook contains 10 pages, providing a balance and variety of activity types aimed at improving students’ general English level, as well as developing the language and skills they will need to pass the *Cambridge English: Advanced (CAE)* examination. At the end of every unit there is a two-page Review section, containing revision activities and exam-style tasks, which enable students to practise the new language they have encountered in the unit and, as the course progresses, in previous units.

The book also contains five supplementary ‘Ready for …’ units, which provide students with information, advice and practice on each of the four papers in the *Advanced* examination. The Reading and Use of English paper is divided into two sections for the purposes of these units. There is also Ready for Listening, Ready for Speaking and the final unit is Ready for Writing, which includes a comprehensive bank of writing materials. These are situated after Units 3, 6, 9, 12 and 14 and may be used in the order in which they appear in the book. However, they are intended very much as a flexible resource which may be exploited at such times during the course as the teacher feels appropriate.

At the end of the Coursebook, you will find a Wordlist and Grammar reference, each closely linked to the 14 units in the book, as well as the Listening scripts for each of the listening tasks. There is also an Additional material section, to which students are referred in certain units. The Coursebook is available with or without the answer key.

The following boxes, which appear throughout the Coursebook, provide help and advice to students when they perform the different tasks:

- **What to expect in the exam**: these contain useful information on what students should be prepared to see, hear or do in a particular task in the examination.
- **How to go about it**: these give advice and guidelines on how to deal with different examination task types and specific questions in the unit.
- **Don’t forget!**: these provide a reminder of important points to bear in mind when answering a particular question.
- **Useful language**: these contain vocabulary and structures which can be used when doing a specific speaking or writing activity.

**Teacher’s Book**

The Teacher’s Book contains detailed teaching notes for each activity in the Coursebook. A typical unit of the Teacher’s Book provides you with:

- a summary of examination task types contained in the Coursebook unit
- guidelines and ideas for exploiting the Coursebook material, including
  - further suggestions for lead-in and follow-on activities
  - further ways to extend vocabulary and maximize speaking
  - additional activities
- answers to exercises
- scripts for the listening activities
- sample answers for a selection of the writing exercises, together with the examiner’s notes and the mark awarded.

On the DVD-ROM which accompanies the Teacher’s Book, you will also find the following:

- seven tests, which can be used after every two units to assess your students’ progress on the course. These tests can be downloaded as PDF files, and they are also available in another format which will enable you to edit them to meet your students’ needs.
- 14 photocopiable activities, one for each unit, containing communicative tasks which offer practice of one or more aspect of language from the unit.
- the scripts for the listening tasks in the Workbook, as well as a complete answer key for the Workbook.
- the listening scripts for the practice tests on Macmillan Practice Online.
- a series of videos in which the authors, Roy Norris and Amanda French, explain how the whole course works, in order to help you to make the best possible use of *Ready for Advanced*.

**Macmillan Practice Online**

Each student can access Macmillan Practice Online, or MPO, by going to the ‘Ready for’ website – www.readyfor-online.com – and entering the unique code which is on the inside back cover of each Coursebook.

The material on Macmillan Practice Online includes the following:

- a video of two candidates performing the tasks contained in the Ready for Speaking unit of the Coursebook, so your students can see what an actual speaking test looks like.
two practice tests, each with a full Listening and Reading and Use of English paper, as well as a full Writing paper with model answers for each task.
- downloadable MP3 audio files for all of the listening activities in the Coursebook.

Workbook
The 14 units of the Workbook follow the same order and general topic areas as the Coursebook. They have been designed to provide students with further practice, revision and extension of the language presented in class, as well as examination practice and skills work. Each unit follows the same format:

• Reading
To ensure variety, the reading task type in most units of the Workbook is different from that in the corresponding unit of the Coursebook. Students will, however, already be familiar with the reading task type they encounter in the Workbook and are thus provided with an opportunity for revision. Each reading is followed by at least one vocabulary exercise that exploits the language in that particular Workbook text.

• Vocabulary
These exercises revise and develop the vocabulary which appears in the Coursebook. Some exercises extend this vocabulary by drawing on items from the Wordlist at the end of the Coursebook. As in the Coursebook, there is a strong emphasis on collocation throughout the Workbook.

• Language focus
This section contains further controlled practice of the grammar presented in class, using different task types to provide variety.

• Use of English
In most units there are at least two Use of English exam-style tasks. Some of the language tested in these exercises will already have been encountered by students in the corresponding unit, or previous units, of the Coursebook.

• Writing
The Workbook contains a complete writing syllabus to complement that in the Coursebook and to ensure that students are fully prepared for Paper 2 of the Advanced examination. Extensive help is given in the form of useful language, model answers and/or planning guidelines. A feature of the Workbook's writing syllabus is that whilst the writing task in each unit is relevant to the topic area of the corresponding unit in the Coursebook, the task type is the same, in most cases, as that of the previous unit of the Coursebook. This enables revision to take place and ensures that students are given the opportunity to practise the same task type with different topic areas.

• Listening
After the main units of the Workbook comes the Listening bank. There is one listening activity for each unit, and the task type is the same as one of the listening tasks in the corresponding unit of the Coursebook. Vocabulary and grammar encountered in the Coursebook unit are revised in the Workbook listening; giving learners further opportunity to consolidate their understanding of the new language.

• Word formation list
This reference list contains all the words which are taught and tested in the Word formation sections of the Coursebook and Workbook, together with further examples. The words are arranged according to their word class and the affix used to form them.

The Workbook is available with or without the answer key.

Using the course to prepare students for the Cambridge English: Advanced (CAE) examination
Whilst Ready for Advanced can be used as a general course for students at an advanced level of English, one of its main aims is to prepare students for the Cambridge English: Advanced examination. An overview of the examination can be found on pages 4–5 of the Coursebook. A range of support is available in the various components of the course to help you prepare your students for the different aspects of the Advanced exam.

Vocabulary
In every unit of the Coursebook, there is at least one section devoted to vocabulary, and ten of the fourteen units have two sections. Throughout the book there is a strong emphasis on groups of words, particularly collocations, and not just single-word items. The vocabulary from the units is reproduced in the Wordlist at the end of the book, where it is grouped according to the unit in which it appears, together with further relevant words and collocations. Also in the units, students are frequently provided with relevant vocabulary to help them perform specific speaking and writing tasks using a wide range of language. In some cases this vocabulary appears in Useful language sections accompanying the tasks; in others, students are referred to the Wordlist at the end of the book.

Vocabulary activities in the Workbook both revise the vocabulary presented in the units, and also provide practice of the additional items from the Wordlist. This helps students to build a substantial vocabulary store in preparation for the Advanced
Introduction

The Use of English

examination, and become true advanced users of English at C1 level.

Grammar

Each unit of the Coursebook contains one or more Language focus sections, which generally use contextualized examples from a reading text or listening script to introduce a particular grammar point. Where relevant, basic features are revised before the grammatical area in question is developed and students are exposed to more advanced structures of the type they are expected to be able to understand and use in the Cambridge English: Advanced examination. Frequent use is made of the Grammar reference at the end of the Coursebook for the checking of answers and ideas, and most Language focus sections conclude with a written and/or spoken practice activity. More practice is provided in the Review sections at the end of each unit, as well as in the relevant unit of the Workbook. And many of the photocopiable activities which appear on the DVD-ROM accompanying the Teacher’s Book provide further, more communicative practice on the grammar covered in a unit – the Teacher’s Book indicates when these can be used.

Some Language focus sections move from a grammatical to a more lexical focus; students are presented with words, collocations and phrases which express similar concepts to those conveyed by the grammatical structures which have been taught. This provides students with a number of different alternatives to communicate their ideas, enabling them to demonstrate the range and variety of language required at C1 level.

Use of English

The Vocabulary and Language focus sections, together with the Wordlist and Grammar reference, contain the types of individual words, collocations, phrases and structures which appear in the Use of English tasks of the Reading and Use of English paper. The Coursebook also contains regular Word formation sections, which prepare students for Part 3 of this paper. A systematic approach to word building is adopted, with a number of units each focusing on a different aspect of affixation. In addition, the Workbook contains a Word formation list, a reference containing all the words which are taught and tested in the Word formation sections of the Coursebook and Workbook, together with further examples. The Coursebook syllabus is as follows:

Unit 1 Nouns
Unit 3 Adjectives and adverbs
Unit 7 Verbs
Unit 9 Alternatives from the same prompt word

Unit 11 Nouns formed with in, out, up, down and back

In addition, students are provided with plenty of opportunity to practise all four task types of the Use of English paper; both in the Coursebook and the Workbook. Care has been taken to ensure that at least some of the items tested in a particular exercise have been taught either in the same unit in which the exercise appears or in an earlier part of the course. This helps build students’ confidence and shows the link between the language they are learning and its possible application in the examination. The Ready for Use of English unit on pages 42 to 45 offers further useful information.

Reading

Authentic texts from a variety of sources (magazines, newspapers, journals, books, etc) are used to develop students’ reading skills and prepare them for Parts 5–8 of the Reading and Use of English paper. Students are provided with useful strategies to adopt when performing each of the different tasks: Multiple choice, Cross-text multiple matching, Gapped text and Multiple matching. By using appropriate techniques for each reading text, students learn to read efficiently and stand a greater chance of completing the tasks in the examination in the time allowed. In the early units of the Coursebook there are What to expect in the exam and How to go about it boxes, containing information and advice on how to approach each of the task types, with further advice on appropriate reading strategies contained in the Ready for Reading unit on pages 82–89.

Texts are usually preceded by a short speaking activity to introduce the topic, and followed by a Reacting to the text section, which provides students with the opportunity to discuss the content of the passage and express their own opinions on the issues involved. Further reading practice is provided in each unit of the Workbook.

Writing

All of the Advanced writing tasks are covered, both in the Coursebook and the Workbook. The writing sections in both books prepare students thoroughly for each new task and may focus on one or more of the following features: planning answers; help with ideas; paragraph organization; useful language; and appropriate register or tone. Model answers appear throughout the course and always when students encounter a particular task type for the first time.

In addition, the Teacher’s Book contains authentic examples of students’ answers to some of the writing tasks in the Coursebook, particularly for the earlier units. These are accompanied by
comments from the examiner. An important feature of the writing syllabus in *Ready for Advanced* is the Ready for Writing unit on pages 194–203 of the Coursebook. This serves both as a reference, with examples of all the main writing types, and as a bank of writing tasks for students to answer. For each writing type, there is:

• a task
• a model answer with the main features highlighted
• a further task for students to answer
• a *Useful language* section which students can refer to when doing this and other similar tasks in the Coursebook and Workbook.

The Ready for Writing unit also contains an indication of the criteria used by examiners when marking answers to writing tasks, as well as a procedure for students to follow when planning and checking their answers.

**Listening**

Most units of the Coursebook have two listening activities of the type students will encounter in the Listening paper. A wide range of sources has been used for the listening texts and the recordings contain a variety of different accents. Again, information on listening in the *Advanced* exam and guidance on how to tackle the tasks are given in the *What to expect in the exam* and *How to go about it* boxes, particularly in the earlier stages of the course, when students require most support.

The Ready for Listening unit on pages 126–129 contains an example of each of the four parts of the Listening paper, together with further help and advice. Here, and throughout the Teacher’s Book, suggestions are given for classroom exploitation of the listening scripts, which appear at the end of the Coursebook. These can be particularly useful for checking answers, raising students’ awareness of distractors or focusing on useful words and expressions used by the speakers. All the Coursebook listening scripts appear at the end of the Coursebook (except for the Ready for Speaking scripts which appear in the Teacher’s Book only), and the recordings are included as downloadable MP3 audio files on Macmillan Practice Online.

**Speaking**

Guidance is given throughout the Coursebook on how to approach the four parts of the Speaking paper. There are regular *How to go about it* and *Useful language* boxes, particularly for Parts 2 and 3, where students need most help with procedure and technique. The Ready for Speaking unit on pages 166–169 contains further useful practice and advice, and includes a recorded interview of two students performing the different tasks in the Speaking test. A video of this can also be viewed on Macmillan Practice Online.

Clearly, the more speaking practice students have in class, the faster their oral skills will improve and the better prepared they will be for the Speaking paper of the *Advanced* examination. *Ready for Advanced* provides regular opportunities for students to speak in pairs or groups, in pre- and post-listening and reading activities, as well as in Vocabulary and Language focus sections. These are indicated by the special speaking icon, most usually found before the relevant rubric.
1 Aiming high

Content Overview

Themes
The unit deals with the themes of challenge, ambition and motivation.

Exam-related activities

Reading and Use of English
Part 5 Multiple choice
Part 3 Word formation

Writing
Part 2 Formal letter

Listening
Part 1 Multiple choice

Speaking
Part 2 Long turn

Other

Language focus 1: Modal verbs 1: might, could, may and can
Vocabulary: Collocations
Word formation: Nouns
Language focus 2: Spelling

Lead-in
Books closed. Brainstorm what types of big challenges people face in their everyday lives (elicit ideas like starting a new job or school, moving house, starting a family, moving to a different town or abroad, etc). Ask students to work individually to make a list of their three biggest challenges they have faced so far in their lives. Put students in pairs and ask them to discuss their three challenges and compare their experiences. Ask them to focus on what made each situation particularly challenging, what they did to overcome the challenges and how they felt before and after. Get some of the pairs to report back to the class with the most interesting ideas.

Books open. Go through the task and the advice together. Check students understand they are expected to cover three key points in their long turns. Provide more details about timings (see Exam note opposite), but remind students that at this stage, they should focus on speaking fluently and completing the task, and not worry about timing for the time being. Also remind students not to interrupt each other while their partner is talking. They should listen carefully and think about their short response once their partner has finished.

Exam note
Candidates take the Speaking test in pairs (with the last three candidates on the day in a group of three where there are an odd number of candidates). In Part 2 of the test, students take turns to speak about a set of pictures individually. First, Candidate A speaks for about one minute. The candidate is expected to go beyond basic description and comparison, and should pay special attention to the details required by the question. Candidate B then comments briefly (in no more than 30 seconds), prompted by a follow-up question, which involves some kind of reaction to what Candidate A has said. Then the roles are reversed, and Candidate B speaks about a different set of pictures. In the exam there are three pictures in each set. Altogether Part 2 of the Speaking test takes four minutes.

Useful language
Students complete this exercise individually, then compare answers in pairs before they do the exam task. Check the answers together before moving on. Encourage students to make use of the expressions as well as the expressions for comparisons and speculations from the How to go about it box in their long turns.

Answers

very happy: delighted, elated, thrilled, overjoyed
sad or wanting to cry: tearful, miserable, close to tears, weepy
nervous or worried: anxious, apprehensive, tense, on edge

Students do the exam task in pairs. Walk around and monitor their progress. Provide guidance and feedback where necessary. After no more than three minutes, remind the first speakers to wrap up before reversing the roles to repeat the task.

Ask one or two volunteering pairs for each pair of pictures to repeat the task in open class, then elicit feedback from the other students. Put the emphasis on the good points in each performance, but also elicit any issues that need to be addressed.


**Multiple choice**

**Pages 7–9**

**Lead-in**
Books open. Students cover up the text above the picture. Focus attention on the picture. Elicit ideas about what students expect the text to be about. Accept any reasonable suggestions, and do not give away the answer at this stage. Point out that predicting content from illustrations or headings is an important step in tuning into the context, which later helps students complete the reading comprehension task.

1 Students read the instructions to check their predictions from the lead-in, then work in pairs to discuss the four points. Allow about two minutes for this. Elicit some ideas from around the class, and invite others to comment, agree or disagree.

2 Go through the task and advice together. Before studying the advice, ask students to look ahead at pages 8–9 to see what the typical layout is for the Part 5 Reading test. The How to go about it box details the process of completing a multiple-choice task step by step. As this is the first time students encounter the task type in this course, it is advisable to complete each step one by one, with the teacher directing the process. Treat each of the five points as a separate exercise that students complete according to the instructions in italics, then check together in whole class, before moving on to the next exercise. For training purposes, this activity is done here in pairs, even though the exam involves individual work.

In the first point, students skim read the text to get a general sense of its content, and look for information about the discussion points in exercise 1.

**Answers**

**the type of person who would take up such a challenge:** lines 1–6 describe the stereotypical image of a polar explorer; lines 15–18 characterize Liautaud

**their reasons for doing so:** lines 30–38 describe Liautaud's friendship with polar explorer Swan; lines 59–60 mention Stoup and lines 74–76 mention Liautaud's determination to raise awareness about melting ice caps

**the preparation required:** lines 62–64 and 89–90 mention that Liautaud had to raise the cost for his two attempts; line 52 briefly mentions Liautaud's physical preparations in the gym

**the conditions or difficulties they experience in the Arctic and the Antarctic:** lines 65–87 describe in detail the conditions that thwarted Liautaud's first attempt to reach the Pole; lines 92–93 briefly mention the conditions of his second, successful attempt; lines 157–162 provide further details about what difficulties polar explorers might face

In the second point, students work in pairs to work out the meaning of the five words in bold from the text. Elicit ideas from a number of pairs, and invite comments from the rest of the class.

**Answers**

**etched:** if a feeling is etched on someone's face, their expression shows clearly what they are feeling

**impeccable:** perfect in every way

**escalated:** became more serious

**perplexed:** confused because you cannot understand something

**farce:** a situation or event that is silly because it is very badly organized, unsuccessful or unfair; a silly or unlikely situation

In the third point, students mark the relevant passages for each of the six questions in the margin. Elicit answers from some students, and invite comments from the rest of the class. Note that each of the six paragraphs of the text corresponds to one of the questions, and that this is often the case in the exam, as well.

In the fourth point, students study the marked passages for each question carefully and first
eliminate those options that are obviously wrong, then choose the best answers and underline the information that helped them decide. They complete this step individually, as they would in the exam.

### Answers

1. **A** … happens to have … that quiet sense of self-confidence … (lines 16–18)
2. **C** Friends and family, to whom he’d so far shown he had no particular interest in outdoor pursuits, … were perplexed … (lines 38–43)
3. **A** A trip which had intended to raise awareness of melting ice caps had been obstructed. By melting ice caps. (lines 74–77)
4. **C** … we arrived at the moment when a helicopter landed to drop off a group of tourists … Ignoring the onlookers, he promptly ‘checked in’ to the North Pole … (pages 95–108)
5. **D** His view is that it’s his generation … that must push hardest … They are the ones with the most at stake. (lines 118–125)
6. **B** … an exhausting life, fraught with hostility. But Liautaud seems to relish the fight. (lines 154–157)

For the fifth point, students discuss their choices in pairs, using the quotes to justify their answers. They also spend up to six minutes to look at the distractors (incorrect options) and try and explain how and why they are wrong. Encourage students to focus more on the options that were difficult to eliminate, and think about why that was the case. Elicit the underlined quotes as you check answers for the multiple choice with the whole class at the end.

### Exam note

In Part 5 of the Reading and Use of English test, candidates are provided a text of 650–750 words and a set of six multiple-choice questions with four options. The focus is on key details as well as any attitudes or opinions expressed, or on text organization devices. The final question may focus on the text as a whole, such as the author’s purpose, or the main idea expressed.

### Reacting to the text

Students discuss the questions in pairs. Allow up to four minutes for their discussions, and in open class elicit some of the most interesting ideas that have come up.

### Alternative approach

In smaller classes, these questions could also provide the framework for a discussion in a whole-class setting. Get two or three volunteering students to share their views first, then invite comments from the rest of the class. Resist the temptation to join in or take over the discussion, simply steer the discussion amongst your students with prompts or brief suggestions.

### Language focus 1: Modal verbs 1: might, could, may and can

1. Students complete the matching task. They may need help with the meaning of **concession**. Use an example to illustrate its meaning: *I accept that X, but/although … .*

#### Answers

1. annoyance
2. past possibility which did not happen
3. past possibility
4. future possibility
5. present possibility
6. lack of enthusiasm – ‘might/may as well’ is a fixed phrase
7. concession

Make sure students read the advice about **could** and **may**.

2. Students complete the statements, then compare ideas in pairs. Elicit a number of ideas for each sentence beginning, and invite feedback from the class.

#### Answers

**Possible endings:**

1. phoned to say he’d be late.
2. go home and watch a DVD instead.
3. tripped and fallen over.
4. left in on the bus.
5. she has no idea what a modal verb is.
6. never happen!

3. Students complete the matching task for the various uses of **can** or **can’t**.
4 Students work in pairs to brainstorm ideas for possible contexts. Remind them to use modal verbs for speculation. Elicit some of the more interesting suggestions in open class, and invite comments.

**Answers**

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<td>deduction</td>
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<td>prohibition</td>
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**Answers**

**Students’ own suggestions. Possible answers:**

2 This could be a girl telling off her younger brother for playing an inappropriate joke on her.

3 This might be a woman looking for her keys in her handbag and handing over her shopping for her husband to hold.

4 This could be a young boy telling his sister he can’t reach the top of the bookshelf to take the book he wanted.

5 This might be somebody reading the list of ingredients on a chocolate bar wrapper.

6 This could be a parent telling their teenage child they cannot stay out after midnight.

Refer students to page 215 for further information about modal verbs in the Grammar reference.

**Additional activity**

Students work in pairs to choose a sentence from exercises 1 or 2, then use it to write a mini-dialogue of three exchanges which ends on the sentence they have chosen. Then they read it out to another pair of students, stopping before the final line, and getting the listeners to guess which sentence it might be.

**Extension**

1 Make the point that there are other ways of expressing the same functions that modal verbs have. Elicit students’ ideas for each statement, asking them to give reasons, and invite comments from the class.

**Answers**

**Possible answers:**

1 passing the Advanced exam

2 passing the exam … revise more.

3 more and more of our social life … be conducted online.

4 we … have to sell our house next year.

5 any one of us … get the promotion when the manager retires.

**Vocabulary: Collocations**

1 Students complete the collocations, and compare answers in pairs.
Answers

| a | success (Note: an overnight success is one that is sudden and unexpected.) |
| b | ambition |
| c | motivation |
| d | failure |
| e | challenge |

2 Students use their own ideas to write new statements with the five collocations. Allow up to six minutes for them to do so, or set the task as homework.

3 Students work in pairs to compare their ideas. Elicit some of the more interesting suggestions in open class.

4 Students match the verbs with the nouns from exercise 1. Check answers.

Answers

fulfil/realize an ambition
achieve/enjoy success
take up/rise to a challenge
end in/result in failure
improve/lack motivation

Additional activity

Write the following adjectives and nouns from the reading comprehension text on page 8 on the board in two columns. Jumble them up in a different order (Note: they are listed in matching order below). Alternatively, prepare them before class on a worksheet as a matching exercise. Ask students to match each adjective with the correct noun, check answers, then ask them to write or say eight sentences with each collocation to illustrate their meaning.

Adjectives: ambitious, difficult, complete, prominent, high-profile, deceptive, impeccable, formative
Nouns: plan, conditions, coincidence, sceptic, trips, appearances, manners, years

Lead-in

Books open. Ask students to cover up the left-hand side of page 12, and look only at the three pictures. Elicit their ideas about what they think the themes might be. Accept any reasonable suggestions. Before moving on to exercise 1, focus briefly again on just the first picture to elicit award, prize or trophy.

1 Books closed. Ask the questions in open class. If students are stuck for ideas, elicit what kind of achievements people usually receive awards for?

2 Books open. Go through the task and the exam information together. Check that all the details of the task are clear to students. Ask them to close their books or cover the page, then ask checking questions: How many extracts? (3) How many questions for each extract? (2) How many questions altogether? (6) How many times can they hear the extracts? (2).

Exam note

The Listening test consists of four parts. In Part 1 of the Listening test, each extract is about one minute long. Before each extract is played for the first time, candidates are allowed 15 seconds to study the two corresponding questions. Each extract is played twice in succession before moving on to the next extract. Candidates must write their answers on the question paper while they listen. At the end, they have five minutes to check and transfer all their answers for the four parts of the Listening test to the separate answer sheet.
Play the recording, pausing after you played each extract twice to allow students to think about and choose their answers. Get them to compare their answers in pairs, and discuss any differences in opinion, then play the whole recording for a third time to settle their disagreements. Check answers with the whole class.

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Elicit students’ experiences of the exam task: Is there any aspect of the task they found difficult? Why? Discuss their ideas about how they might be able to overcome their difficulties next time.

Students can find the listening script on page 225 of the Coursebook, in case they want to look up the passages they found difficult as they listened. Encourage them also to record any useful expressions from the texts.

Remind them that although in the book the three extracts are all related to the main theme of Unit 1, in the exam they will hear three extracts on completely unrelated subjects.

**Listening script 1.1–1.3**

**Extract One**

**M = Man** **W = Woman**

**M:** You know, when we heard we’d been nominated for an award – and we knew who the other nominees were – well, just for a brief moment, I guess we got a kick out of it. I mean, the other bands are guys we really respect, but we’ve always used our music to attack capitalism. It would be incredibly hypocritical to go to a ceremony sponsored by the corporate world.

**W:** Yeah, and we knew who had voted for us. We’ve been together for four years, and the people who liked our music from the start, the ones who’ve been coming to the gigs, they know what our principles are. And they wouldn’t go in for that kind of thing. But you know, you get your first number one single and the mainstream music listeners think you’re a new band and they go out and vote for you. For a moment in time your song’s getting the biggest number of hits – and then the public move on.

**Extract Two**

**OM = Older man** **YM = Younger man**

**OM:** Well – obviously – I was gutted that the home team didn’t come out on top, but it wasn’t altogether a surprise. Three of the players were making their debut, and you can tell they were a bit overawed by the occasion, and it impacted on the overall team performance. You can’t put the blame on the coach – giving the novices a chance was a management decision, and it backfired. That’s all I’ve got to say on that game, but I have to say that I do have a problem with the way that a couple of the players only seem interested in offering their skills to the highest bidder. They’ve got no regard for the fans, apparently.

**YM:** That’s what it looks like, certainly on the outside. It’s a shame because those guys have inspired a generation. You have to wonder whether the newspapers are doing what they usually do and stirring up a bit of controversy – but if it’s true the players are quitting and going overseas just for the big dollars, that’s very disappointing.

**Extract Three**

**W = Woman** **M = Man**

**W:** 40-hour Famine is about students not eating food for 40 hours. The idea is to promote a bit more awareness of what it’s like for people who are starving through no fault of their own – say through crop failure or drought. Many students are too young to volunteer to go overseas and help out directly and they haven’t got the cash to make monthly donations, but taking part in this is something they can do. And, of course, the sponsorship they get goes to excellent charities. This is my first year, but it’s Tom’s second, isn’t it, Tom?

**M:** Yeah.

**W:** How did you do last year?

**M:** I only made it to 35, actually. I felt really dizzy and had to give up. But no one made me feel like I’d let them down; they were just concerned. I thought ‘Oh, well, I’ll make sure I manage it next time.’ And look … in another four hours I will have reached that goal.

3 Use the questions in the book to lead a whole-class discussion of the themes from the extracts.

**Alternative approach**

Instead of a whole-class setting, put students in groups of four to six to discuss the questions, then get each group to report back with their stories and experiences before you wrap up in open class.

**Word formation: Nouns**

1 Students use the verbs to form the nouns, which all appear previously in the unit.

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2 Explain that this exercise is useful preparation building towards the Reading and Use of English test Part 3, as the format is quite similar. However, the instructions here are more detailed and provide more support, and all the words are grammatically
related (all involve changing words into nouns) – which is not the case in the exam task. Check that students understand that the word formation may involve up to three different changes for each noun. As they use each ending, students should cross out the endings they have already used. Students complete the task individually, then compare answers in pairs. Then check answers with the whole class. You may want to check spelling by asking students to write their answers on the board and inviting comments or corrections from the class.

Point out that the expressions in bold are all useful collocations and fixed phrases, and encourage students to record them in their notebooks.

3 This exercise could be done as a race. Which student can find the common suffix and complete all the words most quickly? Check answers together. You may want to check spelling by asking students to write their answers on the board and inviting comments or corrections from the class.

4 Students look back at the reading text on page 8 to find further examples of noun formation, then add these to the relevant row of the chart in exercise 3. Check answers. Elicit what adjectives, verbs or nouns they have been derived from.

### Answers

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<td>1</td>
<td>refreshments</td>
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<td>12</td>
<td>anxiety</td>
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Additional activity

Put students in groups of three. Student A gives any root word from the chart (or those identified in exercise 4). Student B provides the noun formed from it, then Student C makes up a short sentence to illustrate its meaning. They change roles around the circle and then continue. For example: A *hostile*, B *hostility*, C The supporters of the visiting football team were greeted without any hostility towards them.

### Language focus 2: Spelling

1 Students study the two extracts and read the question. Elicit their ideas.

### Answers

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<td>1</td>
<td>mixture (verb: mix), pressure (verb: press/pressure)</td>
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<tr>
<td>5</td>
<td>advocacy (verb: advocate), agency (noun: agent)</td>
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<tr>
<td>7</td>
<td>reality (adjective: real), hostility (adjective: hostile)</td>
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<tr>
<td>8</td>
<td>friendship (noun: friend)</td>
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<td>10</td>
<td>(self-)confidence (adjective: self-confident), correspondence (verb: correspond), coincidence (verb: coincide), existence (verb: exist)</td>
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<tr>
<td>11</td>
<td>awareness (adjective: aware)</td>
</tr>
<tr>
<td>12</td>
<td>collection (verb: collect), legislation (verb: legislate), location (verb: locate)</td>
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Also: champagneers, emissions (verb: emit), explorer (verb: explore), leaders (verb: lead), pursuits (verb: pursue), tourists (noun/verb: tour) – types not listed in the chart

The following words have typical noun endings but are not directly derived from other words: expedition, accomplice, condition, ration, generation, opinion, portion, station.

Verbs ending in consonant + vowel + consonant double the final consonant if a) the final syllable is stressed or b) there is only one syllable. Note the difference in the position of the stress between *admit*, *refer* and *begin* on the one hand, and *open* on the other. *Drum* ends in consonant + vowel + consonant, so the doubling rule applies, but *claim* ends in consonant + two vowels + consonant, so the rule does not apply.
2 Students apply the rule they have just deduced to the ten verbs in the box. Some of the verbs need further spelling changes.

Answers
fulfilling, limiting, setting, upsetting, targeting, forbidding, writing, waiting, travelling, panicking Targetting is also possible, similarly to focusing/ focussing or benefiting/benefitting.
In American English, the final consonant is not doubled in traveling and similar verbs.

3 Students look through the lists, find the incorrect items and correct them. Check answers.

Answers
1 pleasant – pleasant
   Note the differences between the noun appearance (see example 0) and the adjective apparent.
2 necessary – necessary
3 publically – publicly
4 definite – definite
5 irresponsible – irresponsible
6 leafs – leaves
   Other examples with this spelling change are calf – calves; half – halves; life – lives; loaf – loaves; self – selves; shelf – shelves; wife – wives.
7 preceeding – preceding (from the verb precede)
   Note the spelling difference between exceed/ succeed/proceed and precede/recede/concede.
8 bussiness – business
9 disapponted – disappointed
disappear is also commonly misspelt by students.
10 receieve – receive
   Seize and weird are correct, exposing the often quoted spelling ‘rule’ of ‘i before e, except after c’. This only seems to be true (and worth learning) for words such as believe, relieve, achieve and conceive, receive, deceive.
11 influencial – influential
12 factery – factory

4 Students work in pairs to follow the instructions and dictate words from pages 204 and 207 respectively to test each other. Make sure they cannot see each other’s lists as they write, and that they do not look at each other’s lists before they have completed writing it out.

Writing
Formal letter
Part 2
Pages 14 and 15

Study the information about the exam together.
Stress the importance of completing the task according to the instructions. Each question will include a number of key content points, and they must all appear in a successful candidate’s answer. Marks are deducted for missing out any content elements – even when the overall quality of writing is excellent.

Students study the task on page 14. Elicit the number of content elements required (three) and what these are. Elicit the target audience (manager of an organization), the purpose of writing (fundraising) and the type of text required (letter), as well as what register is suggested by the context (formal, rather than informal or semi-formal). You may want to teach students to ask themselves four simple questions before setting out to complete any writing task: Who? Why? What? How?

1 Students read the model answer and check whether it adequately addresses the above four questions. They then check the letter to answer the questions. Ask students to give reasons for their opinions.

Answers
The answer addresses all aspects of the task and would have a positive effect on the manager reading it.

Remind students that although this is a good model answer, there may be other model answers in the Coursebook where the focus will be on identifying problems in them, so they should remember to read the model answers critically.

2 Point out that in a well-written formal letter each paragraph focuses on one key idea or one set of connected ideas. Students read the model answer again to answer the first question. Check answers before they scan the text and underline linkers.
Answers

Paragraph 1: Reason for writing – description of the project, need for money and reason
Paragraph 2: Description of the fundraising event – expected outcomes
Paragraph 3: How the organization’s sponsorship money will be used – benefit to the organization
Paragraph 4: Closing comments – suggestions for meeting and further discussion

Linkers: As you may know, also, Unfortunately, therefore, Naturally

3 Students read the advice and discuss the questions in pairs or small groups before you elicit their ideas in open class.

Possible answers:

the way the writer describes the community centre and the event: The writer suggests that the community centre benefits many local people, including adults, teenagers and children, and fulfils a range of purposes. This would be more likely to attract a potential sponsor’s attention. The writer also provides a good amount of detail about the event to show that it will be well organized and interesting, which should also encourage a sponsor to contribute.

the point at which the writer asks for money: The writer delays asking for any money until the third paragraph, using the first and second paragraphs to convince the potential sponsor that the community centre is a worthwhile cause to support.

the verbs and tenses used by the writer in the third and fourth paragraphs: The writer uses modal verbs would and might and the second conditional because of the tentative nature of the request. This means to suggest that everything is dependent on the manager’s agreement.

4 Students first read the advice. Explain that in order to be polite in a formal context, the writer needs to be fairly indirect when making a request for help. This, in part, can be achieved through circumscription: avoiding mentioning money directly. Students identify the expressions for this in the model answer.

Answers

we need assistance to help finance our project help us by paying for the hire our key sponsor If sponsorship ... were possible

5 Remind students to read the How to go about it box, and ask any questions they might have before starting to write their letters.

Sample answer

Dear Sir/Madam,
I am writing to ask if you are interested in acting like a sponsor for a children’s sports club.

The club was set out a year ago by local voluntaries and our goal is to encourage kids from different social environments to make sports. We’ve seen the advantages on the children’s health from doing regular exercise and we also believe that team spirit in youngers will help to them in other aspects of their life.

Until now we have been using the playing fields at Wentworth College. However, some club members have problems getting to the college, so we would like to rent a field and changing rooms closer to the centre of town. Consequently we need obtain a quite large amount of money, so we are planning an event to earn money.

We will charge a small entrance ticket and there will be various activities which people will have to pay for. We would like to have a lottery for a pair of football boots, have an arching and a long jump competition. We also have baby photos of famous sport personalites which aspirants have to guess. There will be stalls selling second hand sports equipment and a healthy selection of food and drinks will also be served.

We would be extremely grateful if you could provide us t-shirts with the club logo on and some prizes for the competitions as different items of sports equipment.

I look forward to your reply.

Yours faithfully,
Katerina
247 words
Examiner’s comments

Content: The writer addresses all three points successfully. Good realization of task.

Communicative achievement: Register is consistently formal and polite. The target reader would be well informed and would consider sponsoring the club.

Organization: The introductory paragraph introduces the purpose of the letter well and subsequent paragraphs are well organized.

Language: There are some grammatical errors – acting like, misuse of bare infinitive – need obtain, omission of preposition – provide us t-shirts. However, the writer shows a good control of tenses – have been using, we are planning, will also be served. Word choice is sometimes incorrect – set out, aspirants, and there are errors with word formation – voluntaries, youngers, arching, as well as some spelling mistakes – environments. However, the writer has used a range of vocabulary related to the theme – sponsor, goal, playing fields, changing rooms, long jump, club logo.

Mark*: Good pass

*Note on marking
Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale: borderline, pass, good pass and very good pass.

Exam note
There will be two parts in the Writing paper of the Advanced exam, weighted equally. Candidates will be allowed 90 minutes for completing both tasks. In Part 2 of the exam, they will have to write one of the following text types: an email or letter, a proposal, a report or a review. The context will define what sub-type (e.g. formal or informal) is necessary.

To assess candidates’ performance in Writing, examiners will look for four criteria: content (coverage of all key points from the task), communicative achievement (applying the conventions of the required text type), organization (linking of ideas) and language (how well candidates demonstrate their knowledge of structures and vocabulary). Each criterion will be given a mark out of 5. Writing to the required extent (220–260 words) is also part of the assessment.

It is essential to recognize the importance of task completion! Irrelevant answers, no matter how well written, will be penalized.

Review 1 Pages 16–17

Modal verbs

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<td>1 can, have</td>
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<td>2 may/might</td>
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<td>3 to, well</td>
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<td>4 unlikely/improbable, may/might/could</td>
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<td>5 at, no</td>
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<td>6 in, to</td>
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Spelling

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<th>Answers</th>
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<td>1 important</td>
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<td>14 improvement</td>
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<td>15 perceive</td>
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Word formation Page 17

Before students complete the Word formation task, ask them to read the whole text ignoring the gaps to get a general idea. Elicit a summary from the students in a single sentence. Remind them about a similar task they completed on page 13, which only involved changing other words into nouns. Ask them to look through the text again and work in pairs to discuss and decide what part of speech may be needed for each gap. Tell them to look for clues both before and after the gap: parts of collocations, what part of speech the surrounding words belong to, etc.
Point out that a word formation exercise might involve making multiple changes to the word. As this is the first time students will do this type of exam task, you may want them to brainstorm all possible derivations of the eight words given on the right before they choose one of these derived words to fill the gaps.

Students work individually to complete the gaps, then compare answers in pairs. Encourage them to read through the whole text for general sense to make sure they have not missed any important details. The words formed must fit the text both logically and grammatically.

Then check answers with the whole class.

Discuss the students' experience. Was there any aspect of this task that caused them difficulty? What advice would they give one another to help them overcome the difficulties?

### Answers

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<td>PAYMENT(S)</td>
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<td>PERFORMANCE(S)</td>
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<td>DIFFICULTIES</td>
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<td>FAILURE</td>
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<td>8</td>
<td>JUDGEMENT/JUDGMENT</td>
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### Exam note

In Part 3 of the Reading and Use of English test, candidates will be provided a text of 150–170 words in length, with eight questions. In the exam, they are asked to write their answers in capital letters. The changes required in word formation may involve adding prefixes and/or suffixes, but also internal spelling changes, adding plural endings, etc.
Focus on the photos. Get students to think about them individually, making notes of their key ideas, then to discuss the questions in pairs or groups of three. Allow five to six minutes. Monitor the activity. The focus is on fluency, not accuracy, so avoid interrupting their conversations for error correction. In the exam, it will be important for students to relax and express themselves freely, fluently and with a good range of expressions—minor language slips will not be so important.

Make a note of any grammatical or lexical points in English that need to be improved, then go over these once the communication activity has concluded. Elicit some ideas from a few pairs or groups, and invite the rest of the class to comment on, agree or disagree with the suggestions. At the end, go over the language points you noted down. Without singling out any particular individuals, read what students said during the task, then elicit ideas for correcting or for improving it.

Students can look at the listening script (on page 225) after you have checked the answers. This helps students to extract useful expressions from the script as well as check the meaning of any problematic lexis from the context. You may also like to play the recording again as they read the script and underline the answers in it. Remind students about using the exact words from the recording in their answers.

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### Content Overview

#### Themes
The unit focuses on history, the past and changes in your life.

#### Exam-related activities

<table>
<thead>
<tr>
<th>Reading and Use of English</th>
<th>Writing</th>
<th>Listening</th>
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<td>Part 2 Open cloze</td>
<td>Part 2  Review</td>
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<td>Part 8 Multiple matching</td>
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<td>Part 4 Multiple matching</td>
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<td>Part 1 Multiple-choice cloze</td>
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#### Other

- Language focus 1: Talking about the past
- Language focus 2: Nouns in formal English
- Vocabulary: Changes

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### 2 Times change

#### Content Overview

**Themes**
The unit focuses on history, the past and changes in your life.

**Exam-related activities**

<table>
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#### Other

- Language focus 1: Talking about the past
- Language focus 2: Nouns in formal English
- Vocabulary: Changes

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**2** Study the context together, then discuss the question with the whole class.

**3** Read the first bullet point in the *What to expect in the exam* box together. Highlight the importance of using wisely the pause before playback starts. Questions can provide clues to students on the content of the recording—through summary information on the whole text. As the order of questions in this task type follows the order of information in the recording, it will also help listeners navigate the text more easily.

Students read the other points individually, and ask questions as necessary. Check that they understand what distractors are (irrelevant pieces of information which may first seem to be correct answers), and what a monologue is (a longer passage spoken by a single speaker).

Following the advice, give students a minute or so to read the eight questions carefully and predict the types of answers, then get them to compare ideas in pairs.

**4** Play the recording for students to complete the exam task. Remind them that in the exam they will always hear each recording twice, then play the passage again for students to check and finalize their answers.

Check answers together. Elicit each answer from a different student and ask the class to comment on or correct it before you confirm the answer.

#### Answers

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<td>1</td>
<td>social history</td>
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<td>2</td>
<td>communication skills</td>
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<td>3</td>
<td>restoration</td>
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<td>4</td>
<td>records</td>
</tr>
<tr>
<td>5</td>
<td>public</td>
</tr>
<tr>
<td>6</td>
<td>advertisements/adverts/ads</td>
</tr>
<tr>
<td>7</td>
<td>photo albums</td>
</tr>
<tr>
<td>8</td>
<td>digital data</td>
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</tbody>
</table>

Students can look at the listening script (on page 225) after you have checked the answers. This helps students to extract useful expressions from the script as well as check the meaning of any problematic lexis from the context. You may also like to play the recording again as they read the script and underline the answers in it. Remind students about using the exact words from the recording in their answers.
Draw attention to the fourth bullet point in the What to expect in the exam box. Ask students to find the distractor(s) for the first two answers (1 anthropology, 2 educational background, work experience) and to explain in what way these are wrong answers.

### Listening 1: Listening script 1.4

Hi. I’m Simon, and last week I got to spend a whole day at the National Museum where I was shown around by one of the curators. I’d only been there as a visitor before, so it was interesting to find out what goes on behind the scenes. The collections at the museum are quite diverse – there’s a whole floor devoted to the natural environment, for example, and, of course, a large section for Pacific cultures. Melanie, the curator, told me she’d done a degree in anthropology, but when she applied to the museum, she decided to focus on social history and she’s been working in that area ever since. I thought it would be worth asking what sort of educational background most of the other curators had, and what sort of work experience you needed if you wanted a position there, but apparently it’s your communication skills that really count. They’re essential for all museum staff.

Then I asked Melanie to explain what kind of things she’s personally responsible for. She said that whenever the museum acquired a new object, the first stage of the process was identification. That might involve, for example, finding out where and when something was made, that sort of thing. She would do that by herself, but she’d work with other specialists if the object was in any way damaged, and needed restoration of some kind. Then, we went on to talk about one aspect of being a curator that I know I’d be hopeless at if I had to do it – and that’s when they have to write and maintain records. You obviously have to be meticulous about detail.

Melanie also spends some of her time preparing for conferences, and liaising with other curators or researchers working in the same field. She also has to reply to the correspondence and enquiries she gets from the public, and this can take up quite a bit of time.

I was also curious to know what Melanie liked most in the collection, and she said it was a series of letters sent by a soldier to his wife back home. I had a look and they were certainly very moving. What really caught my eye, though, and you can see them all along the walls, were a lot of advertisements from the 20th century. They really give you an insight into people’s lifestyle at the time. Well worth a look if you go to the museum.

Melanie told me that many exhibits have been gifted, so, for example, most of the paintings have been donated not bought. Apparently, it’s not just wealthy benefactors, but ordinary people who want to offer a family heirloom, say. So recently, for instance, a woman brought in an antique clock in perfect working order; Melanie has to say no to photo albums, however, because it’s so hard to preserve them.

I’m going to finish by mentioning the biggest problem the museum has – and it’s not something you’d automatically think of. When it comes to preserving the physical exhibits, the curators are confident that they’ve got that under control, but they’re not so good at preserving digital data, and they’re investigating new storage formats to ensure it’s preserved for posterity.

Well, I hope I have given you a better idea of what it’s like to work at the museum.

### Exam note

In Part 2 of the Listening exam, candidates are required to listen to a monologue lasting approximately three minutes and complete the sentences about it with words from the recording. The focus is on identifying specific information and stated opinion. There is a 45-second pause before the recording is played for the first time for candidates to study the task.

### Speaking Collaborative task

Read the instructions for the two tasks, then study the advice in the How to go about it box together.

Stress that the focus of this task is on interaction as much as on fluency, so students should practise and apply phrases for eliciting each other’s views, responding to comments and arguments, linking back to what someone has said, and so on. In order to complete the task successfully, one candidate should not dominate the conversation but try and involve their partner as well. Point out that giving reasons is also vital.

1. Make it clear that the time limit for the first task in the exam is two minutes for each pair (and three minutes for a group of three where there are an odd number of candidates). Nonetheless, allow pairs (or groups of three) more than two minutes for practising the conversation if students get involved.

It is more important for them in this first instance to rehearse the dynamics of a paired speaking task than to complete it within the time frame. Remind them before they start not to move on to discussing the second task before you signal!

2. When the allocated time is up on the first task, ask students to decide which item would be of most interest to future generations. Explain that the time limit in the exam is one minute for each pair (and two minutes for a group of three), but again, allow
as long as they need to come to a conclusion. You may like to remind them that reaching a consensus is not required if there is reason for them to disagree.

Wrap up the activity in whole class by asking some pairs (or groups) to summarize what their final conclusions were.

Exam note
In Part 3 of the Speaking task, candidates complete two consecutive collaborative tasks on the same theme in pairs (or a group of three where there are an odd number of candidates). For the first task they are provided with a set of visual and textual cues organized around a central question. They have two minutes (three minutes for groups of three) to complete the first task. Each pair/group has some time to consider the cues and collect their thoughts before they start speaking. As they speak, they must interact with each other, not with the examiner.

The second task focuses on a discussion question connected to the same subject. Candidates have to try and make a decision together, but they do not need to come to an agreement, as long as both viewpoints are adequately presented.

Useful language
Explain that during a collaborative task, it is natural to keep on using a limited number of phrases, e.g. I think (we should) ... However, to receive a good mark in the exam, students must show a wider range of vocabulary and grammar. This exercise focuses on broadening their range of structures and lexis.

Students complete the gaps individually, then compare answers in pairs before you check answers together.

Answers
1 would not be complete without
2 is a part of everyday life
3 be intrigued to see
4 would demonstrate very clearly
5 might conceivably be obsolete
6 are unlikely to be using

Additional activities
1 Students identify which prompt in exercise 1 each sentence 0–6 refers to.

2 Write or display the following questions on the board for students to discuss in pairs, developing their ideas as fully as possible:
   What other items would you include in a museum exhibition about life today? Why?
   What aspects of life are more difficult to represent through a museum exhibition? How could these aspects of life be shown to future generations?
   How do you think museums will or should change to reflect changes in our lifestyles?
   How well do you think museums represent past ages and lifestyles?
   How would you interpret the following quotation: 'We learn from history that we learn nothing from history.' Do you agree? Why? Why not?

This activity is a taster from Part 4 of the Speaking exam, which is introduced later in the Coursebook. The quotation is attributed to George Bernard Shaw.

Although the task type is probably familiar to students from most English coursebooks, read through the What to expect in the exam box together.

1 Remind students that in order to complete a cloze task successfully, understanding the context is vital – which is why they should get into the habit of skim reading every text quickly before they start completing the task. Students read the text. Elicit the answer to the question.

Answer
Mattel’s Barbie™ dolls

2 Ask students to read the text again more carefully, and decide in pairs on the basis of the words before and after each gap what type of word may be missing (e.g. what part of speech? plural or singular? positive or negative? what likely meaning?). Remind them to use only one word in each gap – multiword answers will be rejected even if they fit the context logically and grammatically! Constructions (like don’t) count as one word.

Students complete the text individually, then compare and explain their answers in pairs. Check answers together.
Students read the paragraph. Get them to cover or close their books, then elicit a summary of the critics’ opinion. Ask students who they agree with, and to give reasons.

Additional activity
There are some further discussion questions you could ask students to talk about:

Did you or someone in your family have a Barbie™ doll when you were children? What did you/they like about it?

Is Barbie™ a toy only for little girls? Is it appropriate for them?

Would you buy a Barbie™ doll for a child?

How do you feel about branded toys? What do you think makes them popular?

Language focus 1:
Talking about the past  Pages 20 and 21

A Review
Students complete the sentences with the words, then compare their answers in pairs. Ask them to think about alternative possibilities and explain differences in meaning.

Answers
1 (had) never kissed, met (The past perfect of ‘kiss’ is optional since the sequence of events is made clear by ‘until’.)
2 have had
3 has been crying
4 was always losing (indicating irritation)
5 ate (first she ate the large meal, then she started to feel sick)/was eating (she started to feel sick while she was eating it)/had eaten (focus on the completed action: she had finished eating it before she started to feel sick)/had been eating (focus on the activity rather than the completed action)
6 Marjorie left when Paul arrived: She left after Paul arrived, possibly as a consequence of his arrival./Marjorie had left when Paul arrived:

She left before Paul arrived. Marjorie was leaving when Paul arrived/ was arriving: Both events occurred simultaneously.

7 told/were telling (no difference in meaning), bought/have bought: The speaker may be situating in his/her mind the action of buying at some specific past time (e.g. last week), hence the possible use of past simple. The present perfect can be used to indicate a recent past event with a present result (the book he/she is holding now).
8 didn’t do/hadn’t done, did (do)/had done: The past tenses in both these sentences are used to refer to past time. The past simple indicates a regular action. The past perfect can be used to emphasize the sequence of events.

B Further ways of talking about the past
1 Students underline all the possible alternatives, then compare their answers in pairs.

Answers
1 used to know/knew. would cannot be used with a verb which is used statively.
2 I’ve ridden/I rode
3 All three are possible.
4 I’d seen
5 hadn’t made
6 going to work/to have worked (thinking of/about working)
7 After he’d done/Having done
8 All three are possible.

Students study the Grammar reference on pages 215–216 and check their answers.

2 This fun activity can be set as homework (the writing part) or used as a warm-up at the start of a class. Allow two to three minutes for students to compare their sentences, and monitor their conversations. At the end, ask a few students to tell the class something interesting or surprising that they learnt from their partner.

DVD resource: Unit 2
1 Students brainstorm ideas about the period depicted in each photo in groups, then elicit suggestions in open class. Remind them that the four images are not necessarily from the same historical period. Ask students to say what visual clues helped them decide, and the rest of the class to agree or disagree with the suggestions.

Continue brainstorming the possible subjects in open class. Accept any reasonable suggestions and do not reveal the correct answers yet. Explain that students will read four short reviews to find out whether their predictions were correct. (Note that all four books mentioned are fictitious.)

2 Read the exam task instructions and the How to go about it box together. Point out that there are ten statements they need to match to four sections, which means each paragraph may be matched more than once. In the exam, each section will have at least one, but more likely at least two matching statements, and there may be paragraphs that can be matched to as many as four statements. Elicit that since the task involves matching information, the questions in this task type do not follow the order of information in the four sections. However, each statement can only be matched to one of the sections.

Ask students to find the statements for section A first, then check their answers. Then get them to underline the key pieces of information in each remaining paragraph before they go on to match the statements to them.

As this is the first instance of a multiple matching task in this course, you may like to do and check the task section by section, and discuss the answers before moving on. This will help students by only holding information from one paragraph at a time in their heads as they try and match the statements.

If there are any unanswered questions left at the end, get students to scan the text again together in pairs to find clues. As there is no penalty in this task for marking the wrong answer, students must remember never to leave a question unanswered, even if they are unable to match it correctly with any degree of certainty.

**Alternative approaches**

1 In the procedure suggested in the Coursebook, the starting point is the content of the sections. However, it is possible to complete this type of task by starting with the question items:

First, skim through the four sections quickly to get an idea of their content and where key information is located in them.

Underline key words in the ten questions, then find the parts of the texts where the ideas are discussed.

Read those passages more carefully that contain the likely answers, then do the matching.

2 To reduce the reading load, this type of text is really suitable for jigsaw reading.

First, do section A together as a model. Then split the class into three groups, with each group studying just one section of the text to match the statements.

Form new groups of three, comprising members of each of the previous groups. In the new groups, students summarize the sections they read and share their selected answers.

**Answers**

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**Exam note**

In Part 8 of the Reading and Use of English paper, the focus is on understanding details, opinions or attitudes and on finding specific information in a text. The questions may be based on one longer text of 600–700 words or on a series of shorter texts. Each correct answer receives 1 mark. There is no penalty for marking the wrong answer.

**Reacting to the text**

Discuss the questions with the class. Alternatively, get students to discuss them in groups, then ask groups to report back to the class, and invite comments.

**Language focus 2:**

**Nouns in formal English**

1 Read the instructions together, then elicit students’ ideas. Check that they understand that the a sentence is more formal in each pair.
2 Read the explanation together. Point out that apart from making the sentences shorter and more concise, the use of nouns also allows the sentences to be more impersonal – notice the absence of personal pronouns in the a sentences.

Study the example. Ask students to circle the words in the a sentence that have been replaced by the underlined alternatives in the b sentence. Elicit that, in this exercise, it is the second sentence in each pair that is more formal.

Students complete the formal sentences, then compare their answers in pairs before you check them with the class.

**Answers**

1 disappointment, application
2 disapproval, suggestion/proposal/request/demand (not idea), reduction
3 dissatisfaction, delay(s), claim/ assertion/guarantee/assurances
4 failure/inability, importance/significance, result/consequence, awareness/knowledge, education/teaching

3 Elicit further differences between formal and informal style, as exemplified in the preceding exercises.

**Answers**

The following are features of informal style (and can be found in the a sentences):
contractions (they’d, didn’t, I’m not, it’s, don’t)
phrasal verbs (turn down)
informal expressions (a bit, just a little, get – in the sense ‘arrive’, get + past participle)
**Answers**

**Paragraph 1:** Provides an overview of the film and its genre

**Paragraph 2:** Provides more detail about the characters in the film and the events that take place

**Paragraph 3:** Answer the question ‘why it is worth watching, and in what ways it could have been better’ and makes recommendations to prospective viewers

4 Elicit students’ ideas about the writer’s opinion.

**Answer**

**Possible answer**
It is in the third paragraph that the writer mainly focuses on ‘why it is worth watching’, e.g. The film is beautiful to watch (*a visually stunning epic*), and it doesn’t represent the Native Americans in a clichéd way (*skillfully avoids the usual stereotyping of Native Americans*). The writer suggests the film could have been better by saying that the film does not show history as it really happened: there are details about Pocahontas which are simply not true.

The writer also shows support for the film by saying that the director has shown the real reason why Pocahontas saved Smith, and praising a scene in which Pocahontas and Smith teach each other new words.

5 Students scan the text for past and present verb forms. Ask them to discuss in pairs why a particular form is used in each case. Elicit ideas, and invite comments from the rest of the class.

**Answer**

The writer mainly uses past forms to describe real events, and present forms to describe the situation and events of the film.

6 Students scan the text for opinion adjectives and corresponding nouns or adverbs they refer to. Check answers together. Elicit whether the phrases with adjectives are positive or negative. (Apart from *slightly idealized*, all are clearly positive.)

8 Guide the students through the steps of the writing process.


- Ask students to select a historical film they will write about. It may be one of the other four on the Coursebook page, or a different film they are familiar with. In small groups, allow them to brainstorm any information they know about the chosen films, and find out what else they must know before they write their reviews (e.g. facts about the film-makers or details of the plot).
• If possible, encourage students to look up the missing information on the Internet.
• Refer back to exercise 3, and encourage students to make notes on the key points covered in each paragraph: 1. background information, 2. description of the film, 3. personal evaluation.
• Students write a first draft, then swap their reviews with a partner to check for errors, general clarity or any missing information. Ask them also to check whether their partner has followed the advice in the Don’t forget! box.
• Students write a final version, and check again for errors in grammar, lexis or spelling, and check for extent.

Writing is a time-consuming activity, so you may like to set some of this procedure as a home assignment. We would still recommend that the first two steps and the peer checking stage of the first draft take place in class. Students can do any necessary facts research and write their first and final drafts individually at home.

Exam note
A review is one of the possible alternatives for Part 2 of the Writing paper. See more information on the exam and the assessment criteria in the notes for Unit 1 on pages 17–19 of this Teacher’s Book.

Sample answer

This summer I have seen an entertaining historical film: ‘The King’s Speech’. Normally I don’t like films about royal people, but this one was very captivated. I felt interested from the first scene.

The film is set in the 1920’s epoch and tells a story of King George 6th and his problem with speaking. It also shows how George 6th brother didn’t want to be king because he was in love with a divorced woman and he abdicated.

Colin Firth is the perfect actor for this part. You feel very sorry for him with his affliction and you also get a good idea of how much his wife loved him, because despite she was a posh lady she asked a therapist who was not from the same class as her to help her husband. Lionel Logue is also very convincing in the film, he is a failure actor who becomes a therapist. He is very bohemian and works with his patients in a dirty old office.

The filming gives a realistic picture of life at that time. You also see the beautiful English countryside and see how London changed since the 1920’s. It also shows the beginning of the media image stage. Although some scenes are slow in general the film was perfect.

This is a great film for foreigner students because you can learn a lot about the British royal history and the actors are usually speaking slowly, so it is not too difficult to understand. I think you should include it in your top recommendations for a historic film.

261 words

Examiner’s comments

Content: Generally good realization of task although there is not much mention of how the film could be improved.

Communicative achievement: Register is appropriately semi-formal as befits a film review. The reader would be informed and would consider using the piece in a magazine.

Organization: Well organized. Each paragraph covers a different point.

Language: There are a number of errors which suggest a lack of control, e.g. with the use of verbs – I have seen, changed since, are usually speaking, linkers – despite, word formation – captivated, failure, foreigner, and one misspelt word – abdicated. However, none of these seriously obscure communication. The review includes some appropriate vocabulary – entertaining, scene, set, convincing.

Mark*: Pass

*Note on marking

Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale: borderline, pass, good pass and very good pass.
Lead-in
Write the topic Changes in your life on the board, and brainstorm what turning points usually occur in a person’s life (e.g. birth of a brother or sister, starting school, first relationship, graduating school, starting a new job, moving into a new home, marriage, having children, losing someone important) and what people’s dominant feelings are about them.

1 Read the instructions together. Focus on the five cartoons and elicit suggestions about what changes they might show. Also elicit some adjectives to describe the characters’ feelings in each picture. Play the recording quickly for students to listen and match each recording with a cartoon.

2 Study the advice in the What to expect in the exam box together. Remind students that for practice purposes, this first instance of the task in their Coursebook features only six rather than eight options per task. Allow them up to a minute (rather than 45 seconds) to study the two tasks.

Explain that in Part 4, the recording is played all the way through before it is played for a second time, not repeated after each speaker separately.

Make it clear that focusing on only one task during each listening is not a good strategy for Part 4. That would mean students do not have a chance to check and amend their answers during the second listening. Instead, they should try and complete both questions for each speaker as they listen, then confirm or change their answers when they listen again. Obviously, focusing on two questions at the same time is difficult, so students should concentrate on Task One during the first listening but also attempt Task Two, then concentrate on Task Two during the second listening but also check their answers for Task One.

Play the recording once, then after a 20-second pause, for a second time. Allow students to double-check their answers in pairs before you check them together in class.
we refused to be daunted. We had to learn all aspects of the business in a very short time, but I found it all very thrilling, and still do. Even now I wake up every day really looking forward to going in to work – being in a new environment and dealing with the fast pace.

Speaker 5
I’d been biting my nails since I was a three-year-old, apparently. It had never really bothered me before, despite my parents’ constant moaning. They made me put this liquid on them called ’No-bite’. Tasted horrible, it did – until I got used to it, that was. When I started work, though, I began noticing the looks of mild horror on the customers’ faces. Every time I was wrapping up a present or was just resting my hands on the counter, I could sense them staring and it made me incredibly self-conscious. So I had these plastic tips put on and that gave my nails the chance to grow. No one notices them anymore so the problem is essentially solved, but it has nothing to do with my willpower. It’s actually humiliating for a 23-year-old to be wearing plastic tips. It’s a secret I would hate my boyfriend to find out.

3 Tell students a story from your own life as a model – it can be invented. Refer students back to the ideas you brainstormed in the lead-in, then allow them a couple of minutes to make notes about the details they want to include. Then students tell each other their story in pairs, or in groups of four. Ask a few students to share with the class the most interesting stories they heard from their partners.

Alternative approach
Instead of telling their partners their stories, students use their ideas and notes to draw a simple cartoon of the key turning point in the story (similar to the cartoons in the Coursebook). They show their cartoons to their partners who try and guess what happened. In the end, they tell their own stories so their partners can check their ideas. Get some pairs or groups to report back to the class with the most interesting stories (either their guesses or the actual stories – whichever turned out to be more intriguing).

Vocabulary: Changes

A Verb + noun collocations
Students work in pairs or groups to come up with their definitions/explanations for each phrase. Allow them the use of dictionaries to check whether their explanations match any expressions they are not familiar with (e.g. change your tune = express a different opinion or start behaving differently;

change the subject = start talking about a new topic;
change your ways = improve your behaviour). Elicit a definition/explanation for each phrase from a different pair or group.

Answers

Possible answers:
your name you don’t like it/you become a performer/you get married (some women in some countries)
your mind someone persuades you or you realize you’re wrong/your opinion simply changes
your tune (= to express a different opinion or behave differently) when your situation changes and it no longer interests you to express a certain opinion
gear (on a bike or in a car) you want to increase or decrease your speed/you go up or down a hill
the subject (= to start talking about a different thing) what you are talking about is embarrassing or causing people to get upset or angry
sides you no longer share the opinions of the people or group (e.g. political party) you have previously supported
places to see a film, play, etc better/you want to sit next to someone else/you want to move to a non-smoking section
a tyre when you have a puncture or when the tyre is bald (= worn down)
your ways (= behave much better) after a period of time in prison or bad behaviour at school

Additional activity
To give students a chance to practise their fluency, ask them to work in small groups to tell each other an interesting or unusual situation in their own lives when they had to make one of the changes mentioned in exercise A. Monitor the activity, and instead of interrupting students for error correction, make a note of any serious language errors in structures or lexis to go over at the end of the class. Then get some students to share with the class a good story they heard from their partners.

B Adjective + noun collocations

1 Students study and discuss the sets of adjectives and complete the sentences in pairs. Remind them that all three adjectives in a given set must complete the same sentence logically. Check answers together.
2 Students write their four sentences individually. This task could be set as homework. Then put students together in groups of four or five for them to compare their sentences, and comment on the statements they hear. Get some groups to report back to the class about the most interesting ideas.

C Other verbs of change
Students complete the sentences individually, then compare their answers in pairs before you check them with the whole class. Remind students to record the two collocations for each verb in their vocabulary notebooks.

Additional activity
Students choose three verbs that were not used as correct answers in exercise C and write similar pairs of gapped sentences with them. Then they use their sentences in pairs to test their partner who must use any of the verbs from the exercise to complete the pairs of sentences correctly.

Review 2 Pages 28–29

Language focus: Talking about the past
Students complete the sentences individually. Check answers together.

Vocabulary: Changes
1 Students discuss the two phrases in pairs. Elicit some ideas for each item from different students and ask the class to comment.
## Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>convert</td>
</tr>
<tr>
<td>3</td>
<td>adjust</td>
</tr>
<tr>
<td>4</td>
<td>switch</td>
</tr>
<tr>
<td>5</td>
<td>modify</td>
</tr>
</tbody>
</table>

### Multiple-choice cloze

**Part 1**

1. Remind students about the best practice of skimming any cloze text for general sense before completing the task. Elicit students’ views about the writer’s attitude.

<table>
<thead>
<tr>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the second paragraph, the writer is negative.</td>
</tr>
<tr>
<td>In the final paragraph, the writer is positive.</td>
</tr>
</tbody>
</table>

2. Explain that in Part 1 of the Reading and Use of English paper the focus is on awareness of vocabulary. Students should look for logical as well as grammatical clues before and after each gap to be able to complete them. Remind them about the importance of checking that their answers fit the contexts both logically and grammatically. There is no penalty for marking wrong options, so students should remember never to leave a question unanswered, even if they do not know the correct answer. In this case, they should eliminate the options that they think are clearly wrong, then simply choose any one of the remaining options.

Students compare their answers in pairs before you check them with the whole class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 B 2 A 3 D 4 A 5 C 6 B 7 C 8 A</td>
</tr>
</tbody>
</table>

### Progress Test 1
Gathering information

Content Overview

Themes
This unit focuses on the subject of the media and advertising, language and communication.

Exam-related activities

**Reading and Use of English**
- Part 7: Gapped text
- Part 3: Word formation
- Part 2: Open cloze
- Part 4: Key word transformation

**Writing**
- Part 2: Report

**Listening**
- Part 1: Multiple choice
- Part 3: Multiple choice

**Speaking**
- Part 2: Long turn

Other
- Language focus 1: Hypothetical past situations
  - Word formation: Adjectives and adverbs
- Language focus 2: Present and future conditionals
- Vocabulary: Smell

---

Lead-in
With books closed, ask students to think of various sources of information. Ask them also to say what kind of information they might look for in each source. Elicit as many different suggestions as they can come up with.

Then, with books open, ask students to look at the five pictures in pairs, and for each picture identify the ways in which people are trying to obtain information, then write one or two advantages and one or two disadvantages for each method. Elicit ideas, and ask the rest of the class to comment.

Useful language
Once students have come up with enough useful suggestions, turn to the *Useful language* section on page 31, and do the activity. Students mark each of the adjectives positive or negative, then compare ideas in pairs before you check answers with the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Positive:</strong> efficient, convenient, cost-effective, handy, time-saving, inexpensive, rapid</td>
</tr>
<tr>
<td><strong>Negative:</strong> costly, unreliable, frustrating</td>
</tr>
<tr>
<td><strong>2 Positive:</strong> relevant, reliable, accurate, clear, unambiguous, useful, comprehensive, up-to-date</td>
</tr>
<tr>
<td><strong>Negative:</strong> irrelevant, unreliable, inaccurate, unclear, ambiguous, useless, limited, misleading, vague</td>
</tr>
</tbody>
</table>

Now turn to the Speaking exam task on page 30. Read the advice in the two boxes together. Remind students of what you discussed about the Long turn task in Unit 1 (page 10 of this Teacher's Book). Elicit how many different questions each pair will have to answer: Student A has to answer two questions (what kind of information; why they chose the method), and Student B one question (which might be reliable), then vice versa.

Put students in pairs to do the exam task. Rather than allowing students seated together to work as a pair, mix them up as much as possible. Ask the first speaker in each pair to choose any two of the images, then speak about them for one minute. A minute is rather a long time to fill, so encourage them to compare as many aspects of the chosen images as possible as well as speculate about the contexts. Students should not spend too much, if any, time on describing the visible details in the images. Remind them that one of the key objectives of the task is to cover both questions in the instructions. When the allocated time is up, ask the speaker's partner to answer the final question in no more than half a minute.

Ask students to change roles in each pair, choose a different set of two photos and repeat the activity. Walk around and monitor the discussions. Make a note of any bland, inexpressive or irrelevant statements, then go over these with the whole class. Write them on the board without mentioning who said them, and elicit suggestions for improvement for each one.
Additional activities

1 **Different but still the same:** To practise comparing two pictures and speaking at length about them, you can use any two unrelated photos (preferably with lots of detail shown). Give the pictures to students and ask them to talk about at least five or six similarities between them. The less connected the images are the better (e.g. a photo of a young family with children on the beach, and another photo showing a busy factory floor). Finding differences between unrelated pictures would be much easier, but students must use a lot of creativity as well as a lot of language to try and find similarities between them.

2 **Sixty seconds:** Another good way to practise for a long turn task is to give students in groups of four a topic (through a title, some visual prompts or a quote or question), then ask them to take turns to talk about it for a whole minute without pausing for more than five seconds. If any student stops or hesitates for longer than five seconds, or repeats something they have already said, they get a penalty, and another student must take over and start speaking for 60 seconds, and so on. Each time someone gets a penalty, they must add another ten seconds to their task when it is their turn again next (i.e. a student with one penalty must speak for 70 seconds, with two penalties for 80 seconds and so on).

---

**LISTENING 1**

**Multiple choice**

**Lead-in**

With books closed, read out the three contexts from the instructions, and elicit suggestions from students for what sort of things they expect the speakers to mention in each situation. Elicit three or four ideas for each extract.

1 Remind students of what you discussed about the Listening Multiple choice task in Unit 1 (pages 14-15 of this Teacher’s Book). Make sure they remember that each extract is played twice before they move on to the next extract (unlike Part 4, for example). Elicit the best strategy for completing the task: 1. study the questions and identify the key information needed before the recording is played, 2. during the first listening, locate the passage with information about each question, eliminate clearly wrong answers and select likely key, 3. during second listening check, confirm or correct answers.

Play the recording. Students complete the task individually. Check answers together.

---

**Answers**

<table>
<thead>
<tr>
<th></th>
<th>1B</th>
<th>2A</th>
<th>3C</th>
<th>4A</th>
<th>5C</th>
<th>6A</th>
</tr>
</thead>
</table>

**Listening 1: Listening script 1.10-1.12**

**Extract One**

M = Man  W = Woman

M: The last book I wrote was something my publisher asked me to write – about the River Thames, and its history – and it wasn’t a passion of mine, that sort of thing – and to this day I’m not entirely sure why the publisher approached me, but I could imagine how other people might be interested, so I signed up. And once I’d got into it, I found the whole thing quite intriguing. I’d rather not have had to limit our investigation just to the inner city, but there’s only so much you can pack into 400 pages. Now it’s finished, I have to say I rather miss working on it. Do you enjoy the research side of things?

W: Not so much, but now we have the Internet, of course.

M: Indeed, but can you trust what you read?

W: The way I see it, the Internet’s given us access to limitless knowledge. If only we’d had it when I was first starting out – it would have saved me countless trips to the library and a lot of time and effort. Sure you have to check and cross reference things, but I can live with that.

---

**Extract Two**

M = Man  W = Woman

M: I don’t want you’ve heard, but I’m off to Greece once the term finishes. I’m joining up with this team of archaeologists – they need people to do the physical stuff – the digging, I mean. It won’t be paid, but it’ll give me some real experience in the field – even if it’s not strictly relevant to the courses I’m taking next year – and it’ll make a change from the tedious kind of jobs I normally end up doing during the holidays.

W: Well, I imagine you’ll really get a lot out of it. After I finished my first degree – and we’re talking, er, at least ten years ago now, I got offered a position with a really prestigious firm of architects – and I felt I couldn’t say no, especially because we were all still waiting for the exam results to come out. And it was good there, but I still wish I’d given myself the chance to consider something else. Well, that’s why I’ve come back to university, I suppose.
Extract Three

EM = English man AM = American man

EM: If you only hang out with other game designers, if gaming is your entire world, that’s actually going to work against your development. The people on top in this profession are the ones with, I’d call it, an ‘insatiable curiosity’ for, say, history, science, music – that kind of thing. Anyway, when I’m starting out on a new game, I’ll work out what the goal is. That’s my priority. So, for example, for my last game it was the idea that Man is a part of Nature, not separate, and I’ll go from there. The people and the overall image come later down the line.

AM: I probably have a similar approach and I agree that whatever you’re designing – be it a first-person shooter, action-adventure, role-playing, whatever... if you want to become one of the great game designers, you need a great deal of general knowledge and an enquiring mind. A good grasp of behavioural psychology is also essential. Without this, you won’t convince anyone, and playing a game without conviction is rather pointless.

2 Lead a discussion of the questions with the whole class. Alternatively, ask students to discuss the questions in groups of four or five, then report back to the whole class with their views, then get the rest of the class to comment.

Language focus 1: Hypothetical past situations

A Wish/If only and alternatives

1 Check that students understand the concept by focusing on the example and asking them: Did they have the Internet when she was first starting out? Establish that wish/if only + past perfect is used to talk about situations that didn’t happen, in other words, situations in the past that are hypothetical. Then ask students to answer questions a and b about the three examples.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Yes.</td>
</tr>
<tr>
<td>b The speaker is very unhappy about this.</td>
</tr>
</tbody>
</table>

Additional activity

Write the following on the board, and ask students to identify what time is being referred to, and what the tense is:

If only I was young again. (present, past simple)
I wish I had been born rich. (past, past perfect)
I’d rather you didn’t talk so loud. (present, past simple)
I’d sooner you hadn’t invited him. (past, past perfect)

B Past conditionals

1 Point out that past conditionals (third conditionals) are also used to talk about imaginary or hypothetical past situations. Study the two examples together.

2 Students match the sentences individually, then compare answers in pairs before you check them with the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 c 2 f 3 a 4 e 5 b 6 d</td>
</tr>
</tbody>
</table>

3 Students identify the third (past) conditionals, mixed conditionals and past simple to refer to past time. Explain that we use mixed conditionals when something that happened in the past would have consequences in the present (like in sentence 5), or when we speculate that our present situation, had it existed in the past, would have changed things for us in the past (like in sentence 4).
Refer students to further information about hypothetical past situations in the Grammar reference on pages 216-217 of the Coursebook.

Practice

1 Students work individually to rewrite the sentences. This could be set as homework or done in class. Get students to compare their answers in pairs before you check them with the class.

Possible answers:

- He wishes he'd revised for his exams.
- If I'd taken a few books with me on holiday, I might not have got bored.
- If it hadn't been for Steve, we couldn't have got the car started.
- I'd rather my parents had bought me an iPad (than an iPod).
- I'd really like to have seen the film on telly last night.
- I might have got the job if my French wasn't so bad/was better.
- I'd rather have watched the football than looked at all their holiday snaps.

2 Students work in pairs to write and practise dialogues. Ask them to include at least four or five exchanges. Monitor their preparation.

3 Put pairs into groups of four to perform their dialogues for one another, omitting the sentence from the Coursebook – and guess which sentence it was. Get one or two volunteering pairs to repeat their dialogues in open class, and invite comments from the class.

Word formation: Adjectives and adverbs

1 Ask students to recall which suffix was used in the conversations in the Listening task, and if possible say what each adjective referred to.

Answers

1 Sentences 1, 2 and 3
2 Sentences 4 and 5
3 Sentence 6

Additional activity

As you check answers for exercise 3, ask students to give antonyms for each item where possible. Elicit which ones are made by adding or by removing affixes, and which ones involve completely different words.
Answers for the Additional activity

| 1 | unimaginative       | 2 | satisfactory   |
| 3 | decreasingly        | 4 | courteous      |
| 5 | ignorant            | 6 | hopefully      |
| 7 | insubstantial       | 8 | (no antonym)   |

**Writing**

**Report**

**Part 2**

Pages 34 and 35

**Lead-in**

Ask students to cover the text on the left-hand side of page 34 and look only at the two photos. Ask them to predict what the subject might be (advertising). Accept any suggestions if students can justify it before you ask them to reveal the text and check their predictions.

1 Elicit what other Part 2 text types students have encountered so far (formal letter in Unit 1 and review in Unit 2), and what else they already know about this Advanced exam task. Remind them that although the text type is different, the main focus of the task and the assessment criteria are the same.

Read the task together, and elicit the answers to the four key questions: Who? Why? What? How? (See notes in Units 1 and 2 on pages 17 and 27 of this Teacher’s Book.)

Ask students to read the two sample answers, and discuss in pairs which they think is more successful. You might like to refer them back to the assessment criteria you discussed previously (see page 19 of this Teacher’s Book). Elicit their opinions, ask them to give reasons, and invite the rest of the class to comment.

2 For a more detailed analysis, put students in pairs to work together. Encourage them to take their time to discuss all the features in detail. Walk around and monitor their discussions, then wrap up by asking a few pairs to report back to the class with their findings and inviting the class to comment.

The feedback on this activity opposite is very comprehensive, for the benefit of the teacher. There is no need to read it all out. Allow students to do most of the analysis, and use the guidance below only to make sure no key points are missed out.

**Analysis of sample answers**

**Linking devices**

A More formal:

The aim of this report is to

Moreover, Furthermore,

Unfortunately, however, On the other hand,

In addition, Additionally,

A also links ideas by means of relative clauses

rural areas, where they appear unsightly

country aircraft, which fly for extended periods

and reference words

These add a touch of colour

This is largely due to.

B Use of linking devices is rare and restricted to

basic, more informal words such as:

And, But, also.

**Number of nouns**

A is a more formal piece of writing (see Unit 2). A has a far greater number of nouns, particularly abstract nouns such as effectiveness, pithiness, concentration, irritation, consumption, originality, location.

B relies more on verbs.

**Types of adjective**

A is more sophisticated and adjectives often appear as part of a collocation with a noun or adverb, e.g. drab urban landscapes, memorable, unsightly, relatively common cause, Equally distracting, extended periods, built-up areas, popular coastal resorts, harmful, mainstream alternatives.

Note also verb + (adj) + noun collocations

attract the attention of passers-by

lose their concentration

enjoying great success

reduce the risk of accidents

B is more basic and adjectives often appear after the verb ‘to be’, e.g. funny, good, sad, grey, big, interesting, ugly, noisy, bad.

**Other differences**

The paragraphs are organized in the same way, namely:

1 Introduction

2 Positive aspects of Hoardings & Effectiveness

3 Negative aspects of Hoardings
4 Negative aspects of Aeroplane Advertising
5 Positive aspects of Aeroplane Advertising & Effectiveness
6 Recommendations

A, however, has given headings to four of the sections whereas B has not.

B has copied the content of the question almost word for word to write the introductory paragraph. The register of B is inappropriately informal throughout and contains numerous contractions, e.g. I'm going to describe and And they're very big, too.

B relies heavily on repetition, showing a poorer vocabulary resource.

Specific references in A to writer's own country:
in my country
our otherwise drab urban landscapes
our built-up areas and popular coastal resorts currently enjoying great success here

3 Ask students to study the How to go about it box and recall the discussion about the process of writing from previous units before they go on to write their own reports. Before they do so, elicit their ideas about the question in the box.

<table>
<thead>
<tr>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How else could you structure your report?</td>
</tr>
<tr>
<td>Students could reverse the order of paragraphs 4 and 5. They might also have two recommendations paragraphs – one for each advertising medium.</td>
</tr>
</tbody>
</table>

You could set the Writing task itself as homework, although at this stage it may still be a useful idea to do the initial planning and brainstorming stages in pairs or groups in class.

Ask students to check each other's work in pairs, paying special attention to the paragraphing, the use of formal language, the range of lexis, especially nouns.

<table>
<thead>
<tr>
<th>Sample answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td>The aim of this report is to describe the situation of two of the most important ways of advertising in Spain: TV and the sponsorship of sports.</td>
</tr>
</tbody>
</table>

**TV**
Undoubtedly, TV is the most important mass media. An advertisement broadcasted at prime time can grab the people's attention in a way absolutely unthinkable for any other form of publicity. Nevertheless, the high price of this kind of advertising is an inconvenience that prevents companies from offering their products through TV. Moreover, the interruption of the programs with the best audience rating by an advertisement usually annoys the viewers who, frequently, switch channel until the end of the break.

**Sport**
Nowadays, sport is one of the preferred pastimes of people. Consequently, the sponsorship of sports events or even the existence of teams with commercial names, like it happens in cycling, is a very profitable way of advertising.

However, something to take into account is the great rivalry and hatred around the world of sport; the presence of a brand's name in a football team shirt may be free advertising for the competitors among the rival team supporters.

**Recommendations**
Since the high cost of a TV commercial is a considerable problem, a good solution could be the making of shorter adverts. The saving would be significant without affecting the effectiveness. In fact, the most resounding successes in the last years have been achieved by marketing campaigns whose adverts lasted few seconds.

As far as the sporting world is concerned, the key point is probably the carefulness at the time of choosing the event or team to sponsor. This decision can lead either to a huge success or to a total failure.

275 words

**Examiner's comments**

**Content:** The task has been completed reasonably well. It is informative and deals with each of the bulleted items. The introduction could be rather longer. More references could be made to the situation in Spain – this is, after all, the point of the report. In a few places, the report reads a little like a discursive composition.

**Communicative achievement:** The target reader would be fairly well informed (but see comments in
The register is appropriately formal throughout.

**Organization:** Report features are included and the writing is appropriately paragraphed. However, sentences are sometimes too long and slightly difficult to follow — *Moreover, the interruption of the programs with the best audience rating by an advertisement usually annoys the viewers who, frequently, switch channel until the end of the break.* It is not clear what is meant by the references to advertising for competitors.

**Language:** The writing is generally accurate despite a few errors of word choice and spelling — *programs, annoys, rivalry.* There is evidence of a range of vocabulary and tenses in use, with some good collocations in the final section.

**Mark:** Good pass

*Note on marking*

Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale: borderline, pass, good pass and very good pass.

**Exam note**

Although essays and letters are also featured in the *Advanced* exam, a report is a distinctly different text type — with features which students must be able to recognize and demonstrate in their own writing. Reports tend to have a clear beginning, stating the purpose, intended audience (or whoever commissioned it) and scope of the report. It should also have a clear conclusion, with practical recommendations or action points.

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**Listening 2**

**Multiple choice**

*Part 3*

**Page 36**

**Lead-in**

Ask students to say what languages they speak. Do any of them speak a minority language? Elicit a definition of *minority languages.*

Write the following key words on the board: *decline, revival, status, traditions, mother tongue, native speaker, rural area, globalization, die out, survival.* Elicit definitions or examples of context to highlight their meanings. Ask students to speculate how they might be connected to the theme of minority languages.

1. Elicit what students know about the provenance of the listed languages. The first four will appear in the recording. You may also like to check if students can guess speakers of which two languages are shown in the photos (Sami and Breton).

**Answers**

| Sami: Lapland (Sápmi in Sami), northern parts of Norway, Finland, Sweden and Russia |
| Breton: Brittany (Bretagne in French, Breizh in Breton), in north-west France |
| Ladin: South Tyrol (Südtirol in German and Ladin, Sudtirol or Alto Adige in Italian), in northern Italy |
| Provençal: Provence (Provença or Prouvêncô in Provençal), south-eastern France |
| Frisian: a group of three related languages spoken in coastal areas of the North Sea in western Europe — in northern Netherlands (in Friesland in Dutch, or Fryslân in West Frisian), north-western Germany and western Denmark |
| Galego: Galicia, in north-western Spain |

2. Read the information in the *What to expect in the exam* box together. Suggest the following strategy to students. As it is difficult to listen and read questions as well as four options at the same time, they should use the preparation time before playback starts to familiarize themselves with the questions.

Ask students to underline the key words in each question so they can recognize the passages which contain information about them.

They will probably underline:

1. (purpose of) Helena’s journey
2. (problem of) living in the mobile home
3. people she met
4. punished for speaking Provençal
5. local people in a tourist area
6. (what is the role of) language

As they listen, students should focus on the questions and use the information they hear to try and answer them in their own words. Then, they should look at the options and quickly select the answer that looks most similar to their own. When
they listen for the second time, they should check and confirm their selection.

They should not leave any question unanswered. If they are unable to decide about a question, they should eliminate the options that are clearly wrong, then just pick one of the remaining options.

Play the recording twice. Check answers, and get some feedback on how much students feel the technique helped them complete the task.

<table>
<thead>
<tr>
<th>Answers</th>
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</thead>
<tbody>
<tr>
<td>1 D 2 A 3 B 4 C 5 D 6 B</td>
</tr>
</tbody>
</table>

### Listening 2: Listening script 1.13

**P = Presenter**  
**H = Helena**

**P:** With me today on Infospeak is journalist and writer, Helena Drysdale. Hello, Helena, and welcome to the programme.

**H:** Thank you. Good morning.

**P:** Helena, you spent the last two years travelling around Europe doing research for a forthcoming book. What were you trying to find out?

**H:** Yes, we went in search of Europe's minority languages to determine exactly what state they're all in, particularly given today's climate of mass culture and so on. We travelled right up to northern Scandinavia and the Arctic circle, where the Sami reindeer herders live, and we got down as far as Corsica and Sardinia in the sunny Mediterranean. Then there were the mountains of northern Italy where Ladin is spoken, and we had a rather wet and rainy time in Brittany in the west of France with its Celtic Breton. Thirteen countries and 15 minor languages in all.

**P:** By 'us' and 'we', you're referring to your family, of course.

**H:** Yes, my husband Richard, and our two young children, Tallulah and Xanthe – not forgetting the Mob, of course, our trusty mobile home.

**P:** What was that like? Two years together in a mobile home can't have been easy.

**H:** It got a little cramped at times, particularly when the weather kept us in. The kids couldn't run around, they'd start playing up, tempers would overheat, and everyone fell out. But apart from that, fine.

**P:** Yes, I can see. And how did you go about gathering your information? What were your sources?

**H:** I did some research in the library and on the Internet after we came back, but the only real way to get the kind of information I was looking for was by actually talking to people. We met writers, teachers and artists, who generally gave a more intellectual analysis of the situation, and we were able to balance that with the more down-to-earth, personalized accounts of people in the rural areas. That's where many of these languages are most frequently spoken and also where people, particularly the older generation, seemed less reluctant to open up and give us their honest opinion.

**P:** And I imagine they had some very interesting stories to tell about the past.

**H:** Yes, indeed. For example, we often heard stories of punishments that people received for speaking their own language at school. One old lady in the south of France told us how she used to have to wear a stone or a stick round her neck if she was caught speaking Provençal. She had to keep it on until someone else committed the same offence and then they'd have to wear it. And whoever had it at the end of the day was made to pay a fine, or sometimes even beaten.

**P:** Hard to believe, really.

**H:** Mm. She's able to laugh about it now, but at the time it was considered deeply shaming to have to wear le symbole, as she called it. Sometimes it could be a wooden shoe or a pottery cow, which represented the country bumpkin, someone to be despised.

**P:** And were these punishments effective? Did they contribute to the decline of some of these languages?

**H:** Yes, they lowered the status of a language. But sometimes they helped to keep a language going – at least in the short term, anyway. They caused resentment and made people more defiant towards the authorities. You know, it can be a bit like pruning a tree – if you cut it back, it grows much stronger. But there were and still are other more powerful forces which represent a much bigger threat to the survival of Europe's minority languages.

**P:** By that you mean globalization, I presume.

**H:** That's right. And tourism. Now although tourism can give a language status by attracting outside interest in it, it can also have a negative effect on local cultures. You know, in one place we visited, the natives moan about the influx of outsiders and how they buy up land at giveaway prices to build holiday cottages, and how it's destroying their culture, and so on. But then the very same people are selling up their farms so they can run hotels or open souvenir shops. Understandable, perhaps, but they're encouraging the very thing they're complaining about.

**P:** Are languages like Sami and Provençal endangered species, then?

**H:** Well, I think it's true to say that if no positive action is taken, they'll simply die out. The problem is that some people are indifferent, and even hostile to their own language. They think it's of no use in the modern world, which they so desperately want to be part of. Fortunately, though, there are enough people around who realize that to lose your mother tongue is like losing a part of yourself. Your language makes you who you are. And if you spoke a different language, you'd be a different person. But people on their own can only do so much. It really is up to the European Union to legislate to ensure the survival of minority languages.

**P:** And how exactly do you legislate to save a language?

**H:** Well, I think there are several things you can do. Firstly, of course, the EU would have to bring in ...
**Additional activity**

Ask students to work in pairs and look at the listening script on pages 226–227 of their Coursebook. They should study the incorrect options for each question and try to explain how they are wrong or what information in the script they are based on to make them appear convincing. Get some feedback from a few pairs.

3 Students discuss the questions in groups of four or five. Allow up to five minutes for the group discussions, then wrap things up by getting each group to report back and the rest of the class to comment.

**Language focus 2: Present and future conditionals**

**Lead-in**

Elicit what students have learnt previously in the unit about third (past) conditionals.

1 Students study the three examples of conditionals, then match them to the explanations.

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<th>Answers</th>
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<td>a Second conditional</td>
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2 Students read through the rules and examples. Answer any questions they might have. Elicit the answer to the question in B.

**Answer**

B The first sentence refers to the present, the second to the past.

3 Students work individually to correct the sentences, then check their answers in pairs before you check them with the whole class.

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<tr>
<th>Answers</th>
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<td>4 if</td>
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**If + will/would/going to**

1 Explain that although earlier in their English studies students probably learnt that we don't use future forms in *if*-clauses, there are certain exceptions to this rule. Look at the example together. Ask students to work in pairs to match the other five examples to their functions.

---

**Answers**

1 Insistence (emphatic will, so there is a strong stress on the auxiliary)
2 Refusal
3 Result
4 Intention
5 Willingness

2 First, students work individually to write three clauses. They can use their creativity to introduce personalized elements or some humour. Then they work in pairs to read their clauses to each other and try and match them to the correct sentence beginnings.

Ask some students to share the most interesting sentences they heard from their partners with the class.

Refer students to the Grammar reference on page 217 for further information on conditionals.

**DVD resource: Unit 3**

**Reading and Use of English**

**Gapped text**

Part 7

1 Tell students about your own favourite smell or a smell that plays an important role in your life, and why and in what way you find it evocative. Then hand over to students to discuss the questions in pairs or small groups. Get some feedback to bring things together, and make sure you elicit a range of suggestions for the final question. (Try to bring out issues concerned with food and with some types of danger around the house, e.g. gas leaks.)

2 Study the advice in the *How to go about it* box together. Students read through the base text and answer the question after the first bullet point. As in any gap fill tasks, it is always a good idea to skim the whole text first to get a general sense of what it is about.
Smell is part of the body's reaction system to danger. (paragraph after gap 2)
If we have no sense of smell we may not be able fully to appreciate food. (paragraph after gap 3)
Smells are often the trigger that give us 'flashbacks' of memory. These things can be very powerful and make our lives richer. (paragraph after gap 4)

Do the first gap together, using the underlined passages as clues to work out which paragraph they link to. Ask students to explain which parts of the missing paragraph contain references to the underlined sentences. Point out that pronouns are often useful indicators of cross-referencing. However, in many cases there are no such grammatical clues – the way to work these out is by examining the logical flow, the coherence of the text.

Students work in pairs to study the missing paragraphs and find and underline those expressions that link to the base text. Again, the underlined passages in the base text should help them do this.

As this is their first experience with this type of Advanced exam task, allow plenty of time for each pair to arrive at the correct answers. Walk around and monitor the activity and help out with hints or guiding questions where any pairs of students seem stuck.

Remind students to read through the whole, completed text again to see if it all fits together and to check that the paragraph left over really doesn't fit any of the gaps.

**Answers**

| 1 | 2 | A | 3 | G | 4 | B | 5 | F | 6 | C | D not used |

**Additional activity**

Where time allows, you may like to expand the topic by discussing other disabilities and how they affect people's everyday lives – especially if students have some first-hand experience of this. Be mindful of sensitivities, and keep the discussion positive and constructive.

**Vocabulary: Smell**

**Adjective + noun collocations**

| 1a | Students complete the sentences individually, then compare answers in pairs before you check answers with the whole class. |

| **Answers** |
| :---: | :---: |
| 1 | bodics | 2 | rubber, fumes |
| 3 | coffee, bread | 4 | milk |
| 5 | spices, fruit |

| **Answers** |
| :---: | :---: |
| 1b | Elicit ideas for contexts in whole class. |

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<th align="center"><strong>Possible answers:</strong></th>
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<td align="center">5</td>
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**Answers**

| **Positive:** | mouth-watering |
| **Negative:** | stale, acrid, rancid |
| **Neutral:** | pungent (but often negative) |

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<td align="center">3</td>
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</table>

| **Positive:** | fresh, sweet |
| **Negative:** | musty, overpowering, sickly |
| **Neutral:** | faint, strong (but often negative), unmistakable |

<table>
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<th align="center"><strong>Answers</strong></th>
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<tr>
<td align="center">4</td>
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</table>
your classroom
a rose garden
disinfectant
old books
warm pizza
your favourite cheese
decaying rubbish

Additional activity
Put students in groups of four to play a guessing game. One of them should imagine a place and describe its smells, the other members of the group have one guess each to try to find out what the place is, then the next student describes smells in another place, and so on. Players score one point for a correct guess, or one point if nobody guessed the place they described. Play at least four rounds before counting up the scores and declaring a winner in each group.

Review 3
Pages 40–41

Elicit what you discussed about the best strategy for word formation tasks in Unit 1 (pages 19–20), then read the Don’t forget! box. Students then complete the task individually. Check answers together.

Answers
1 FACTUAL
2 EDITORIAL/EDITING
3 OBJECTIVE
4 RELIABLE
5 INACCURACY/INACCURACIES
6 CONTROVERSIAL
7 EXPERTISE
8 TRUSTWORTHY

Open cloze
Page 41

Elicit what you discussed about the best strategy for open cloze tasks in Unit 2 (page 23), then read the Don’t forget! box. Students then complete the task individually. Check answers together.

Answers
1 BY
2 WHICH
3 MORE/LONGER
4 IN/WITH
5 HAD
6 WAY/MANNER
7 OFF
8 AS

Key word transformation
Page 41

As this is the first time students encounter the transformation task, spend a bit more time on discussing the best strategies together. Explain that the focus of the task is on paraphrasing, that is ‘saying things in another way’.

Ask students to cover the Coursebook page, then write the following on the board: refuses to lend us money. Elicit as many different ways of expressing the same idea as students can come up with, e.g. doesn’t want us to borrow money or rejects/turns down our request for borrowing money/for a loan or rejects/turns down our loan application/request. Keep the suggestions coming until students run out of ideas.

Look at the example sentence together. Remind students that any correct answers must fulfil four criteria:
• They must express the same ideas as the original sentence.
• They must contain the word given, in the form it is given.
• They must fit the sentence both logically and grammatically.
• They must contain between three and six words.

Failing to meet any of the above criteria means the answers won’t be accepted – even if they are not otherwise incorrect!
Do item 1 together as a class. Elicit suggestions from volunteers and comments on the suggestions from the rest of the class until students all agree that the suggestion meets all the criteria.

Students work in pairs to complete the remaining items, then check their answers with another pair in groups of four. Finally, check answers together.

Explain that in order to complete this task successfully, students need to build a good awareness of collocations and grammar structures.

<table>
<thead>
<tr>
<th>Answers</th>
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<tbody>
<tr>
<td>1 WE HAD NEVER GONE</td>
</tr>
<tr>
<td>2 YOU HAD KEPT MY NEWS SECRET</td>
</tr>
<tr>
<td>3 WOULD PREFER TO HAVE GIVEN/WOULD HAVE PREFERRED TO GIVE</td>
</tr>
<tr>
<td>4 NOT FOR HIS STRANGE SENSE OF</td>
</tr>
<tr>
<td>5 SHOULD/IF YOU HAPPEN TO COME/IF YOU SHOULD HAPPEN TO COME</td>
</tr>
<tr>
<td>6 WOULD PROBABLY NOT HAVE/PROBABLY WOULD NOT HAVE COME/JUMPED</td>
</tr>
</tbody>
</table>

Exam note
In Part 4 of the Reading and Use of English paper, candidates are given six discrete items (unconnected sentences) with up to 25 words each. Each item consists of a lead-in sentence and gapped response – another, incomplete sentence with a similar meaning. A word in capitals is given which must be included in the candidate's response in unchanged form. The correct answer must fit the gapped sentence and must be between three and six words. For each correct answer up to 2 marks are given.
Ready for Use of English

Reading and Use of English paper

<table>
<thead>
<tr>
<th>Part</th>
<th>Exercise</th>
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<tbody>
<tr>
<td>1</td>
<td>Multiple-choice cloze</td>
</tr>
<tr>
<td>3</td>
<td>Word formation</td>
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<tr>
<td>4</td>
<td>Key word transformation</td>
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</tbody>
</table>

This is the first of five ‘Ready for …’ units which focus on the five different skills areas tested in the Advanced exam: Use of English, Reading, Writing, Listening and Speaking. In each of these ‘Ready for …’ units there is a clear explanation of the different kinds of exercise types students can expect to find in the exam. This serves to give the students a useful overview and summary of each paper. Students are also provided with and reminded of useful strategies that they should use in the exam to help improve their performance.

Possible approaches to using the ‘Ready for …’ unit material

Although the material is designed for classroom use, it is suitable for individual study and the Use of English, Reading and Writing units can also be set for homework.

The material in these units can be worked through step by step, as indicated in the Coursebook, or you may decide to select from the suggested guidance exercises depending on your particular class and the time available.

Whatever approach you decide to use, encourage students to justify their answers.

This unit, Ready for Use of English, is the first of two units that deal with the skills involved in the Reading and Use of English paper.

Part 1: Multiple-choice cloze

1a Ask students to think about the question in pairs, and allow them a minute and a half or so to talk about it, then elicit their ideas in open class.

Read the title of the text. Students are probably more familiar with the current meaning of Twitter (the social network where users post short text messages) than with the word’s original, literal meaning. It may be worth asking students to speculate why they think this is the title of the article. Accept any suggestions, even those which are connected to the social network.

1b Students read the text to check their ideas. Remind students that it is always a good idea to read through the text for general understanding before they start any gap fill tasks. You may like to refer them back to what you discussed about best practice for multiple-choice cloze tasks at the end of Unit 2 (see page 32 of this Teacher’s Book).

<table>
<thead>
<tr>
<th>Answers</th>
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<tr>
<td>1 C 2 A 3 D 4 D 5 A 6 C 7 B 8 D</td>
</tr>
</tbody>
</table>

2 Students complete the task individually, then compare their answers in pairs before you check them with the class.

Answers

3b 4 a/b 5 a 6 b 7 c 8 b

Additional activity

To expand the analysis, you can ask students to look at the incorrect options as well, and try to explain in their own words why or in what way they are incorrect – and what changes in the base text would be necessary to make them the correct answer.

4 Read the title and look at the pictures. Elicit where Bergen is (it’s a coastal city in southern Norway). Ask students to cover the text and use the title and pictures to speculate what it might be about. Elicit or pre-teach desolate, plateau, tree line, snow-line, bore (verb, in the sense ‘drill’), main line and branch line (both in the railway sense), then ask students to guess the content of the text again, provided all these words will appear in the article. Accept any suggestions if students can justify them, even if they are wrong.
Ask students to read the text quickly to check their predictions.

Students complete the exam task individually, using the techniques discussed previously. Check answers as a class.

<table>
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<tr>
<th>Answers</th>
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<tr>
<td>1C 2A 3D 4A 5B 6C 7B 8A</td>
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</table>

Students will probably query *gneiss*, an unfamiliar vocabulary item. Ask them to guess its meaning from the context, then explain if necessary, that *gneiss* is a type of hard rock, made up of layers of different minerals and compressed under high pressure and temperatures.

**Additional activity**

You may like students to analyse the correct answers the same way they did in exercise 3.

### Part 3: Word formation

**Lead-in**

Read the *What to expect in the exam* box together. Elicit the techniques for completing a Word formation task from Unit 1 (see pages 19-20 of this Teacher’s Book).

Before students start the task, ask them to cover the text and look at the nine words in capitals. In pairs, get them to brainstorm as many different derivatives of these words as they can think of. Elicit some suggestions for each item.

1. Uncover the text, and ask students to read it quickly to get a general sense. Ask them to explain the title in their own words.

Students work individually to complete the task, then compare their answers in pairs before you check them with the whole class. Remind them to check their spelling as they write by pointing out the *Don’t forget!* box.

<table>
<thead>
<tr>
<th>Answers</th>
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<tbody>
<tr>
<td>1 DEFINITION 2 EMOTIONAL</td>
</tr>
<tr>
<td>3 VARIETY 4 PSYCHOLOGICAL</td>
</tr>
<tr>
<td>5 BELIEFS 6 THEORETICALLY</td>
</tr>
<tr>
<td>7 TOLERANCE 8 UNBEARABLE</td>
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2. Students discuss the answers in pairs, and decide what part of speech they were and, where appropriate, what changes they had to make to form them. Elicit explanations from a different pair for each item, and invite comments from the rest of the class.

<table>
<thead>
<tr>
<th>Answers</th>
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<tbody>
<tr>
<td>1 <em>definition</em> is a noun. The <em>e</em> is dropped from the end of the verb before the suffix is added.</td>
</tr>
<tr>
<td>2 <em>emotional</em> is an adjective.</td>
</tr>
<tr>
<td>3 <em>variety</em> is a noun. There is a spelling change: <em>-y</em> at the end of <em>vary</em> becomes an <em>i</em>.</td>
</tr>
<tr>
<td>4 <em>psychological</em> is an adjective. There is a spelling change: <em>-y</em> at the end of <em>psychology</em> becomes an <em>i</em>.</td>
</tr>
<tr>
<td>5 <em>beliefs</em> is a noun in the plural form.</td>
</tr>
<tr>
<td>6 <em>theoretically</em> is an adverb. First, the adjective <em>theoretical</em> is formed from the noun, then <em>-ly</em> is added to form a regular adverb.</td>
</tr>
<tr>
<td>7 <em>tolerance</em> is a noun.</td>
</tr>
<tr>
<td>8 <em>unbearable</em> is an adjective, formed with the suffix <em>-able</em>. The prefix <em>un-</em> makes it negative.</td>
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</table>

3. Elicit the meaning of the word *moth*. Focus attention on the photo if the definition isn’t forthcoming. Elicit suggestions for the content of the text, no matter how far-fetched.

4. Ask students to read the text on page 205 to check their predictions. Students work individually to complete the exam task on page 205, applying the techniques discussed previously. Check answers together.

<table>
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<th>Answers</th>
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<tr>
<td>1 ENTITLED/TITLED 2 HALVED</td>
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<tr>
<td>3 ENTHUSIASTS 4 EXPERTISE</td>
</tr>
<tr>
<td>5 THREATENS 6 PERCEPTION</td>
</tr>
<tr>
<td>7 DIVERSITY 8 UNAVOIDABLE</td>
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**Additional activity**

Either before or after completing the exam task, ask students to brainstorm as many possible derivatives for each of the nine words in capitals as they can come up with. Elicit suggestions and ask students to identify what part of speech they are, and where appropriate, what changes are necessary to make to form them.
Part 4: Key word transformation  Page 45

Refer students back to what you discussed about the Key word transformation task type in Unit 3 (see pages 43–44 of this Teacher's Book). Then read the What to expect in the exam box together.

Go through the question in italics for the first item as a class. Then ask students to work in pairs to answer the remaining questions. Elicit their suggestions, and invite comments from the rest of the class.

### Answers

1. speak / gerund / in
2. gerund / do
3. past / take
4. speech / on – of
5. stop + -ing / make
6. wish + had + past participle / pay / to

Students use the information they discussed to help them complete the exam task individually. Then they compare their answers in pairs. Ask them to check for the four key criteria:

- express the same ideas as the original sentence
- contain the word given, in the form it is given
- fit the sentence both logically and grammatically
- contain between three and six words

Finally, check answers with the whole class.

### Answers for the Additional activity

1. SHARING
2. LOSS
3. CAREFUL
4. INSTEAD
5. BEFORE
6. LISTENED

### Additional activity

Write the following key words on the board, then ask students to do the task again by completing the gapped sentences in a different way, using the new key words.

1. SHARING
2. LOSS
3. CAREFUL
4. INSTEAD
5. BEFORE
6. LISTENED
Work time

Content Overview

Themes
This unit deals with the theme of work, jobs and career choices.

Exam-related activities

Reading and Use of English
Part 6 Cross-text multiple matching
Part 4 Key word transformation

Writing
Part 1 Essay

Listening
Part 4 Multiple matching
Part 2 Sentence completion

Speaking
Part 3 Collaborative task
Part 2 Long turn

Other
Language focus 1: Punctuation
Language focus 2: Gerunds and infinitives
Vocabulary 1: Body idioms
Vocabulary 2: Time

Language focus 1: Punctuation

Lead-in
With books closed, brainstorm some professions, then ask students what their ideal career would be like, and why they think it would be good for them.

Ask students to complete the statement: For me, work is ... Get them to share their ideas in pairs or small groups, then elicit some suggestions in open class, and invite comments.

1 Refer back to the students’ statements from the lead-in, then ask students to read the seven quotations on page 46 of the Coursebook, and in pairs to discuss how they interpret them, then what they think about each quotation. Get a few students to report back about their partner’s opinions.

2 Elicit the meaning of punctuation. Write the various punctuation marks on the board and elicit their names: ( ) brackets, ( . ) full stop, ( , ) comma, (! ) exclamation mark, ( ? ) question mark,

( " or "’ ) quotation marks or quotes, ( ’ ) apostrophe, ( ; ) colon, ( : ) semicolon, ( - ) dash, ( - ) hyphen.

Students will probably have noticed the errors, but remind them that each quotation contains one mistake and that they should correct them. If necessary, refer students to the Grammar reference on page 217 for more information about punctuation. Check answers together.

3 Students work individually to punctuate the article. Suggest that it may help them to read the text to themselves (that is, to imagine they are reading it aloud). Remind them that they should also check and correct capitalization, where appropriate. You may like to tell them to find and correct 32 mistakes altogether.

4 Make a photocopy of the suggested answer for each student (see page 59 of this Teacher’s Book). Students check their corrections. Explain some of the less obvious rules about punctuation:

• There is normally no comma before the penultimate items in a list (watch television, listen to the radio and browse social networking sites). Some publishers and organizations, however, prefer to use this so-called ‘serial comma’ in lists. The most important thing is to remain consistent about using it within a given text or publication.

• Linking words like moreover or however require a comma after them when they stand at the beginning of a sentence, and commas around them when they stand in the middle of a sentence. Similar linking expressions that require a comma include: what’s more, nevertheless, nonetheless, having said that, furthermore, consequently and so on.

5 Lead a discussion of the questions with the whole class. Alternatively, ask students to discuss the questions in groups of four or five, then get groups to report back to the class with their views and invite comments from the other students.
Brainstorm advice for someone going for a job interview. You may like to build up a list of suggestions on the board, which can later be used as reference during the discussion task in exercise 3. Include ideas like: arrive on time, wear smart but comfortable clothes, keep calm and focused, maintain eye contact when you speak to the interviewer, relax, don’t rush your answers – take your time to think things through, stick to the point when you respond, just be yourself. Elicit students’ ideas, but do suggest some ideas yourself if they seem stuck.

Elicit what students remember about what you discussed in Unit 2 regarding multiple matching tasks in the Listening exam (see page 29 of this Teacher’s Book). Read the How to go about it box together to remind them of the key ideas. Point out that when students encountered the task type for the first time, there were a reduced number of options – but here the exercise offers the same conditions as the exam. This means three options in each task will remain unused.

Read the advice in the Don’t forget! box. Play the recording twice. Students complete the task individually. Ask them to compare their answers in pairs, also discussing what, if anything, caused them any difficulties as they listened. Elicit some ideas about difficulties, and invite suggestions from the rest of the class on how best to overcome them as you check the answers together with the whole class.

### Answers

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<td>5</td>
<td>G</td>
<td>6</td>
<td>B</td>
<td>7</td>
<td>D</td>
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<td>F</td>
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<td>9</td>
<td>C</td>
<td>10</td>
<td>G</td>
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</tbody>
</table>

Play the recording one more time, and allow students to read the listening script on pages 227–228 of the Coursebook as you check the answers.

### Listening 1: Listening script 1.14–1.18

**Speaker 1**

I was told the best way to prepare for an interview is by going to the company’s website and finding out everything you can about them. The idea, of course, is that it creates a good impression and proves that you are keen on working for them because they can see you’ve done your homework. The trouble was that they hadn’t done theirs – the web page hadn’t been updated for over a year, so I asked all these questions about products they didn’t produce and subsidiaries that no longer existed. They must have thought I wasn’t very well prepared. It wasn’t my fault, though, and I kind of lost enthusiasm for the job once I found out what had happened. I mean, it’s a bit slack, isn’t it?

**Speaker 2**

So there I was the night before, in the living room talking to the dog. A bit strange, you might think, and you’d probably be right. But I was getting ready for the next day, you see. The dog was the interviewer, and I was trying out all my questions and answers on him. I’m not sure that’s what the writer of the article had in mind when she said, ‘Rehearse the situation with a friend’, but it seemed like a good idea to me. Anyway, it was all a bit of a waste of time, really. I overslept the next morning and by the time I got there they’d already taken somebody on.

**Speaker 3**

‘Now you’re not to get all uptight and on edge, like you normally do,’ was what my mum said. And that’s more or less what the careers teacher told us at school: ‘Projecting self-confidence at an interview is vital for success’. Those were his exact words. So I put on my best suit to give me that confidence, cleaned my shoes and off I went. Well, my hands were shaking so much, you wouldn’t believe it. I nearly split my coffee down my trousers. I think I managed to hide it, though. Course, what I couldn’t hide was the fact that I’d failed my maths GCSE. They wouldn’t take me on without it. Shame, really – the money wasn’t too bad.

**Speaker 4**

‘Don’t lean back in your chair’, he says. ‘If you do that, it might look as though you’re trying just a bit too hard to cover up your nerves. Either that or you’re not interested in the job.’ So according to this Dr Benson, it’s advisable to lean forward, keep your legs uncrossed and smile confidently. Well, I did all that. In fact, I smiled so much my face began to ache. But they somehow seemed to realize that I don’t normally walk around with a permanent grin from ear to ear – they said they were looking for lively, bubbly people for their sales team, and they weren’t convinced that I fitted the bill.

**Speaker 5**

I saw this video in the university careers office where they recommendedimagining the interviewer in the bath, playing with a plastic duck, of all things. The idea is that they’re only human, so there’s nothing to be frightened of. So, anyway, I thought about the type of questions they might ask me and I got to the interview about half an hour early so I could go over the answers I was going to give. But, bath or no bath, the interviewer turned out to be not so human after all. It was like an interrogation, and the things he asked were really tricky – nothing like what I’d prepared for. I just didn’t know what to say. I felt pretty sick about the whole thing afterwards, I can tell you.
Alternative approach

Instead of playing the whole recording through like in the exam, you may still like to give students more supported practice at this stage. Play the first extract and get students to answer questions 1 and 6 in pairs, then check and confirm answers with the whole class. Repeat the same process for the remaining four extracts. Remember to point out that in the exam this will not happen – the complete recording with the five extracts will be played through twice without pause between speakers.

Refer students back to their suggestions on the board from exercise 1. Ask them to discuss the topic in pairs. Allow them five minutes and monitor their discussions. Get some students to report back to the class about their partners. Ask the rest of the class to make a note of the ways of preparation mentioned and any difficulties encountered. Go through these notes at the end, eliciting suggestions for other ways of preparing for a job interview or exam or for overcoming the difficulties mentioned.

Language focus 2: Gerunds and infinitives

A Review

Study the example together, then ask students to discuss the other seven examples in pairs. Give them about four minutes, then elicit their ideas in open class.

<table>
<thead>
<tr>
<th>Answers</th>
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<tbody>
<tr>
<td>2</td>
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<td>3</td>
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<td>4</td>
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<td>5</td>
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<td>6</td>
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<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
</tbody>
</table>

B Common problems

1 Students find and correct the mistakes individually, and compare their answers in pairs before you check them with the whole class. Alternatively, they find and correct errors in pairs, then compare answers in groups of four with another pair before the whole-class check stage.

Refer students to the Grammar reference on page 218 for further information on gerunds and infinitives and to confirm the reasons for the correct answers.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b let me leave/allow me to leave 'let' is followed by an object and the infinitive without 'to'. 'allow' is also followed by an object, but is used with the full infinitive.</td>
</tr>
<tr>
<td>2b get used to sharing 'to' is a preposition in both sentences and is therefore followed by the gerund.</td>
</tr>
<tr>
<td>3a It's not worth making 'It's not worth' and 'There's no point' (and 'It's no use') are all followed by the gerund.</td>
</tr>
<tr>
<td>4b would like you to be 'would like' (+ object) + infinitive. The use of the possessive adjective 'your' before a gerund ('appreciate your agreeing') is typical of more formal English. The object pronoun 'you' would also be possible.</td>
</tr>
<tr>
<td>5b stop ringing 'stop + gerund'; 'stop' can be used with the infinitive of purpose, meaning 'you stop doing one thing in order to do another', e.g. 'He stopped eating (in order) to answer his phone'. This is not the case here in sentence b). Note that 'start' can be used with the infinitive or the gerund, with no difference in meaning.</td>
</tr>
<tr>
<td>6a mind going 'mind' + gerund</td>
</tr>
<tr>
<td>7b recommended him to have/recommended having/recommended (that) he (should) have the infinitive is only used with 'recommend' if 'recommend' is followed by an object.</td>
</tr>
<tr>
<td>8b breaking/having broken 'Admit to doing something'. In this case, 'breaking' would be a more elegant answer, avoiding the repetition of 'have' and 'having'.</td>
</tr>
</tbody>
</table>

2 Students work in pairs to talk about their experiences, using the bullet points as prompts. Walk around and monitor their conversations, making a note of any errors in the use of gerunds and infinitives to go over at the end of the class. Allow four or five minutes for the discussions. Ask some
students to tell the class the most interesting thing they learnt about their partners. Then go over
the mistakes you noted, without naming the student who made them, and elicit corrections from the class.

C Nouns followed by the infinitive
Students complete the sentences individually, then compare their answers in pairs before you check
answers with the whole class. Point out that using nouns like this is a typical feature of formal written English.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 determination, effort</td>
</tr>
<tr>
<td>2 tendency, attempts</td>
</tr>
<tr>
<td>3 opportunity, refusal</td>
</tr>
<tr>
<td>4 capacity, decision</td>
</tr>
<tr>
<td>5 willingness, ability</td>
</tr>
</tbody>
</table>

Additional activity
Ask students to choose five or six of the nouns from exercise C, and write true sentences about
themselves which they could use to describe themselves at a job interview. Get them to share
their sentences in pairs or small groups, then ask some students to report back to the class some of
the things they learnt about their partners.

Speaking 1 Collaborative task
Page 49

Lead-in
With books closed, ask students to suggest some ways in which school students can prepare for
their working lives after graduation. Elicit any suggestions, irrespective of whether or not they feature in the Speaking task later. If students have had any first-hand experience in the matter, elicit their experiences as well. Don't spend too long on this stage, as it is merely a lead-in to the discussion topic in the Collaborative task.

1 Elicit what you discussed in Unit 2 about the Collaborative task in the Speaking exam (see pages 22–23 of this Teacher's Book) and the best strategies for completing it successfully. Highlight the importance of interacting with their partners as well as of including all the cues from the visual input. Remind them that there are two separate questions, and that they must discuss the first question thoroughly before the examiner will tell them to move on to the second question. Remind them about the time limit of two minutes for the first task.

Although the first time students practised this type of task, they were allowed to overrun the time limit, they should at this stage begin to pace themselves better to be able to include all the key points within the time frame.

Students discuss the first question in pairs. Walk around and monitor their conversations, but also make sure you keep an eye on the timing. Give them a warning when one minute is left, and another warning when 30 seconds are left. Allow them to overrun by no more than ten seconds.

Check how much they feel they have left out of the prompts, and elicit ideas for what they might have done differently. Record suggestions for improving timing in note form on the board. Suggestions may include things like:

• Students could mention one positive and one negative thing about each prompt as they go around the five options once quickly, to ensure all of the prompts are included. Then they could go back to the most promising prompts again to discuss their merits in further detail to fill the rest of the time.

• Students could watch the time as they do the task. They have roughly 20 seconds for discussing each prompt, so they should aim to say as many arguments for each prompt as they can fit into 20 seconds. This will leave another 20 seconds for contingencies or for summing up at the end.

2 Now give them another minute to discuss the second question, and keep time strictly in this case. Get some pairs to report back at the end of the activity. Remind them that although they should work towards a decision, it is not necessary for successfully completing the task to arrive at a consensus.

Additional activity
To give students some controlled writing practice, and to start preparing them for presenting arguments in an essay, ask them to use their ideas from the discussion in exercises 1 and 2 of the Speaking task, then write up a short summary of their arguments for and against each experience mentioned. Ask them to include a recommendation for the experience with the greatest potential impact at the end as conclusion.
Get some students to read out their summaries – then point out that each of these summaries is basically an unstructured essay and that in the Writing section, you will focus more on structuring and organizing ideas.

**Writing**

**Essay**

*Part 1*  
*Pages 49–51*

This is the students’ first encounter with the Part 1 task of the Writing paper in the course, so take your time to cover the material and to resolve any issues and answer any queries students might have in preparing for and completing the Essay writing task.

Read the advice in the *What to expect in the exam* box together. Elicit the similarities with the Part 2 task students are already familiar with, e.g. the required extent is the same (220–260 words), and the key differences, e.g. the register and style is predefined as formal and persuasive and the task is compulsory and there is no choice of options.

1 Read the Essay task at the bottom of page 49 together, then elicit the answers to the checking questions from the students. Invite the rest of the class to comment on or correct answers as necessary.

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>a</td>
<td>your tutor (at university/college, etc)</td>
</tr>
<tr>
<td>b</td>
<td>two methods</td>
</tr>
<tr>
<td>c</td>
<td>Say which method is more important and provide reasons.</td>
</tr>
<tr>
<td>d</td>
<td>The opinions are those of the people talking on the documentary.</td>
</tr>
<tr>
<td>e</td>
<td>The opinions give an example of what you might say or include about each method.</td>
</tr>
<tr>
<td>f</td>
<td>No – but if you want to, you can.</td>
</tr>
<tr>
<td>g</td>
<td>that the method you’ve chosen is the most important and/or most appropriate</td>
</tr>
</tbody>
</table>

2 Focus attention on the three methods outlined in the task input notes, then read the question. Students read through the text quickly to answer the question, then compare ideas in pairs before you check the answer with the whole class.

**Additional activity**

Discuss the potential advantages and disadvantages of following each of the paragraph plans A–C. Either lead a discussion with the whole class, eliciting arguments both for and against each plan and inviting comments on them, or put the class in groups of four or five to do the discussion, then get each group to report back on their conclusions, then invite comments from the rest of the class.

3 Ask students to cover the bottom of the page, then study the model answer in pairs and identify the focus of each of the four paragraphs and explain what each is about in their own words. Then, they uncover the three paragraph plans and select the one that is nearest their own answer. Elicit suggestions, and invite comments from the rest of the class.

**Alternative approach**

Students read the text again and underline key words in each paragraph. Then they read the three paragraph plans, underline the key words in them, then try and match the ideas in each plan to the text – and select the plan that seems to reflect best the content of the essay.

**Answer**

C

**Additional activity**

Discuss the potential advantages and disadvantages of following each of the paragraph plans A–C. Either lead a discussion with the whole class, eliciting arguments both for and against each plan and inviting comments on them, or put the class in groups of four or five to do the discussion, then get each group to report back on their conclusions, then invite comments from the rest of the class.

4a Students read the example structures and underline further similar examples in the text individually, then compare ideas in pairs before you check answers with the whole class.

**Answers**

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<tbody>
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<td></td>
<td>e-learning</td>
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</table>
4b Students scan the text for examples of modal verbs. Some are used more than once. Elicit the function of each modal verb in the context.

<table>
<thead>
<tr>
<th>Answers</th>
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<tbody>
<tr>
<td>could (future possibility – explaining a potential consequence and future opportunity)</td>
</tr>
<tr>
<td>would (future hypothetical: would and future necessity: would need to)</td>
</tr>
<tr>
<td>might (possibility – introducing an option)</td>
</tr>
<tr>
<td>should (obligation or advice)</td>
</tr>
</tbody>
</table>

5 Before students get started on their own essays, refer them back to the seven questions in exercise 1, and ask them to answer them about their task. (They will probably notice that the topic is the same, although the context given in the set-up and the three methods provided for consideration are all slightly different.)

Study the How to go about it box together. Ask students to do the planning stages together in pairs or small groups, following the advice in the box step by step.

First, they should decide which two points they want to consider. Suggest that they might want to select the points they can come up with the most good arguments for (or against) rather than the point they may agree with the most. To help them decide, they could brainstorm in their pairs or groups and make notes of arguments for them against each of the three methods. Each student in a pair or group can choose according to their own preferences, they don’t necessarily have to write about the same two options – even if they discuss ideas together.

Then students read the suggestions for each method, and try and think of at least two more general points for each selected method.

They refer back to paragraph plan C on page 50, and organize their notes from the preceding discussions under each paragraph heading.

They brainstorm and make notes about useful vocabulary and structures together in their pairs and groups.

Students do the actual writing individually. You may like to set this stage as homework. Remind students to include reasons for every view expressed.

### Sample answer

Today’s world forever is changing. Pupils in school need to learn how to keep up with these changes. They should be encouraged to follow their passion, but also they need to see their future in a practical and realist manner. The question is what can schools do to help pupils in their journey into the world of work.

Schools need to be more concentrated in work-related subjects. If a pupil studies economics there should be a strong practical element and not too much theoretical materials. They could learn to work in a team and set up their own business. In addition they could be taught about computer programmes to gain knowledges of money management. There should also be specific classes to help them search a job, for example they could fill up application forms, look at ways of writing a CV and do some role-plays of job interviews.

Another problem pupils have is knowing which type of job to apply for. It would be a good idea to invite employers into the school to give talks about the type of work they do in their company. The pupils should be encouraged to ask questions. It would be perfect if also the pupils could visit different companies or pass some time doing work experience.

In conclusion, pupils have to be conscious that their career is like a long journey and they need to take profit from each stage and should learn from their experience. If schools provide them with some basic tools then the journey will be an exciting and enjoyable one.

262 words

### Examiner’s comments

**Content:** The writer addresses the main points successfully. Good realization of task.

**Communicative achievement:** Register is consistently formal. The target reader would be well informed.

**Organization:** Paragraphing and simple linking devices have been used effectively. Clear introduction and conclusion.

**Language:** There are some grammatical errors, e.g. with word order – forever is changing, misuse of prepositions – concentrated in, uncountable
nouns – knowledges. However, the writer has a good command of the tenses – should be encouraged, have is knowing.

Vocabulary is sometimes used incorrectly – fill up, pass, take profit, and there are word formation errors – realist manner, theoretical. However, the writer has used a good range of expressions and vocabulary related to the theme – follow their passion, a strong practical element, job to apply for, their career is like a long journey, basic tools.

Mark*: Good pass

*Note on marking
Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale: borderline, pass, good pass and very good pass.

When students have completed the writing assignment, ask them to swap essays with a partner and check each other’s work for errors in grammar, use of lexis or spelling as well as for inappropriate use of informal language. They should also check that their partner has covered two of the three points provided in the task and presented persuasive arguments on the subject. Finally, they check for extent – it should be between 220–260 words.

You may like to point out that there is no reward for writing more than required by the task – in fact, keeping to the point, being concise and being able to edit your own writing is part of the assessment criteria. Essays that are over the extent will be penalized, the same way as essays that are under the extent.

Additional activity
Discuss with students their experience of attempting the Essay writing task. What, if anything, caused them difficulties? Elicit suggestions for overcoming these difficulties from the class. What else would they consider doing during preparation to help them write the essays more easily? Elicit suggestions for improvements in the process.

Lead-in
With books closed, write the expression office politics on the board, and elicit students’ ideas on what it refers to. Accept any reasonable suggestions and don’t reveal the answer. Tell students they will find out more about the subject in this lesson.

1 Focus attention on the three cartoons – explain they all show examples of office politics. Students identify the situations: elicit suggestions and invite the rest of the class to agree or disagree with suggestions. Elicit suggestions for similar situations, then finally for resolving each situation.

Alternative approach
Students discuss the questions in small groups, then each group reports back to the class.

2 Explain that in the Advanced exam, the Cross-text multiple matching task focuses on understanding opinions and attitudes expressed in four extracts on a related subject, and identifying agreement or disagreement between their authors. It is a very different task from the other multiple matching task in the exam, so in this first instance students will be working together either in pairs or as a whole class to complete it.

Study the How to go about it box together, and follow the advice to approach the task. Students first identify the central theme of the four texts. Do this together with the whole class.

Answer

resolving issues concerning office politics

Next, students work in pairs to identify the key information. Elicit suggestions from a number of pairs, and ask the rest of the class to comment or confirm.

Answers

2 the definition of office politics
3 the extent to which office politics exists
4 the attitudes of some managers towards office politics
Students skim the texts for gist.

Read the four questions, then students scan the text to find references to each one. Ask them to compare their answers in pairs before you check them with the class.

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>B</td>
<td>By no means is this kind of behaviour common to all workplaces ...</td>
</tr>
<tr>
<td>C</td>
<td>Despite the fact that office politics occurs in all kinds of business ...</td>
</tr>
<tr>
<td>D</td>
<td>Over the last decade, my research team and I have studied a range of workplaces with office politics issues, from small family-run enterprises to vast corporations.</td>
</tr>
</tbody>
</table>

**4 A**

A. Unfortunately, office politics is an area that a number of department heads admit to ignoring, in the vain hope that problems will resolve themselves.

C. Research suggests that in many cases, they will just turn a blind eye to such situations.

**Additional activities**

1. Discuss students' experience of the Cross-text multiple matching task. What, if anything, caused them difficulties, and how could they overcome these issues? What helped them complete the task? What else could they do to make the task easier to complete?

2. To exploit some of the lexis further, write the following expressions on the board, then ask students to explain them or give definitions for them: at surface level, take exception to, workplace dynamics, in the vain hope (that), company morale, advance one's own interests, be endemic, on no account (should), favouritism, job satisfaction, bear a grudge, in an open and frank manner. If any are unfamiliar, encourage students to work out their meaning from context rather than rely on a dictionary. For further practice, students could write a short paragraph about issues of classroom politics and their opinion about resolving them, using as many of the expressions as appropriate.

**Reacting to the text**

Lead a class discussion of the questions. Alternatively, ask students to discuss the questions in groups of four or five, then get each group to report back to the class, and invite comments.

**Exam note**

In Part 6 of the Reading and Use of English exam, candidates are provided with four short texts (550–600 words in total in extent) followed by four questions. Their task is to read across texts to match a prompt to elements in the text.
The focus is on understanding as well as comparing and contrasting opinion and attitude across the four texts. For each correct answer, 2 marks are given. Relating multiple texts to each other is a key academic skill – students in higher education must be able to read multiple sources of information and opinion, and to synthesize analysis and views in these different sources. The task type appears in the *Advanced* examination for the first time in 2015.

**Vocabulary 1: Body idioms**

1a Students complete the sentences individually without looking back at the reading texts, then compare their ideas in pairs.

1b Students read the texts again to check their answers.

**Answers**

<table>
<thead>
<tr>
<th></th>
<th>1 shoulder</th>
<th>2 ear</th>
<th>3 eye</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>finger</td>
<td>5 hand</td>
<td>6 backs</td>
</tr>
</tbody>
</table>

2 Students study the context in pairs to work out the meaning of each idiom.

**Possible answers:**

1. being treated in an unfriendly way (by someone you know)
2. pay attention to what people are doing or saying
3. pretend not to notice something bad that is happening (so that they do not have to do anything about it)
4. accuse somebody else of doing something wrong or bad
5. going out of control
6. criticizing or saying bad things about someone without them knowing

**Speaking 2**

**Long turn**

**Lead-in**

With books closed, elicit situations which may cause stress in the workplace or at school. Ask students to say briefly why the situations they mentioned can be stressful.

1 Elicit what students remember about the Long turn Speaking task from earlier units. Recap that they will have to work in pairs, and each student must choose two pictures to talk about, then they have one minute to answer candidate A's questions in the box. Their partner must listen, then answer candidate B's question – referring back to what the first student said. Remind them not to start answering candidate B's question until instructed to do so.

Remind them, if they have forgotten, that in the exam, each student in a pair will receive a different set of three pictures to choose from – while in many of the Part 2 tasks in the Coursebook, they must select from a shared set of five.

Students work in pairs to do the first part of the task. Walk around and monitor the conversations. Keep time and give students warning when they have 30 seconds left, then prompt for them to start the second part of the task. As you listen, make notes of any issues with speaking strategies, vocabulary or structures – to go over once both students have completed both parts of the task.

2 Repeat the activity with the roles swapped around in each pair. Monitor the same way.

Go over the issues you noted during the task, and elicit suggestions from the class on how to improve their technique.

With the whole class, discuss ideas on how to improve time management in the exam. Elicit suggestions both for keeping within the time limit as well as filling the allocated time usefully.

**DVD resource: Unit 4**

**Listening 2**

**Sentence completion**

**Lead-in**

Refer back to your discussion on time management from the Speaking section, and make a brief list of some of the advice on the board.

1 Look at the quotation together, and elicit students' ideas. Don't spend more than a couple of minutes on this.
2 Elicit what students remember from your discussion in Unit 2 about the Sentence completion task. Point out the Don’t forget! box and stress the importance of using the preparation time before the playback starts to prepare for any listening tasks. Give students 45 seconds to read through the questions and to think about what information they might need.

Play the recording once, pause for ten seconds, then play it again. Tell students that they have completed the task exactly the same way and with the same timings as they will in the exam.

Allow them to compare answers in pairs before you check them with the whole class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (forward) planning</td>
</tr>
<tr>
<td>2 realistic</td>
</tr>
<tr>
<td>3 tiredness</td>
</tr>
<tr>
<td>4 (our) health</td>
</tr>
<tr>
<td>5 perfection</td>
</tr>
<tr>
<td>6 self-discipline</td>
</tr>
<tr>
<td>7 (most) fulfilling</td>
</tr>
<tr>
<td>8 television</td>
</tr>
</tbody>
</table>

Listening 2: Listening script 1.19

Time, ladies and gentlemen, is one of our greatest assets, and in this fast-moving competitive world, poor management of our time is a major cause of stress both in the workplace and at home. The first and most essential element of effective time management is forward planning. If you start the morning by mapping out what you hope to achieve during the day, you can go a long way to avoiding unnecessary frustration and wasted effort. Be realistic, though, in terms of what you hope to accomplish in the time available, and think through carefully how and when you will accomplish it. Unmet expectations will only serve to put you under more pressure, to create more stress – and you’ll only have yourself to blame if that happens.

Of course, tiredness – rather than any lack of ability – can often present a major obstacle to our obtaining the goals we’ve set ourselves, or indeed to meeting the deadlines that others have set for us. If that’s the case, stop, turn your computer off, take a break. If you feel you can’t go on, or you’re just too snowed under, don’t make yourself ill. Work should always take second place to your health. It can be counterproductive to carry on regardless, particularly if the next day you have to phone in sick and take time off work.

And also, if time is against you, if you’re pressed for time, be prepared to adapt to the circumstances – don’t worry if what you produce is less than wonderful. We cannot, we should not always strive for perfection. It slows us down, it reduces productivity and means we have no time for other tasks. Good enough is still good, and in all probability no one will notice the difference. And this applies to the home as well as the workplace. A similar dose of self-discipline is needed when we take on the household chores. Limit the amount of housework you try to do in a day, lower your expectations and relax if the shirts you’ve just ironed still have creases. It doesn’t matter.

Because ultimately, let’s face it, what we all work for is to make time for ourselves, to free up time for the things we really want to do outside of work. It’s essential to set aside enough time to pursue your interests, to do the things which are most fulfilling for you in life. Many people fail to achieve the right balance between work and relaxation and once again, stress is the outcome. And just a word of warning here – if by relaxation you understand slumping on the sofa in front of the television, think again. It is a poor use of time, and it usually ends up making you feel more tired, and time-pressured than before.

Now, technology has done a great deal to ...

3 Lead a brief class discussion of the question to wrap things up.

Vocabulary 2: Time

1 Students complete the gaps individually. Check answers together.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 in</td>
</tr>
<tr>
<td>2 off</td>
</tr>
<tr>
<td>4 for, up</td>
</tr>
<tr>
<td>5 aside</td>
</tr>
</tbody>
</table>

2 Students work in pairs to complete the groups and explain the contexts to each other. Elicit an explanation from a different pair for each item, and invite comments from the rest of the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a half: football</td>
</tr>
<tr>
<td>b record-breaking: athletics, swimming or motor sports</td>
</tr>
<tr>
<td>c flying: aeroplanes and air travel</td>
</tr>
<tr>
<td>d prime: television</td>
</tr>
<tr>
<td>e sale: shops</td>
</tr>
<tr>
<td>f harvest: farming</td>
</tr>
</tbody>
</table>

3 Students follow the instructions to write sentences and test their partners.
Students complete the exercises on page 56 individually. Check answers together.

**Word combinations**

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hand</td>
</tr>
<tr>
<td>2 point</td>
</tr>
<tr>
<td>3 pressed</td>
</tr>
<tr>
<td>4 viewing</td>
</tr>
<tr>
<td>5 set</td>
</tr>
<tr>
<td>6 available</td>
</tr>
<tr>
<td>7 way</td>
</tr>
<tr>
<td>8 hate</td>
</tr>
<tr>
<td>9 great</td>
</tr>
<tr>
<td>10 every</td>
</tr>
</tbody>
</table>

**Gerunds and infinitives**

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 going, trying, to get, to go</td>
</tr>
<tr>
<td>2 smoking, eating/to eat</td>
</tr>
<tr>
<td>3 noticing, asking</td>
</tr>
<tr>
<td>4 not to keep, to think</td>
</tr>
<tr>
<td>5 giving, to come, talk</td>
</tr>
<tr>
<td>6 agreeing, to help, to set, to do</td>
</tr>
<tr>
<td>7 to enter; cutting</td>
</tr>
<tr>
<td>8 to claim, seeking</td>
</tr>
</tbody>
</table>

**Reading and Use of English**

**Key word transformation**

Page 57

Read the advice in the two boxes together, and clarify any issues students might have. Students then complete the task individually, then compare their answers in pairs before you check answers with the whole class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 TAKE MOST CREDIT FOR THE SUCCESS</td>
</tr>
<tr>
<td>2 RISK BEING ACCUSED OF</td>
</tr>
<tr>
<td>3 HAS HAD SUCH AN IMPACT ON</td>
</tr>
<tr>
<td>4 WHEN IT COMES TO</td>
</tr>
<tr>
<td>5 TURNING/HAVING TURNED A BLIND EYE TO</td>
</tr>
<tr>
<td>6 THIS MATTER TO BE DEALT WITH</td>
</tr>
</tbody>
</table>
HOME-WORKING

If you had the choice, would you prefer to work from home or in an office? British workers seem to be in no doubt; one in four of them has given up commuting to the office in favour of a more domestic working environment - and the figure is growing.

'The number of home-workers is likely to increase by more than 50% over the next five years,' claimed a spokesperson for Datamonitor, the London-based market research company. As a result of this trend, consumers will spend a great deal less on certain goods and services: transport, petrol, eating out and drinks. Moreover, because home-workers usually take fewer showers, the sale of personal care products such as deodorants and soap will also be affected.

The study, which shows that home-workers tend to be the more highly qualified professionals in a company, says that firms are in danger of losing their best employees if they do not allow home-working. Unfortunately, however, there are some who abuse the trust which has been placed in them. Datamonitor discovered that many like to watch television, listen to the radio and browse social networking sites while they work.
5 Getting on

Content Overview

Theme
This unit is concerned with relationships.

Exam-related activities

Reading and Use of English
- Part 7: Gapped text
- Part 1: Multiple-choice cloze
- Part 2: Open cloze

Writing
- Part 2: Proposal

Listening
- Part 3: Multiple choice
- Part 1: Multiple choice

Speaking
- Part 2: Long turn
- Part 3: Collaborative task
- Part 4: Further discussion

Other
- Vocabulary 1: Verb + noun collocations
- Language focus 1: Reference and ellipsis
- Vocabulary 2: Relationships
- Language focus 2: Relative clauses

Speaking 1

Long turn
Page 58

Lead-in
To get students started in talking about the pictures, ask them to take turns in pairs to describe the people in them and what the situations might be. Elicit some suggestions for each picture in open class. Stress that in the exam, describing the pictures and characters in them is not a key part of the task, so should be kept to a minimum. The main focus should be on answering the specific questions while relating these to the images.

1 Put students in pairs and get them to select two photos each which they are going to talk about. Then refer them to the Don’t forget! box and the Wordlist on page 210 of their Coursebook and make a note of the adjectives that they could use to talk about their chosen pictures. Elicit or pre-teach any unfamiliar adjectives collocating with relationship, e.g. prickly (with a tendency to be angry or easily offended) or rocky (in which there are a lot of problems).

Read the information in the What to expect in the exam box together. Students work in pairs to do the first part of the task. Remind them that Student A will have to keep talking about the questions and pictures for one minute. Walk around and monitor the conversations. Keep time and give students warning when they have 30 seconds left, then prompt for them to start the second part of the task. As you listen, make notes of any issues with speaking strategies, vocabulary or structures – to go over once both students have completed both parts of the task.

2 Repeat the activity with the roles swapped around in each pair. Monitor the same way.

Go over any issues you noted during the task, and elicit suggestions from the class on how to improve their technique.

Listening 1
Multiple choice
Page 59

Lead-in
Focus attention on the photo. Ask students to describe the scene and speculate on what it might suggest about relationships in the family.

1 Read the context, then elicit the best technique for completing a multiple choice task. Suggest the following stages:

   1. read the questions and underline the key words so students know what information to listen for;
   2. listen for the first time and identify the passages that contain information about each question – wherever possible, try to select the correct answer or at least rule out the options that are clearly wrong;
   3. listen for the second time to compare the information to each of the remaining options, and make final selections – also check and confirm answers from the first round;
   4. quickly check that no questions have remained unanswered.

Allow 70 seconds for students to look at the questions and options. Encourage them to underline key words, then compare these ideas quickly with a partner.
I leave that to the experts. I think I'm also typical in the but that doesn't overlook look for approval. Well, we all do, I suppose. And you their answers, then play it again for them to check students to read the script on pages 228–229 of the Coursebook to check the information.

Check answers together. You may like to play the recording again as you do this, and allow students to read the script on pages 228–229 of the Coursebook to check the information.

| Answers | 1 A 2 B 3 B 4 C 5 C 6 D |

Listening 1: Listening script 1.20

**I** = Interviewer  
**A** = Adrian

**I:** My guest today is Adrian Mitchell, whose book *Who we are and what we want* on the subject of family relationships has been at the top of many best-seller lists for the most part of this year. Adrian, I know you've been lecturing in sociology for over 20 years. So, was the book an inevitable consequence of that?

**A:** Well, without that background, I don't suppose I'd be writing a book on social issues; but many academics have been in the game for a great deal longer than I have, and they don't feel the need to publish their thoughts for public consumption. I suppose for me it was more that I was talked into it by colleagues of mine who insisted that there was a market for that kind of subject. None of us, though, I don't think, had, er anticipated how well it would do.

**I:** And I believe that you've also put your experience as a counsellor to good use in the book.

**A:** I like to think so, although I have to admit that I quit counselling several years ago. I'd been doing it for years, and it was certainly something I was passionate about, but there were simply too many things going on. I was stretched to the point that I could no longer say I was fully committed to anything, and that wasn't something I could live with. It wasn't really fair on my wife and children, either.

**I:** In your book, you do take pains, I notice, to avoid presenting yourself as the ideal husband. I mean, you're not pretending to have all the solutions.

**A:** No, absolutely not. I think I'm a fairly typical 21st-century husband. I want to provide for my family, but I'm grateful that we have my wife's salary. It allows us to do so much more than one income would permit. And, um, like most husbands, I suspect, I'm handy about the house, but I don't insist on fixing the car or the computer myself – I leave that to the experts. I think I'm also typical in the way I tend to – er, shall we say – overlook certain domestic chores that need doing. I will do them, but I do need a bit of pushing from my wife. I would certainly argue against the idea that men have lost sense of who they are. Our roles may have changed over the years – but that doesn't mean we're confused about them.

**I:** Yes, but it's a notion that seems popular on daytime television. Um, in the book, you thank your children in the acknowledgements, but after that, there's no further mention of them. Did you make a conscious decision to exclude them?

**A:** Well, yes. If I'd written about them, it would have felt like a form of exploitation. I suppose. Even if they'd agreed to appear in the book, they would have done so just to make me happy because that's what children do – look for approval. Well, we all do, I suppose. And you don't know whether they're going to feel the same way once they're older and in a position to make a more informed decision. I can see why people draw from their own personal experiences when they're writing a research-based book, but this has to be weighed up against the impact your writing may have on others.

**I:** A chapter I found particularly interesting was the one on how the media reports on social issues. You refer to the way it portrays single parents, single mothers in particular.

**A:** Yes, unfortunately, many journalists are happy to cut and paste their information from other articles doing the rounds on the Internet; this doesn't necessarily mean that the bare facts, the numbers, are wrong, but there's a lack of balance. So in the case of single parents, it may be true that numbers are on the rise, but the stories presented to us fail to discuss how many of these parents are able to continue working or return to further education. They're still contributing to society. But headlines with this kind of positive development don't sell copies, I suppose.

**I:** So where do you see marriage as an institution in, say, 20 years' time? Do you think it will come to be seen as simply unnecessary?

**A:** Hardly. You only need to look at the number of commercial ventures set up within the wedding industry. People are just as keen to get married as ever; just perhaps not in the way that their grandparents did. It doesn't have to be in a church, the dress doesn't have to be white and people no longer want towels and whiteware as gifts. One thing that hasn't changed is the fact that a high percentage of couples go into marriage not anticipating the kind of challenges likely to arise as a result of becoming a 'unit'. A lot of married life involves meeting halfway, and if you're not prepared to do that, then you're in for trouble. And don't forget, just because tradition is less important in some western countries, this isn't the case in others.

**I:** Adrian, thank you. We're going to take a break, but when we come back, Adrian is ...

2 Lead a class discussion of the questions. Alternatively, put students in groups of four or five to discuss the questions, then get each group to report back to the class, and invite comments from the other students.
Gapped text
Pages 60 and 61

1 As a lead-in activity, discuss the questions with the whole class. Elicit a range of different ideas if possible. At the end, have a quick show of hands to see how many students would mention their parents, or specifically their mother as the person most likely to help and advise them.

2 Read the context together and the information in the Don't forget! box. Remind students what you discussed about the Gapped text task in Unit 3 (see pages 41–42 of this Teacher's Book). Get them to read through the whole base text first to get a general sense of what it is about, but also what information may be missing.

Do the first gap together as a class. Ask them to read the first paragraph more carefully, then explain in their own words where the story ends there.

Point out that the first sentence of a paragraph (the topic sentence) usually gives readers an idea about what the whole passage will be about – either by providing a brief summary or an introductory statement or by setting up the scene. Here students should scan the first sentences of paragraphs A–G and rule out those which do not continue the story from the first paragraph of the base text logically – they should be able to rule out A and E, and select F as the likeliest answer.

Ask students to read the first paragraph together with F, then continue with the second paragraph of the base text. Do the parts fit together logically and structurally? What linking devices connect them?

Explain that in this second instance, there is less support available to students but that they should go through the same logical steps of analysis to help them answer the questions successfully. The links in the base text have been underlined, but students must read and underline the connecting phrases in the paragraphs A–G themselves. You could still allow them to do this in pairs, but in stronger classes you may prefer to move on towards individual work even at this initial stage. If students identified the logical and grammatical linkers through individual work, you could allow them to compare ideas in pairs before you move on to the exam task.

Students complete the Gapped text task individually. Check answers together.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 F 2 A 3 D 4 G 5 B 6 E C not used</td>
</tr>
</tbody>
</table>

Reacting to the text
Lead a class discussion of the questions. Alternatively, put students in groups of four or five to discuss the questions, then get each group to report back to the class, and invite comments.

Vocabulary 1: Verb + noun collocations
Page 61

1 Students find and record the collocations individually. Check answers together.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>express their feelings take pains (to do something) show physical affection show their emotions</td>
</tr>
</tbody>
</table>

2 Students find the phrasal verbs, then work out and discuss their meaning in pairs. Elicit some ideas for each phrasal verb found, and invite comments from the rest of the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>drift off: gradually fall asleep break away: to leave a person, place or situation see through the mask: understand the truth behind the appearance backed up by research: to show that an explanation or belief is probably true stumbled on motherhood's best-kept secret: to find something by accident let down their defences: lower their (emotional) defences and open up</td>
</tr>
</tbody>
</table>

Language focus 1: Reference and ellipsis
Page 62

A Reference
1 Stress that knowing these and similar reference words or phrases is vital for the successful completion of the Gapped text task. Students work in pairs to find the examples in the text and negotiate their answers.
Answers
a in my own student years
b sons leaving home at 18 to move into jobs for life
c ways of putting up new defences
d encouraging boys to show their emotions
e the fact that a confidential mood would come over him and air what was on his mind
f confide in their mothers

2 Read the explanation together, then ask students to work individually to choose the correct substitute words, then to check their answers in pairs. Stress the importance of substitution in spoken English – and therefore its relevance to listening and speaking tasks.

Answers
1 so 2 not 3 do
4 ones 5 those, one 6 This

B Ellipsis
1 Read the explanation together, then ask students to work out the omitted words individually, then compare ideas in pairs.

Answers
a midnight
b stumbled on motherhood\'s best-kept secret
c he, prevail

2 Stress the importance of ellipsis in spoken English – and therefore its relevance to listening and speaking tasks. Students work out the omitted words individually, then compare ideas in pairs.

Answers
1 A Do you think you\'ll be home before midnight?
   B I should be home before midnight.
2 I asked him to play a tune on the piano and he said he didn\'t want to play a tune on the piano.
3 She always comes to class on Tuesdays but she hardly ever comes to class on Thursdays.
4 He left without saying goodbye. I have no idea why he left without saying goodbye.

5 A I have a feeling he was sacked from his last job.
   B Yes, he might well have been sacked from his last job.
6 He told me to apologize to her, but I\'d already apologized to her I already had (or I\'d already done so).

Refer students to pages 218–219 of the Grammar reference to find further information. If they have any difficulties in the early stages of practice, you could allow them to read the information beforehand, then complete the exercises in sections A and B.

3 You can set this task as homework or as classroom practice. Students complete the task individually, then compare ideas in pairs before you check answers with the whole class.

Possible answers:
For most of her working life my mother taught chemistry in a secondary school. She always said the reason she had entered the teaching profession was because her father had virtually forced her to (do so). Her parents were both teachers, though she herself had no intention of becoming one. However, whereas my grandmother felt that my mother should only follow in their footsteps if she wanted to (do so), my grandfather was determined that she should teach for a living – so she did.

She\'d actually like to have become a pharmacist and run her own business, but she wasn\'t sufficiently qualified (to do so). Apart from this, she might well have had problems raising the necessary capital, and if she\'d asked her father to lend it to her, he probably wouldn\'t have (done so). I think my mother resented my grandfather for the pressure he had put on her, and she always encouraged me to make my own decisions. I did (so) – and now I work as a teacher, and my son does, too!

Vocabulary 2: Relationships

1 Students complete the sentences individually, then compare answers in pairs. Ask them to work out the meaning of any unfamiliar lexis from
the contexts provided rather than look them up. Where necessary, they can discuss the meaning of these with their partners before they finalize their answers. Check answers with the whole class at the end.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a/b get</td>
</tr>
<tr>
<td>3 a/b had</td>
</tr>
<tr>
<td>4 b turn</td>
</tr>
<tr>
<td>6 a/b look</td>
</tr>
</tbody>
</table>

2 Stress that the question is about the expressions in bold, not the contexts in which they appear in exercise 1. Students discuss the expressions in pairs. Elicit ideas from a different pair for each expression, and invite comments from the rest of the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a positive b negative</td>
</tr>
<tr>
<td>2 a negative b negative</td>
</tr>
<tr>
<td>3 a negative b negative</td>
</tr>
<tr>
<td>4 a negative b negative</td>
</tr>
<tr>
<td>5 a positive b negative</td>
</tr>
<tr>
<td>6 a positive b negative</td>
</tr>
<tr>
<td>7 a usually negative b positive</td>
</tr>
</tbody>
</table>

3 Students choose three expressions to prepare their personalized answers. You could do this orally or in writing before putting students in small groups of three or four to share their answers with each other. Personalization helps students relate the meaning and use of lexis to their own experiences and feelings, which aids memorization and recall.

<table>
<thead>
<tr>
<th>Speaking 2</th>
<th>Collaborative task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 3</td>
<td>Page 64</td>
</tr>
</tbody>
</table>

1 With books closed, elicit ideas for what (internal or external) factors may affect a couple’s relationship. There is no need to go into lengthy explanations, at this point it is more important just to get students thinking about the theme.

Students now open their books. Focus attention on the visual prompts. Elicit what students remember about the Collaborative task. Highlight the following:

- They must talk together and involve each other rather than dominate the discussion.
- All five prompts need to be considered.

2 When the two minutes is up, ask students to move on to the second stage of the task. Continue monitoring.

If there were any serious issues with the use of grammar or lexis, go over these with the whole class (without mentioning which student made any errors) and elicit suggestions for improvement.

Additional activity
Ask students how successful they felt in completing the task, what factors caused them any difficulties, and elicit suggestions for overcoming these issues.

<table>
<thead>
<tr>
<th>Speaking 3</th>
<th>Further discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 4</td>
<td>Page 64</td>
</tr>
</tbody>
</table>

This part of the exam is testing candidates’ ability to summarize, give opinions and interact successfully. The questions in this part are more abstract. This is the first time the Further discussion task appears in the course, but both the Coursebook and Teacher’s Book have already given plenty of practice of this in every unit.

Go through the How to go about it box together. Add the following points:

- Part 4 is the part of the Speaking test where you are really given freedom to show what you can do. So you should use a full range of vocabulary and grammar.
- It is better to show ambition, take a few risks and make a few mistakes than to play safe and use basic English.
- It is fine to use personal anecdotes or refer to current affairs in order to answer questions.
- It is very important to realize that you are being assessed on your interaction with the other people in the room. In real life, speaking is all about listening to other people and responding to what they say.
• The conversation should be spontaneous and natural. Allow your partner time to speak and respond to what he or she says. Do not try to dominate the discussion.

Students do the task in pairs or groups of three. Walk around and monitor the activity, and at the end, get some of the pairs or groups to report back with some of the most interesting points from their discussions to the class to wrap things up.

**Listening 2**

Multiple choice

**Lead-in**

Focus attention on the two photos and ask students to describe who is in each one and what they think is happening. Ask them to think about what the situations might have in common (people working together). Students then read the questions and options quickly to check their predictions and find out which two extracts are illustrated in the photos (2 and 3).

Use the What to expect in the exam box to remind students that the exercise is slightly different from the exam task, although its format and the techniques needed to complete it successfully are the same. Elicit what students remember of your previous discussion of the task type.

After they hear the instructions for each extract, they will have 15 seconds to read the two corresponding questions and the options. Remind them not to look ahead to the next extract, but focus on preparing for the task at hand. They will hear each extract twice before they have to move on to the next extract. On the first listening, they should identify the passages that contain the information about the questions and eliminate the options that are clearly wrong. On the second listening, they should listen more carefully to the relevant passages and decide on the correct answers. They should not leave any questions unanswered before moving on to the next part of the task.

Play the recording, with pauses and each extract repeated twice – like in the exam.

Check answers together. Ask students to say if there was anything that caused them difficulties in completing the task, then elicit suggestions from the whole class for overcoming these issues.

**Answers**

1 B 2 C 3 A 4 A 5 A 6 B

After discussing the correct answer key, play the recording again for students to listen and check the information about the questions. You could also allow them to follow the text in the listening script on page 229 of the Coursebook.

**Listening 2: Listening script 1.21–1.23**

**Extract One**

I = Interviewer  M = Miriam

I: Miriam, your new play, which opens next week, is described as a black comedy – not something you're known for. Are you at all anxious or is opening night an occasion which no longer bothers you?

M: Well, it depends on the production, but in this case, I've been privileged again to have Malcolm Rush as a director. He doesn't care whether you're exhausted; mentally, physically, emotionally – it's immaterial, he'll just continue pushing until every scene is simply perfect. You don't just learn the part – you live it, which takes away any fears you might have of not being able to persuade an audience you're real.

I: Malcolm does have a reputation of being quite the dictator. No one dares voice their opinion, I hear.

M: Well, I do! Malcolm is entirely willing to listen to your point of view once you gain his respect. When we're working on a play, it's a two-way process in which one person comes up with an idea – we see how it works out – and then we don't hold back on any constructive criticism. Actors I've worked with, some of whom have been rather new to the stage, know that he's going to be tough with you – but once you've proved yourself, it's all about cooperation and being open to change.

**Extract Two**

M = Man  W = Woman

M: We finally delivered our presentation this morning. The surprising thing, for me, I suppose, was that I actually got on all right with the other students in our group, even Simon, and he's usually so argumentative – and I'd thought that we'd never get anything done with him there. Our discussions generated ideas I hadn't even thought of.

W: There were three of us working together on our last project. And yes, I think that like that we were probably more creative than if we'd been working alone. I wasn't keen on the idea of collaboration at first, I mean, I didn't know what the other people were like to work with, but my worries came to nothing in the end.

M: So did you find the project easy to do?

W: Not at all – it was still a challenge. For my section, I volunteered to do the research on a German company and I had ample time to do it, if I'm honest. And there was plenty of information online which I could refer to. The feedback I got from the tutor, though, was that
I needed to take a more critical approach and put my own views forward. I knew as I was writing the project that I wasn’t doing that — but I’m just not used to it.

Extract Three

I = Interviewer  D = David

I: So David, with the next rally less than 12 hours away, how confident are you of holding your position in front?

D: Well – the team has done an incredible job sorting out all the problems with the car – it’s running at peak performance now. The big issue, as you may know, is that my co-driver, Scott King, broke his leg last week and so that’s it – he’s out for the foreseeable future. Fortunately for us, Eddy Houseman stepped in at the last minute, though, of course, he’s never partnered me before, which is a bit of a concern. At least the conditions are favourable – the worst of the ice has cleared – just a few patches left we can deal with.

I: Scott’s been with you from the start, hasn’t he?

D: Yes, people often underrate the co-driver’s role, the glory always goes to the driver. But it’s Scott who has the map and the notes. Without him I’d be truly driving blind. You have to have complete faith that what he says is right, I have to know exactly how fast I can take a corner, and be sure that we don’t end up rolling into a ditch. That’s not to say that he’s always to blame for every crash! And I don’t know how Eddy’s going to deal with my temper – Scott’s got used to it after all this time ...

Alternative approach

With books closed, copy the six questions without the answer options on to a worksheet to be distributed among students or on the board. Ask students to listen to all three extracts twice, then answer the question in their own words. Ask them to compare their ideas in pairs (or, in weaker classes, allow them to answer together in pairs).

Now, open the Coursebooks, and ask students to choose the options which are nearest their own answers for each of the six questions, then play the recording again for students to listen and confirm their answers.

This approach puts more emphasis on the importance of paraphrasing. Students should train themselves to listen for ideas, not exact words – as distractor items very often contain words taken directly from the recording, precisely so they persuade students to choose them instead of the correct key.

Obviously, if you follow this approach, the practice activity here will be less like the real exam. Nonetheless, it will provide students with a useful exam skill instead.

Another possibility is for you to follow this alternative for the first instance, then come back to the same Listening task at the end of the Review section (or when you do the Ready for Listening section) and repeat the task in the conventional exam format for review.

Language focus 2: Relative clauses

1 Elicit what students already know about relative clauses and the use of relative pronouns. At this level, they will likely have encountered the structure in their previous studies. The most complicated issue involved is probably the distinction between defining and non-defining relative clauses – which is most relevant for the Writing paper in the exam. Students complete the task in pairs. Alternatively, they complete it individually, and compare ideas in pairs. Then check the answers with the whole class. Refer students to the Grammar reference on page 219 to check their ideas.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>a Scott</td>
</tr>
<tr>
<td>b an occasion</td>
</tr>
<tr>
<td>c the fact that actors don’t just learn the part, they live it</td>
</tr>
<tr>
<td>d actors she has worked with</td>
</tr>
<tr>
<td>e the new play</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>c, d and e are non-defining relative clauses while a and b are defining relative clauses</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>a who</td>
</tr>
<tr>
<td>b which</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>which or that – In a defining relative clause such as this, if the relative pronoun (here: which or that) refers to the object (ideas) of the verb in the relative clause (I hadn’t ... thought of), the pronoun can be omitted.</td>
</tr>
</tbody>
</table>

2 Students complete the task individually, then compare ideas in pairs before you check the answers with the whole class.
1 I went walking with my husband at the weekend, which is something we haven't done for a long time.

2 The novel is set in Kaunas, which at that time was the capital of Lithuania. The initial chapters focus on Vitas's father, whose fiery temperament had a lasting effect on the boy.

3 What I'd like to know is what happened to that boxer she was seeing. Are they still going out together?

4 He left all his money to a woman who had never shown him any affection. The reason he did this has never been fully understood.

5 Her mother, who hated city life, longed to return to the village she grew up in and where she still owned a small plot of land.

6 Is there anyone who's got a car or whose mum or dad could give us a lift?

---

**Answers**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I went walking with my husband at the weekend, which is something we haven't done for a long time.</td>
<td></td>
</tr>
<tr>
<td>2 The novel is set in Kaunas, which at that time was the capital of Lithuania. The initial chapters focus on Vitas's father, whose fiery temperament had a lasting effect on the boy.</td>
<td></td>
</tr>
<tr>
<td>3 What I'd like to know is what happened to that boxer she was seeing. Are they still going out together?</td>
<td></td>
</tr>
<tr>
<td>4 He left all his money to a woman who had never shown him any affection. The reason he did this has never been fully understood.</td>
<td></td>
</tr>
<tr>
<td>5 Her mother, who hated city life, longed to return to the village she grew up in and where she still owned a small plot of land.</td>
<td></td>
</tr>
<tr>
<td>6 Is there anyone who's got a car or whose mum or dad could give us a lift?</td>
<td></td>
</tr>
</tbody>
</table>

---

**Proposal**

**Pages 66 and 67**

**Lead-in**

Elicit what other Part 2 text types students have encountered so far during the course (formal letter, review and report) and elicit what they remember from your discussions. Point out that the techniques required (in other words, the process) and the assessment criteria are the same – it is only the type of text (in other words, the product) that is different in each case. Refer back to page 19 of this Teacher's Book for a recap of the assessment criteria.

1 Study the advice in the What to expect in the exam box together. Remind students of the four basic questions they should answer before setting out to begin any writing task (who? what? why? and how?). Ask students to read the exam task at the bottom of page 66, and answer these four questions.

Now, ask students to read the model answer at the top of page 67 and give their assessment of how successfully it addresses both aspects of the task.

**Answer**

Yes, it addresses both aspects of the task adequately.

---

**2 Elicit what you discussed about the importance of text organization and paragraphing in previous units. Point out that proposals are most similar to reports – except that a proposal must always include a recommendation for action.**

Students look at the two paragraph plans and identify the one used for the model answer. Point out that both approaches are possible, and each have their own advantages and disadvantages. Elicit what these might be: for example, A groups the action points together more clearly so readers don’t have to study the whole text to find them, while B matches each action point more clearly to the issue it is designed to address.

**Answer**

B

---

**3 Students look through the model answer to complete the table in pairs. Highlight the importance of brainstorming (and, where time allows, making notes of) key lexis connected with the theme of the topic. Doing it during the planning stage helps students to focus on organizing their arguments during the actual writing rather than on having to find the appropriate words to express them.**

**Answers**

<table>
<thead>
<tr>
<th>Activities/verbs</th>
<th>People</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>transfer (to/from a branch/place) (not) do their job properly carry out (an interview) lead/organize (a session) have good rapport with leave work early take time off make up (hours) work from home extend their hours discriminate against resolve (a problem) fulfil (the terms of a contract) members of staff company (long-term) employee colleague new staff staff members</td>
<td>productivity training day training session a policy family commitments staff relations workmates</td>
<td></td>
</tr>
</tbody>
</table>
Additional activity
Ask students to add two or three more expressions to each column and compare ideas in pairs. This will broaden their choice of topic-related lexis further.

4 Remind students of the target audience they identified in exercise 1. Ask them to find relevant examples of formal language, and answer the two questions. Elicit ideas in open class, and invite comments from other students.

<table>
<thead>
<tr>
<th>Answers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>I suggest that we have ...</td>
</tr>
<tr>
<td></td>
<td>I recommend this be led by ...</td>
</tr>
<tr>
<td></td>
<td>I propose that we create ...</td>
</tr>
<tr>
<td></td>
<td>We should indicate ...</td>
</tr>
<tr>
<td>b</td>
<td>This has had a negative effect on ...</td>
</tr>
<tr>
<td></td>
<td>... ill feeling has resulted from this.</td>
</tr>
<tr>
<td></td>
<td>This sometimes means that ...</td>
</tr>
<tr>
<td></td>
<td>In this way, ...</td>
</tr>
</tbody>
</table>

5 Similarly to the Advanced exam, students are offered a choice here – although not the same kind of choice. In Part 2 of the exam, there will be a choice of three different text types to choose from on completely different subjects. Here the choice is between two proposals on slightly different subjects. Students can write their own answer to the question the model answer completed or they can choose the alternative on page 206. In either case, remind students to read and follow the advice in the How to go about it box there.

Students can complete the writing assignment as homework. Remind them to write 220–260 words – keeping to the required extent is one of the assessment criteria.

Write the following criteria on the board or copy it out to worksheets and distribute these among students: content (coverage of all key points from the task), communicative achievement (applying the conventions of the required text type), organization (linking of ideas) and language (how well candidates demonstrate their knowledge of structures and vocabulary).

Ask students to swap their proposals with another student. As they read through their partner’s proposal, ask them to use the four criteria listed to give their partner a mark out of 5 for each one, and think of reasons for the mark they want to give. Then get students to discuss their respective assessment and make suggestions to each other on how to make improvements. Remind them to keep their discussions constructive and supportive rather than critical. The role of assessment is not to pass judgement on someone else’s work but to look for opportunities for improvement so the person can learn from the experience.

Sample answer

Introduction
As a tutor representative of the students in Saint Martin’s College, I have received information from students in which they explain their experiences and problems in adjusting to college life.

I’m going to outline the reasons for the problems and suggest to improve college life for our students.

Problems and solutions
One of the most repeated complaints from our students is that they have not chance to communicate with native people, time in college is limited and they say that they do not have time enough to practice oral expression. I suggest to organize with the people of the area different open days, international days, and any kind of cultural events that make native and international students know each other and allow them to exchange opinions and experiences.

Another problem that students complaint about was the lack of appropriate food provided in the restaurant in the college. I suggest a more international menu should be offered so they feel more homely. Also students complaint saying that they don’t have time to eat lunch or relax during breaks because they are only 30 minutes long. This means they sometime arrive to class late. I insist the tutors look at timetables to make sure students have at least one hour for lunch. I am certain the atmosphere in class will be better if students get more relaxed in theirs breaks.

Conclusion
As far as I’m concerned you should take my recommendations and then I am sure this problems will resolve and international students will be feeling much more relax in our college.

260 words
Examiner's comments

Content: Reasonable realization of task. Proposal covers the problems and makes suggestions.

Communicative achievement: The information asked for has been provided, but the tone is inconsistent at times and could be considered rude - I'm gonna, I insist, As far as I'm concerned you should take. The overall effect on the target reader would be negative.

Organization: The introductory paragraph describes the purpose of the proposal adequately and subsequent paragraphs are reasonably well organized. Effective use of simple linking devices.

Language: The number of basic errors would distract the reader and create a negative effect, e.g. incorrect verb agreement - they explains, wrong choice of word - leak, homely, at less, word order - have time enough, misuse of the infinitive - suggest to, misspelt words - recived, resolv. The range of language is limited and there is evidence of translation from the candidate's first language.

Mark*: Borderline

*Note on marking
Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale: borderline, pass, good pass and very good pass.

Review 5 Pages 68-69

Vocabulary

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 down 2 on 3 on 4 to 5 on 6 in for 7 to 8 down on 9 up 10 to</td>
</tr>
</tbody>
</table>

Reference and ellipsis

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 old one keeps 2 I hope not 3 and neither/nor is</td>
</tr>
</tbody>
</table>

Multiple-choice cloze

Elicit the technique: 1. read through the whole text to get a general understanding of the context; 2. look at each gap to identify the kind of word or information missing; 3. look for grammatical and logical clues on either side of the gap; 4. study the options and select the one that fits the context and connects grammatically and logically; 5. read through the whole text with the correct answers to check for coherence and cohesion; 6. check that no questions are left unanswered. Students complete the task individually before you check answers.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A 2 D 3 B 4 C 5 A 6 D 7 C 8 B</td>
</tr>
</tbody>
</table>

Open cloze

Elicit what is similar to the Multiple-choice cloze task in the way one should approach an open cloze text. Highlight the importance of context, grammatical and logical connections either side of the gap and rechecking the whole text with the answers for coherence. Also remind students that spelling is vital - misspelt correct answers will be marked incorrect. Students complete the task individually before you check answers.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 WERE 2 WOULD 3 THEM 4 SINCE 5 TO 6 DESPITE 7 WHICH 8 WITHOUT</td>
</tr>
</tbody>
</table>
## All in the mind?

### Content Overview

#### Themes

The unit examines different aspects of intelligence, knowledge, memory and the way the brain works.

#### Exam-related activities

<table>
<thead>
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<th>Writing</th>
<th>Listening</th>
<th>Other</th>
</tr>
</thead>
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<tr>
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<td>Part 2</td>
<td>Part 4</td>
<td>Speaking and reading: Multiple intelligences</td>
</tr>
<tr>
<td>Part 3 Word formation</td>
<td></td>
<td></td>
<td>Language focus 1: Passives 1</td>
</tr>
<tr>
<td>Part 4 Key word transformation</td>
<td></td>
<td></td>
<td>Vocabulary 1: Intelligence and ability</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vocabulary 2: Sleep</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Language focus 2: Passives 2</td>
</tr>
</tbody>
</table>

### Speaking and reading

**Multiple intelligences**

**Pages 70 and 71**

1. Give students a minute to think about the people and rank them according to intelligence. Allow four or five minutes for them to discuss their decisions and give reasons in pairs. Make it clear that ranking based on opinion is highly subjective, so there is no correct answer to the question. In fact, the discussion is more useful for the arguments students come up with to support their ideas than for the final ranking order.

2. Ask students to read through the text quickly and answer the question about Howard Gardner’s opinion. Invite students to say if they agree or disagree, based on what they have just read.

### Biographical notes

**Claude Monet** (1840-1926): French artist, the father of the Impressionist movement which focused on the artist’s personal perceptions of nature rather than on depicting its details.

**J. K. Rowling** (born 1965): British novelist, creator of the Harry Potter fantasy series in the first decade of the 2000s – one of the most popular and financially most successful series of books of all time. Rowling is a self-made artist who wrote her first book with no previous literary experience. Although best known for fiction for children and young adults, she also received acclaim for The Cuckoo’s Calling, a 2013 crime thriller published under the pseudonym Robert Galbraith.

**Charles Darwin** (1809-1882): English biologist famous for his theory of evolution through natural selection, explored in his seminal 1859 book *On the Origin of Species*. To recognize his outstanding contribution to science, he was buried in Westminster Abbey alongside other eminent scientists Isaac Newton and John Herschel.

**Meryl Streep** (born 1949): American actor, to date nominated for 17 Academy Awards of which she won three, both of which are records. She first broke out in 1978’s *The Deer Hunter* (directed by Michael Cimino), and won her Oscars for *Kramer vs Kramer* in 1979, *Sophie’s Choice* in 1982 and *The Iron Lady* in 2011.

**Albert Einstein** (1879-1955): German physicist, famous for his general theory of relativity (1905) which revolutionized our view of space and time. In 1921, he received the Nobel Prize in Physics ‘for his services to Theoretical Physics, and especially for his discovery of the law of the photoelectric effect’.

**Marie Curie** (1867–1934): Polish-born (as Maria Skłodowska) French physicist, the first woman to win a Nobel Prize, and the only person to win a Nobel Prize in two different sciences: in Physics in 1903 and in Chemistry in 1911. Her research with husband Pierre Curie into radioactivity led to their discovery of two elements: radium and polonium. Unfortunately, exposure to radioactivity, the effects of which were not known at the time, later also led to their deaths.

**Cristiano Ronaldo** (born 1985): Portuguese football player, who began his career at Sporting Lisbon in Portugal, then played for Manchester United in England (2003-2009) with whom he won the UEFA Champions’ League in 2008. In 2009, he signed for Real Madrid in Spain. He is often regarded as one of the best attacking players of all time.
Biographical note


Answer

Gardner would probably rank them all the same.

Reacting to the text

1–3 Lead a class discussion of the questions. These are quite difficult and cognitively challenging issues to talk about, so you may like to draw students’ attention to the fact that Gardner’s complex theory explores and formalizes a well-known fact: that different individuals have different talents and skills. Recognizing our own talents and skills is important, as it helps us overcome or sidestep difficulties caused by conflict between our particular learning needs and the provision of education. Depending on how much students are involved in the discussion, allow as much time as appropriate. The discussion also serves to set up the Listening task in the subsequent section of the Coursebook.

Listening 1: Listening script 1.24–1.28

**Speaker 1**

I went to, if you like, ‘normal’ school Monday to Thursday, and I didn’t particularly excel in anything, and if that’d been my sole form of learning experience, I probably wouldn’t be where I am today, I mean, playing in front of huge European audiences. You see, on Fridays I went to an independent school, where they set up a project for the day, say something on volcanoes. You learnt the usual stuff, but then they encouraged you to respond in your own way. So, for example, the arty kids would make a sculpture, the practical-minded kids built models, and I used to get the instruments out and compose something, just in the corner by myself at first, but then I gained confidence. For me, that's what education should be about, getting kids to express themselves, to use their imagination as a means of developing their abilities.

**Speaker 2**

I think I got into this profession partly as a reaction to my own teachers. I wanted to show them how teaching should be done. You know, there's nothing worse than when a teenager has a go at something and then they're criticized for getting it wrong. It humiliates them, makes them reluctant to speak out in front of who they see as the brainy kids. My colleagues and I all have the attitude that participation should be rewarded. See - rather than just telling them, 'You're wrong' it's better to help them out with a few more leading questions that'll direct them to the right answer. In that way you're sending the message that it's better to have a go even if their answer isn't quite right than sit there in silence and be excluded.

**Speaker 3**

There was never any doubt that we were going to send Andrew to boarding school - it's a tradition that goes back four generations in our family - although Andrew is back with us at weekends and I only ever returned for the holidays. The academic advantage is clear - with far smaller classes you get greater individual attention. That allows you to really master a subject. But also, the reason why this kind of private education system works is that the whole ethos is about becoming self-sufficient - it is up to the individual student to ensure they spend a good amount of time on their homework or studying in the library. It's up to them to be in class on time and keep their rooms in order. That kind of discipline is invaluable when it comes to the real world.

**Speaker 4**

For the last 30 years or so, the majority of schools have allowed boys and girls to study side by side. Whereas their integration within the classroom may benefit them in terms of their social development, the studies we have carried out show that boys consistently underperform when learning alongside girls. Our investigations were based on observations within classrooms that we visited as well as the examination results from a hundred schools over the last three years. Many parents find the notion of educating their son or daughter separately from members of the opposite
sex rather old-fashioned, but I believe that school should provide the opportunity for a learner to do as well as they possibly can. While not every child may be naturally gifted, it is possible to develop their intelligence to a far greater extent in the right learning environment.

Speaker 5
My father was rather unconventional and he took it upon himself to educate me at home. This often involved visiting castles, art galleries, and, of course, the wonderful Science Museum. And that’s where it all began for me: I was fascinated by the models of atoms and by the early microscopes. I would read up about the stuff I’d seen at home and my father would always say ‘When you’re ready, we’ll have a little test and see what you can remember,’ but there was no strict schedule. He knew that it takes time to absorb information. In my laboratory I have to do everything with extreme care and it is vital you do not rush things, but the end result makes it all worthwhile. The same approach should be applied to education.

2 Before moving on to students’ reflections on the content, allow them to read the listening script on pages 229–230 of the Coursebook.

One way to do the discussion task is to ask students to look at statements A–H in Task Two, and decide which three they think is most important and why. They could do this in groups of four or five, then report back to the class with their ideas. Invite the rest of the class to say if they agree or disagree and why.

Alternative approaches
1 Instead of discussing all the statements together, you could use the listening. Play each speaker’s monologue again, then pause for a minute or two to elicit students’ ideas about the statements in the extract, then do the same for the next four speakers one by one. At the end, wrap things up by asking students which of the views appealed to them most and why.

2 Prepare specific questions for each extract to encourage students to think critically about the views expressed. For example: 1. What might be a disadvantage of allowing each student to produce a different type of output for a given task? 2. If we don’t correct wrong answers, are we risking that students learn incorrect information? 3. Although it is argued that the discipline learnt in a boarding school is useful in real life, boarding schools are very different worlds from real life – isn’t there a contradiction here? 4. What factors are involved in creating the right learning environment? Is gender segregation a potential factor? 5. What are the advantages and disadvantages of home schooling? What kind of families is it suitable for? Lead a class discussion of your questions, or put students in groups of four or five to discuss them, then report back to the class.

3 In stronger classes, students can work in pairs to prepare similar questions to those in approach 2, then form a group of four with another pair to discuss the questions they prepared together, then report back to the class.

Wrap up the discussion by asking students to complete the statement about education. Record their suggestions in note form on the board, and invite comments from the class.

Language focus 1: Passives 1
Pages 72 and 73

1–3 Students work in pairs to complete exercises 1–3 in this section. Check answers together.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>a J. K. Rowling</td>
</tr>
<tr>
<td>b Claude Monet</td>
</tr>
<tr>
<td>c Marie Curie</td>
</tr>
<tr>
<td>d Charles Darwin</td>
</tr>
</tbody>
</table>

2 a She is, of course, famous for **writing/having written** a series of books about The stories, which have been translated into
b These masterpieces of Impressionism were all painted at the end of the 19th century by the man who is/was generally regarded as the leader of the movement.
c He was **introduced** to her by a Polish acquaintance the study she had been **commissioned** to do by the Society for the Encouragement of National Industry.
d **He arrived** at the Port of Salvador, Brazil, aboard the **HMS Beagle** (arrive’ here is an intransitive verb. Only transitive verbs can be used in the passive.) and he was **plagued/he was to be plagued** by fatigue and intestinal sickness.

e **less of the film should have been devoted** the former British Prime Minister being played by this talented and versatile American.

3 1 c (teachers) 2 d 3 b 4 a
4a Study the rule and examples together, and answer any queries students might have or direct them to the Grammar reference on page 219.

4b Students work in pairs to identify given information in the other extracts, then identify active or passive verbs. Check answers together.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>b These masterpieces of Impressionism: passive</td>
</tr>
<tr>
<td>c He: passive</td>
</tr>
<tr>
<td>d During his travels there he: active (contracted) then passive (was plagued)</td>
</tr>
<tr>
<td>e Perhaps less of the film: passive (after should)  (also: it was fascinating to see the former British Prime Minister: passive)</td>
</tr>
</tbody>
</table>

5a Explain that we often use passive to avoid repetition as well as to move long phrases to the end of a clause for clarity. The reason for this is that long phrases can sometimes be difficult to recognize as expressing the subject of a sentence.

5b Students work in pairs to identify the agents. Check answers together.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>b the man who is generally regarded as the leader of the movement</td>
</tr>
<tr>
<td>c Polish acquaintance ... Encouragement of National Industry.</td>
</tr>
<tr>
<td>d fatigue and intestinal sickness</td>
</tr>
<tr>
<td>e this talented and versatile American</td>
</tr>
</tbody>
</table>

Refer students to the Grammar reference on page 219 for more information on passives.

Practice
Students work individually to complete the rewriting task, then check each other's work in pairs and make necessary further amendments. Allow them plenty of time for the discussions, and monitor the pairwork stage of the activity paying special attention to the use of passives.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
</table>
| 1 Change to passive; agent required.
The item was written by Steven Ward, former Olympic® athlete and manager of the Hythe sports centre, which sponsored the event.  |
| 2 No change. The second sentence begins with given information: 'This development'.  |

3 Change to passive; no agent required.
The event could be held in the 2000-seater Mulberry Hall Function Room in Scarcroft Road.

4 Change to passive; agent required.
The survey was carried out during the busy pre-Christmas shopping period by first-year students at Holmbush Business College, who designed their own questionnaire as part of their coursework.

5 Change to passive; no agent required.
I have recently been promoted to the post of Chief Accounts Clerk, in charge of a staff of five.

Vocabulary 1: Intelligence and ability

1 Students identify the informal words and expressions individually, then compare ideas in pairs. As you check answers together, elicit or pre-teach the meaning of some of the less familiar lexis, for example whizzkid.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a a whizzkid</td>
</tr>
<tr>
<td>b brainy</td>
</tr>
<tr>
<td>c I'm a dab hand at painting.</td>
</tr>
<tr>
<td>d I'm (an) ace at tennis.</td>
</tr>
<tr>
<td>e I'm hopeless at cooking.</td>
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2 Students talk about the expressions in pairs, changing any particular examples as appropriate, e.g. a skilful chess player or weak at physics. Elicit some interesting or surprising things students have learnt about their partners.

3 Students think about the six descriptions, then tell each other about examples for each one.

4 Students find the adverb that doesn't fit the collocations in pairs. Remind students that recording and learning a wide range of intensifying or classifying adverbs is a very good way to enrich their vocabulary, as adverbs don't normally involve any complex grammar structures, so are very easy to slot into their speech or writing. Check answers.

<table>
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<th>Answers</th>
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<tr>
<td>a practically  b largely  c absolutely</td>
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5 Students think of examples for each description. Encourage them to think of a person they know well, for example their favourite actor, musician or sportsperson. Remind them that actor is used as a gender-neutral term (as are musician, player and athlete, which, of course, don’t have a gender-specific variant) and can refer to a female actor (actress) as well as a male actor. Students take turns in pairs to tell their partner about their chosen famous people. Elicit some examples in open class to wrap things up, and through a quick show of hands try to find the most popular actors, musicians and sportspeople in the class.

DVD resource: Unit 6

Writing

Review

Part 2

Page 74

Lead-in

Ask students to try and identify the four people in the photos. They will probably recognize the two actors on the left, but not the others. Tell them they will read a short review to find out more about all four of them.

1 Ask students to speculate what the connection between the people might be. Accept any suggestions that students can justify, and don’t reveal the correct answer. (Each actor once played the real person in a film.)

2 Students read the review text quickly to check their ideas.

Ask them to study the exam task and the model answer. Elicit their ideas for the question, and invite the rest of the class to comment on the suggestions.

3 Students work in pairs to identify the key information in each paragraph, and find the passages which include the writer’s opinion. Elicit ideas in open class, and ask the rest of the class to say if they agree or disagree.

Paragraph 3: Differences between two films, including further opinion on Kate Winslet’s acting and use of flashback technique

Paragraph 4: Overall strengths of films with personal recommendation

All paragraphs include the writer’s opinion.

4 Stress that the use of descriptive and opinion adjectives helps readers form an impression of the film, book or music album being reviewed and also convey the writer’s feelings about it. Ask students to scan the model answer for examples. Students compare their answers in pairs before you elicit answers in open class.

Answers

entertaining afternoon’s viewing
moving portrayal
remarkably convincing
very credible (Kate Winslet)
to good effect (adverbial phrase)
powerful acting
visually appealing
plausible
a definite must-see (noun)

Additional activity

Students work in pairs to think of five or six further examples of positive opinion adjectives. Elicit ideas and record the vocabulary on the board for the rest of the class to copy.

Stress that reviews aren’t always positive, then ask students to collect six or eight negative opinion adjectives as well. Elicit ideas the same way as before.

Having a broader selection of adjectives – as well as having negative ones collected – will help students write their own reviews at the end of the section.

5 Students continue working in pairs to find the words and expressions for comparison and contrast. Elicit answers in open class.

Answers

Both focus on common to both films is the fact that ‘Iris’ differs from ‘A Beautiful Mind’ in this respect, relying instead on unlike the more linear American film more visually appealing, but no less plausible
6 Students complete the gap fill exercise on page 204 individually, then compare answers in pairs. They should do this before starting to write their own reviews – but if you set the Writing task as homework, this exercise could also be done out of class.

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<td>difference</td>
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7 Focus attention on the Don't forget! box, then ask students to write their own reviews. Remind them that the writing process should still follow the same pattern as before with the other Part 2 text types and that their writing will be assessed according to the same criteria.

To start emulating exam conditions, ask students to do the ideas brainstorming, planning, drafting and writing stages individually. If you feel the class still needs support, you can get them to do the first stages in class with the teacher monitoring and helping with advice or by checking the students' suggestions, then set the drafting and writing as homework or as individual work in class.

Remind them to refer to the Wordlist on page 211 for useful vocabulary.

When students have written their reviews, ask them to swap with a partner, then check each other's work against the task instructions (Has their partner covered all the points from the task?), against the conventions of the text type (Does it contain all the key information about the film, book or music album? Does it contain the writer's opinion and recommendations?) and for any errors in structures, lexis or spelling and give constructive feedback to each other.

Sample answer

The exciting world of spies is beautifully represented by James Bond films. In Sean Connery's 'Dr No', James Bond fights against a scientist who utilizes atomic energy to divert rockets and missiles. In Pierce Brosnan's 'Die Another Day', the enemy holds a powerful weapon, a satellite with a diamond crown that functionates as an enormous laser.

Common to both films is the way James Bond saves the world. Another similarity is the exotic and attractive settings. 'Dr No' takes place in appealing crystal water beaches of Jamaica and 'Die Another Day' moves from picturesque 'La Habana' to the very impressive views of Iceland. But the more great similarity of all is that in both films there is a comparable scene of Ursula Andress in the first one and Halle Berry in the second one, which coming out of the water dressed in exactly the same bikini.

What sets one film apart from the other is the gap of time. Old James Bond was sciovinist and even a bit racist instead Pierce Brosnan's Bond treats Halle Berry as an equal and as well behaves it could be said as a perfect gentleman. It is also noticeable in respect of the gadgets they use, there is no comparison between the Giger Counter (to measure radioactivity) used by Sean Connery and the invisible car of Pierce Brosnan.

Both films are action-packed and compelling, which makes the perfect choice for a diverting evening's viewing, however, if you prefer a visually appealing experience, but I have to say maybe less plausible also, then 'Die Another Day' is the film for you.

266 words

Examiner's comments

Content: The writer successfully addresses the different parts of the question. The task is well fulfilled and certainly analytical rather than merely descriptive.

Communicative achievement: The register is appropriately semi-formal, as befits an arts review in a newspaper. It correctly addresses the reader directly and gives the personal opinions of the reviewer. The target reader would be informed and would consider using the piece in the magazine.

Organization: The writing is well organized and introduces similarities and differences in an appropriate and logical manner. There is clever use of paragraphing, each paragraph being clearly about something different.

Language: There are a number of mistakes which suggest a lack of control, e.g. grammatical errors – which coming, more great, and misspelt words – represented, powerful, attractive, appealing, impressive, sciovinist (chauvinist). There is a range of tense
and vocabulary usage, including some impressive language – *Common to both films is ...*. However, this ambition is not always successful – *a diamond crown that functionates as an enormous laser*.

**Mark**: Pass

*Note on marking*

Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale: *borderline, pass, good pass* and *very good pass*.

---

**Reading and Use of English**

*Multiple choice*

**Pages 75-77**

1 Students look at the three paintings in groups of four or five and answer the questions. Allow one or two minutes for this, then elicit ideas from some of the groups.

### Answers

- Painting C is an example of Impressionist art (*The Path* by Wilhelm Morgner, 1912).
- Painting B can be described as 'abstract' (*Flight of an Aeroplane* by Olga Vladimirovna Rozanova, 1916).
- Painting A was painted by a chimpanzee.

2a Ask students in open class to speculate about the meaning of the saying.

### Answer

Different people have different opinions about what is beautiful.

2b Get some volunteering students to define or exemplify the meaning of the prefix and the word.

### Answers

- **neuro**: connected with the brain or the nervous system
- **aesthetics**: the study or the concept of beauty

3 Students read the first two paragraphs and work in pairs to select a subheading. Clarify that they need to choose one heading to cover both paragraphs, not a different heading for each paragraph. Elicit suggestions, and invite comments from the rest of the class.

### Answer

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4 Elicit what students remember of your previous discussions of the Multiple choice task, and the suggested strategy. Look at the *Don't forget!* box together to check their ideas.

Students read the text and complete the task individually. Allow ten to twelve minutes for this, but be prepared to extend it if most students are still busy when this time is up.

The text probably contains quite a lot of unfamiliar lexis, but resist the temptation to pre-teach it all. In order to prepare for the *Advanced* examination, students must be able to use the information that's available to them to answer the questions and filter out any further information or language that's not necessary to complete the task. There is an additional activity suggested below to explore some of the lexis from the text – but make sure to leave it to after the Multiple choice task is completed. (Students can use a dictionary to look up any further unfamiliar vocabulary in their own time.)

When they have all finished, or when you stopped the activity, ask them to check back that they haven't left any questions unanswered.

Check answers together, and ask the students giving their answer to quote the passage from the text that supports their choice. Invite comments or corrections from the rest of the class, and again, ask them to quote the relevant passage if they suggest a different answer.

### Answers

| 1B | 2C | 3A | 4B | 5A | 6D |

---

**Additional activity**

To explore some of the lexis from the text as well as the exam questions, write the following expressions on the board (or prepare them beforehand on worksheets). Students work in pairs to work out their meaning from the context. Elicit a definition or explanation for each expression from a different pair, and invite the others to say if they agree or disagree. Encourage students to record the
vocabulary – which they might find useful when they have to describe their emotional responses or opinions, e.g. when they write a review or discuss art.

be struck by a feeling (lines 2–3)

stir one's emotions (lines 6–7)

come to appreciate (line 9)

find oneself lost for words (line 12)

find something moving (line 32)

play with one's expectations (lines 56–57)

hold one's attention (line 75)

in the right mood (1A)

be taken aback (1B)

puzzled by a reaction (1D)

cast doubt upon something (4)

**Reacting to the text**

Elicit students’ interpretations for the quotation by Al Capp in the text (lines 42–44), and invite the rest of the class to say if they agree or disagree with the statement, then discuss the second question. Lead a class discussion or put students in groups of four or five to discuss the questions, then get each group to report back to the class and invite comments.

---

**Listening 2**

**Sentence completion**

**Part 2**

Page 78

1. Write the expression *sleep disorders* on the board, and elicit some examples from the students. Then discuss the question from the Coursebook. Ask students to explain what insomnia (being unable to fall asleep) or sleepwalking (walking or doing things while the brain remains unconscious, usually with no memory of this happening upon waking up) are.

2. Elicit students’ ideas about what might cause sleep disorders. Record the factors they mention on the board under the heading from exercise 1. Ask students also to say why they think sleep disorders have detrimental effects on a person’s well-being (tiredness, being unable to focus, accidents during sleeping, learning difficulties, etc).

3. Continue the discussion in open class with this question. Stress that the question is subjective: there is no right or wrong answer.

4. Study the context together. Ask students to read through the gapped sentences quickly to get a sense of what the content is, and what information may be missing. As in the real exam, allow them 45 seconds to study the questions and try to predict the information they are going to hear. If you feel they still need the support, allow them to compare ideas quickly in pairs before you start playback.

Remind them that, wherever possible, they must use the words from the recording rather than synonyms (refer students to the *Don’t forget!* box).

Play the recording twice. Students complete the statements individually. Remind them to check their spelling and also that their answer fits the sentence grammatically as well as logically before you check answers together.

---

**Answers**

1. diagnosis
2. hormone
3. emotion(s)/surges of emotion
4. hallucinations
5. social life
6. interview
7. machinery/machines
8. personality

**Listening 2: Listening script 1.29**

Good morning everyone. Today, as part of our investigation into sleep disorders, we’ll be looking at the condition known as narcolepsy. Narcolepsy can be defined as a chronic neurological disorder which causes excessive sleepiness and frequent daytime attacks. It’s not just a case of *dozing off* and *snoozing* in a lecture – narcoleptics actually can’t stop themselves from *falling asleep* during inappropriate occasions. And possibly herein lies the problem – sleepiness can be caused by many factors so it can take many months, years even, before a *diagnosis*, a correct one, I mean, is eventually made by a doctor, but at the moment, narcolepsy is known to affect at least 2500 people in the UK. Perhaps there are more. The exact cause of narcolepsy is a matter of debate, but it’s widely believed to be the result of a genetic mutation. The result is that the brain doesn’t produce enough of the hormone that regulates a person’s sleep-wake cycles. For many narcoleptics, the symptoms aren’t just limited to *nodding off* when they shouldn’t. They can also suffer a sudden loss of muscle control whenever they’ve just experienced a *surge of emotion* – perhaps they were angry, or fearful or were even just laughing at a good joke. Then, during the night, some narcoleptics suffer from sleep paralysis and during the day, in some cases, even *hallucinations* are possible.
Let's think about the consequences of this disorder. Not only do narcoleptics have to put up with the physical challenges, but they have to deal with the ignorance of other people. Sufferers are often mistakenly considered to be inebriated or lazy, for example. Narcoleptics report that one of the things that really begins to disappear as a result of their condition is their social life. It's simply too difficult to manage a day or evening out. And it's other people's prejudice again that prevents the majority of narcolepsy sufferers from getting a foothold on the career ladder — they can't even get an interview in many cases — not even an initial one. You can imagine how demoralizing this must be. And, in fact, the problem exists not just for narcoleptics hoping to pursue a white-collar profession, but also for those seeking manual work. Any job that requires a person to operate machinery will probably not be open to narcoleptics — ostensibly for reasons of safety. And there's another consequence of suffering from this disorder — perhaps the one that the families of narcoleptics find most difficult to deal with. Because narcoleptics have to keep as calm as possible — all the time — in order to avoid the sudden loss of muscle control we talked about earlier — it may involve a personality change — and this must be a hard thing indeed to bear. Currently, there's no cure for ...
speaker: 'we're'); in b and c, it's someone else; 'we're paying/asking someone else to do it for us'). Elicit the difference between b and c.

Answer

a Simple statement in the present continuous for the future.
b Causative, slightly more formal than c.
c Causative, slightly less formal than b.

2 Ask students to speculate in pairs what the difference might be in the meaning of have in the examples. Allow up to half a minute or so for this, then elicit ideas.

Answer

a I had my watch repaired last week.
Someone repaired my watch because I asked/paid them to.
b I had my watch stolen last week.
Someone stole my watch. I did not ask them to! This use of the structure is for unpleasant events (usually) over which the subject has no control.

C Other passives with get

Read the explanations and the examples. Make sure to point out that using get to replace be in simple passive statements should be used with care, as its use is restricted to informal contexts.

Refer students to the Grammar reference on page 220 for further information on passives.

Practice

1 Students complete the sentences individually. This could be done as homework. Ask them to compare answers in pairs before you check them with the class.

Answers

Possible answers:
c have had/got this dress/suit
d to get lost/to have got lost
e would have/get your eyes
f of having/getting my nose
g got caught
h to get/have the car
i had/got our house/flat
j should/ought to'd better get/have your hair

2 Give students three or four minutes to discuss the prompts in pairs, then get some students to report back to the class about something interesting or surprising that they learnt about their partner. Monitor their discussion paying special attention to the correct use of passives. Go over any major issues at the end by recalling the mistakes, and eliciting corrections from the class.

Review 6 Pages 80–81

Reading and Use of English Word formation Page 80

Before students start completing the task, ask them to brainstorm in pairs as many different derivatives for the nine words in capitals as they can think of.

Ask them to read the text quickly to get a general sense, then look at the gaps carefully to see what kind of word may be missing. At this stage, they should do this individually.

Students complete the task, then compare answers in pairs before you check them with the class. Peer checking will help them iron out any accidental oversights or misspellings, but encourage them to start getting into the habit of looking at their own work critically to identify and correct errors.

Answers

1 INFECTIONS 2 PARTICIPANTS
3 ANALYSIS 4 SPATIAL
5 VISUALIZING 6 COMPARISON
7 FICTIONAL 8 SYSTEMATICALLY

Vocabulary

Students do the exercise individually. It could be done as homework. Check answers together.

Answers

1 poor 2 strong 3 gift
4 bright 5 promising 6 get
7 badly 8 fast 9 sets
10 choose
Students complete the exam task individually. Ask them to check their own work carefully before you confirm answers together in class.

### Answers

1. HAS BEEN PUT OFF
2. THOUGHT TO HAVE MADE
3. HOUSE DONE UP
4. BEING TAKEN FOR GRANTED
5. FEWER/LESS THAN SIX PEOPLE ARE REQUIRED
6. BELIEVED TO BE WEAK AT SPEAKING
### Reading and Use of English paper

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<th>Part 5</th>
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<td>Part 7</td>
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<td>Part 8</td>
<td>Multiple matching</td>
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In this Ready for Reading unit – the second of two units dealing with the Reading and Use of English paper – students gain an overall understanding of the Reading tasks in the Advanced exam. They are provided with and reminded of the strategies they should employ to help improve their performance. Good time management is essential when approaching the Reading tasks, which consist of long texts. It is very important for students to appreciate the importance of not reading and understanding every word of text.

#### Part 5: Multiple choice  
**Pages 82 and 83**

1. Elicit what students remember from your previous discussions of the Multiple choice task type. Study the information in the What to expect in the exam box together. Explain that you are going to look at distractors in more detail. Read the instructions and the example for the exercise.

In weaker classes, do another highlighted passage together as a class before moving on to pairwork for the rest. In stronger classes, students can work in pairs to identify the distractor options that the highlighted information connects to. They don’t need to read the whole text at this point.

Elicit ideas for each passage, and invite comments from the rest of the class.

**Answers**

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2. Students read the text to get a general sense and think about the question. Elicit their opinions in open class. Invite others to agree or disagree, and to give reasons.

3. Students work individually to complete the exam task. Allow 12 to 15 minutes for this if they need it. Emphasize that time management is essential in the Reading and Use of English exam where there are a lot of long texts to work with. Students should learn not to try to read and understand every detail – but to select whatever is relevant for the successful completion of the task. Check answers together.

**Answers**

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Refer students back to their answers for exercise 1. Evaluating information critically is important for success in the Multiple choice task. Distractors aim to do exactly what their name suggests: to distract students from choosing the correct answers by echoing details from incorrect options.

4. Students do the gap fill exercise on page 206 individually. They compare answers in pairs before you check them together.

**Answers**

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#### Part 6: Cross-text multiple matching  
**Pages 84 and 85**

1. Read the information, and elicit anything else students might remember from your previous discussions of the task type.

2. Focus attention on the title, subheading and the photo, and ask students to discuss in pairs what they already know about Vikings and make a list of the facts.

Students read the texts quickly to check their facts.

3. Study the advice in the How to go about it box together. Ask students to work individually, and following the steps suggested in the box, complete the task. Allow up to 12 minutes for this. Check answers together. Ask students to quote the passages which support their ideas.

**Answers**

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A. What has to be recognized above all else is the Vikings’ technological ability in boatbuilding and navigation, to which seafaring nations owe a debt of gratitude whether they realize it or not.

B. The Vikings were one of the world’s greatest seafaring peoples ... who must be singled out for appreciation.
out because of their enormous influence on boatbuilding and navigation skills, even down to the present day.

C ... master boatbuilders whose technological know-how was a turning point for ship design and construction in Europe.

D While the Vikings' seafaring techniques cannot be underestimated, it is their contribution to language and artistry that has, to my mind, made the greater and more enduring impression on our European culture.

2 C A Ask people to think of a Viking and the image they would most likely conjure up is one of a huge, flame-haired Norseman in a horned helmet and brandishing a battleaxe. In fact, such ideas stem from romanticized tales ... which have evolved into the two-dimensional caricatures we are familiar with today. They may be captivating, but dismiss them we must. C ... that our clichéd images of the Vikings as mere marauders can be dispelled. This is vital if we are to admire these peoples for what they truly were ...

3 A These myths have acquired such power that certain modern historians appear to have been unable to resist turning assertion into fact, attributing purposes to relics for which there is no support, and imposing their interpretations of ritual when there is no truly reliable record.

D ... on unbiased investigation of original artefacts and objective interpretation of excavation sites. I choose such adjectives because the process of Viking research has not always been conducted in these ways.

4 B A On our own journey of discovery, we must stick with the facts, in particular when it comes to the limits of Viking territory. Reaching North America was a triumph of sailing know-how, courage and ambition. To imagine that they went further is, at best, wishful thinking.

B ... they went beyond North America and Asia and reached the Australian continent long before other European explorers. Despite the refusal of many scholars to even consider this proposition, the proof is there ...

Additional activity
Discuss with students what, if anything, caused them difficulties in completing this type of task, then elicit suggestions from the class for resolving the issues. Ask how much the underlining helped them answer question 1, and steer them towards suggesting they should first locate the information they were to admire these peoples for what they truly were ...

Part 7: Gapped text

1 Read the information, then elicit whatever else students can recall from your previous discussions of the task type and the best procedure for completing it. Look at the How to go about it box together. Were the students' suggestions for procedure similar?

2 Students discuss the question in small groups of three or four. Elicit ideas from some of the groups, and invite the rest of the class to agree or disagree with the suggestions.

3 Students read the base text quickly to get a general sense and to check their ideas from exercise 2.

4 Students read the base text again and work in pairs to answer the questions in italics. Remind them that in the exam they will not see similar clues, but they will have to analyse and work out the connections between paragraphs for themselves. Check their ideas before moving on to completing the task. Don't confirm the correct answers yourself, instead involve the rest of the class in commenting on their suggestions.

C They were able not only to sail around the coastlines of Europe and North Africa but to reach distant Asia and North America. Some researchers have claimed evidence of Viking migration further afield, but this remains contentious speculation.

D Even now, the current contention that the Vikings beat the Europeans to Australia shows how keen some Viking 'experts' are to promote their own theories regardless of the truth.
Possible answers:
1 some type of text on students in difficult conditions: a report, an article, an essay or a book
2 more likely negative; the sentence suggests that the author's reaction could be mistaken for disagreement
3 'at first glance' usually indicates that the first impression is different from what she learns about the subject when she looks at it more carefully; the introduction of some contrasting idea usually follows
4 her own book; she refers to how the idea emerged through her time in schools
5 two teachers she spoke to - the context suggests these ideas come from someone working with students at school
6 'tomorrow's adults' are children today; 'personal resources' probably refers to their individual skills or characteristics

Answers
1 E 2 G 3 C 4 F 5 A 6 D B not used

Part 8: Multiple matching  Pages 88 and 89

1 Read the information and elicit whatever else students can recall from your previous discussions about the task type. Elicit the differences between this task type and Part 6: the focus here is on matching each of the questions with a given passage in the whole text (or across the range of texts) - but there is no need to contrast several passages referring to the same subject. As with other Reading tasks, it is not necessary to understand every word and every detail, but it is vital to be able to identify and use key information to complete the task.

2 Students read the text quickly to get a general sense. Elicit their ideas about the two questions in open class, and invite comments from other students.

At the beginning, the writer says that the genre of biography is in 'a terrible state'. She implies that modern biographies are only concerned with facts and are not well written. By the end of the article, she has changed her mind and says that 'more and more interesting books are being published which deal with the lives of others'. She suggests that they are not always marketed as 'biographies', but they are still biographical. As a result, she says that 'The genre is alive and well.'

3 Ask students to read the advice in the How to go about it box, and before they start the matching task, do each of the first two steps suggested: underlining key words and scanning for passages which contain the relevant bits of information (like in the example). You could allow them to compare this in pairs quickly, or you could move on directly to the Multiple matching task. Remind them to re-scan the texts again for any statements they couldn't match using the key words and corresponding passages they identified earlier. They should leave no questions unmatched - even if they don't know the answer for certain. Read the information in the What to expect in the exam box together.

Students complete the Multiple matching task individually. Check answers as a class.

Answers
1 C 2 A 3 D 4 F 5 E 6 B 7 D 8 E 9 C 10 A

4 Students do the gap fill task on page 206 individually. You could set this as homework. Check answers together.

Answers
1 disillusioned 2 remorseful
3 resigned 4 resentful
5 sceptical 6 reluctant
7 appreciative 8 cautious

Additional activity
You could use the vocabulary from the gap fill exercise on page 206 to help students practise word formation for the Reading and Use of English paper Part 3 task. Ask students to look at their answers.
for exercise 4 and make a list of all the possible
derivatives for each word as they can think of in
two minutes, then get them to compare lists in
groups of four or five. Which student in each group
has collected the most words?

**Answers for the Additional activity**

**Possible answers:**
1. illusion, disillusionment, illusory, illusionist
2. remorse, remorseless, remorsefulness, remorselessness, remorsefully
3. resign, resignation
4. resent, resentment, resentfully
5. sceptically, sceptic
6. reluctantly, reluctance
7. appreciate, appreciatively, unappreciated, appreciated
8. caution, cautionary, cautiously
7 Feeling good

Content Overview

Themes
This unit focuses on the theme of health, fitness and general well-being.

Exam-related activities

Reading and Use of English
Part 5 Multiple choice
Part 1 Multiple-choice cloze
Part 6 Cross-text multiple matching
Part 3 Word formation

Writing
Part 1 Essay

Listening
Part 3 Multiple choice

Speaking
Part 3 Collaborative task
Part 4 Further discussion

Other
Vocabulary: Risk and health
Language focus: Reported speech
Word formation: Verbs

Multiple choice
Pages 90 and 91

1 Focus attention on the pictures and elicit students’ reactions and feelings. Ask whether they would associate any of the images with feeling good – and if so, why? Then ask them to speculate on the logical connection with the unit theme. Accept any suggestions, no matter how far-fetched.

2 Read the instructions and check if any students have made the same connection between the pictures and the topic. Ask students to read the text quickly and find the paragraphs for each image. Check answers as a class.

Answers
1 A 2 C 3 D 4 A 5 D 6 B

Additional activity
To further explore the mechanics of multiple choice tasks, split the class into six groups. Ask each group to find out what connects the three incorrect options (distractors) to the text and to discuss how the task designer hoped to persuade unwary readers to select them.

Form new groups with one student from each of the six previous groups to tell each other about the question they explored in detail.

This is a fairly time-consuming activity, but looking behind the facade of an exam task during preparation, and looking into tasks from the test developer’s point of view is a good way to avoid traps and pitfalls in the real exam.

Reacting to the text
Lead a class discussion of the questions. Alternatively, put students in groups of four or five to discuss the questions, then get each group to report back to the class and invite comments.

Vocabulary: Risk and health

A Taking risks
1 Students choose the correct words without looking back at the reading text, then they check their answers by scanning the text for the examples. Encourage students to record the collocations together in their vocabulary notebooks.

Answers
1 misfortune 2 limb
3 edge 4 death
5 thrills

B Complaints and injuries
2a Students underline the correct collocations, then compare ideas in pairs. Ask them also to discuss what the underlined words have in common where there is more than one collocate (e.g. they are both connecting tissues in 0). Check answers together.
**Answers**

1 tooth, bone (hard tissues, bones)
2 ankle, wrist (joints)
3 nose
4 shoulder, hip, jaw (joints)
5 ribs, thigh (larger body surfaces)
6 glands, lips, feet (soft tissues where blood or water can collect to cause swelling)
7 stomach

2b Students discuss the question in pairs. Get some students to report back to the class about their partners.

**Collaborative task**

Pages 92 and 93

**Lead-in**

With books closed, ask students to mention a few ways in which they try to keep fit or have a healthy life. Elicit as many suggestions as they can come up with in no more than two minutes. Explain that the Speaking task will look at some of these options in more detail.

**Useful language**

It is probably best to complete the Useful language tasks before moving on to the Speaking task. You may like to look at the Speaking task instructions briefly, but don’t get started on the discussions before you work on the key lexis.

Students work in pairs to answer the three questions in the box, then they work individually to complete exercises 2 and 3 on page 205 individually then compare answers in pairs.

Check all the answers together.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>a lowly</td>
</tr>
<tr>
<td>c straightforward</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>a significant, on</td>
</tr>
<tr>
<td>c attractive, for</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>a to</td>
</tr>
<tr>
<td>c to</td>
</tr>
</tbody>
</table>

1 Elicit how the Collaborative task works: students must first discuss all the five options together in relation to the central question and they must involve each other and work together to do so; in the second task, they should work towards agreeing on which option best fits the question, but it is not necessary for them to come to a consensus. Remind them they should only move on to the second task when you tell them to.

Allow two minutes for the first part of the task. Walk around and monitor their discussions.

2 When the two minutes are up, tell each pair to move on to discussing the second question. Allow one minute.

At the end, elicit some feedback on how successfully they felt they completed the task. If any difficulties are mentioned, elicit some suggestions or strategies from the rest of the class for improvements.

**Further discussion**

3 Students turn to page 207 to complete the Further discussion task. Allow five minutes for the discussion. Remind them to talk about each of the six questions. Warn them that in the exam they will not see the questions for the Further discussion, but the examiner will ask them orally. During practice, however, they must time themselves and allocate sufficient time to include all the questions. Walk around and monitor their conversations.

At the end, elicit students’ feelings about the task. What did they find easy or difficult about it? What would they do differently?

**Alternative approach**

You could use this sequence for a mock Speaking exam. Put students in groups of three, with the strongest student (or a volunteer) taking on the role of examiner/interlocutor. In the two parts of the Collaborative task, the student playing the examiner should be responsible for timing as well as taking notes on how well the other two students covered the prompts from the task, how well they collaborated with each other, whether they used a wide range of vocabulary and structures, and how easy it was to understand them. At the end of the first task, they should give the pairs some feedback on their performance, and they should discuss ideas for improvement together.
In the Further discussion task, only the student playing the role of the examiner should look at the questions on page 207 and allow up to 45 seconds for each question, depending on how smoothly the discussion on each one is flowing. Again, they should monitor their partners' performance, then give feedback at the end.

The teacher's role during the mock exam activity is to walk around and monitor the 'candidates' as well as the 'examiners'. To wrap things up at the end, you could elicit from the 'examiners' how they felt during the activity, and what, if anything, they found difficult about assessing other students' performance and about giving feedback.

Reading and Use of English 2

Lead-in
Write the expression virtual doctors on the board. Elicit ideas on what it might refer to. Accept any suggestions and don't reveal the correct answer. Tell students they will read a text about virtual doctors.

1 Students read the text quickly and check their predictions. Elicit the answer to the question as well.

2 Students complete the cloze task individually, then check carefully that their selected answers match the sentences logically as well as grammatically, and that they haven't left any questions unanswered. Check answers together.

Answers

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
</tbody>
</table>

3 Lead a class discussion of the questions. Alternatively, put students in pairs or small groups to discuss the questions, then get some students to report back on their discussions.

Essay

1 Elicit a definition of obesity (a condition in which someone is too fat in a way that is dangerous for their health).

2 Elicit what students recall from your previous discussion of the Essay writing task in Unit 4 (see pages 52–54 of this Teacher's Book). Ask students to read the exam task instructions and the model answer. Do they think the student has responded to all parts of the task? Elicit opinions.

Answer

No. Although the student has clearly discussed two of the listed methods and organized the essay well, he has not indicated which method is more important. This is something that you must do in Part 1: Essay.

3 Students complete the text with the linking words and phrases, then compare answers in pairs before you check them with the class.

Answers

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not only</td>
<td>therefore</td>
<td>with regards to</td>
<td>neither</td>
<td>In this way</td>
<td>that reason</td>
</tr>
</tbody>
</table>

4 Students scan the text for the collocations, then add synonyms. Remind them that the synonyms must also collocate with the verbs in the left-hand column. Students compare answers in pairs before you check them with the class.

Answers

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>issue (problem/concern)</td>
<td>action (attention)</td>
<td>laws (rules/legislation)</td>
<td>choice (decision)</td>
<td>consequences (implications)</td>
<td>steps (measures)</td>
</tr>
</tbody>
</table>

5 Elicit a definition or explanation of bullying (behaviour that frightens or hurts someone smaller or weaker) and cyberbullying (the activity of sending messages or images to someone using the Internet or a mobile phone in order to frighten or hurt them) from students.

Read the task together and check that students understand what to do.

Ask them to draw up a plan and make notes for the ideas they want to include in their essays. They should do this individually, but they can compare their plans and notes in pairs to make
some improvements. This is only the second time students have attempted writing an essay in this course, so some peer support is still acceptable in preparation. However, get students to do the drafting and writing stages individually – either as homework or as individual work in the classroom.

When students have completed writing their essays, ask them to swap their writings in pairs and read each other’s work to check whether their partner has responded to all parts of the task and produced a clear, persuasive essay with well-supported arguments. Encourage students to give each other constructive feedback on further improvement.

Sample answer

The days when bullying just occurred in the playground or on the way home from school are terminated. Now, with cyberbullying victims can suffer everywhere and at every time and it has become absolutely difficult to know if a child is being subjected to this or perhaps is actually a cyberbully themselves.

The government needs to set clear guidelines on how to prevent cyberbullying in schools and what to do if pupils suffer of this problem. One idea is for part of the school syllabus to be dedicated to matters as cyberbullying. This would include group discussions which lead on to pupils drawing up their own lists of dos and don’ts. Kids could also design posters and leaflets giving advice on how to protect themselves against cyberbullies.

Punishment is another matter the government needs to work on. Cyberbullies will often be under the age of 18 so a suitable set of penalties needs to be established. Schools could start with informing parents of any unacceptable online behaviour and the police could be informed in extreme cases.

In conclusion, the government needs to do everything it can to avoid cyberbullying. Parents and teachers need to know what steps to take if it occurs. The possibility of being punished can work like a deterrent, but it is always better to educate kids to respect themselves. In this way they will get a comprehension of what is acceptable behaviour and will seek for help if they are exposed to any kind of cyberbullying.

258 words

Examiner’s comments

Content: The writer covers the main points successfully. Good realization of task.

Communicative achievement: Register is consistently formal. The target reader would be well informed.

Organization: Paragraphing and simple linking devices have been used effectively. Clear introduction and conclusion.

Language: There are a number of non-impeding grammatical errors – at every time, absolutely difficult, like a deterrent, respect themselves. However, the writer also demonstrates a command of some more complex structures, e.g. various forms of the passive – is being subjected to, to be dedicated to.

The choice of vocabulary is sometimes incorrect – terminated, matters, but the writer also uses a good range of vocabulary related to the theme – playground, syllabus, dos and don’ts, leaflets, deterrent.

Mark*: Good pass

*Note on marking

Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale: borderline, pass, good pass and very good pass.

Reading and Use of English 3

Cross-text multiple matching

Part 6

Pages 96 and 97

Lead-in

Write self-help on the board and elicit associations students have about the expression. Accept any suggestions, no matter how far-fetched.

1 Ask students to work in groups of three or four to look at the list of self-help themes together and discuss which of them they would/wouldn't be interested in. Get some students to report back about their partner: To wrap things up, ask for a quick show of hands for each topic to see which one is most popular among the class.
2 Elicit what students remember about the techniques involved in completing a Cross-text multiple matching task. You may like to refer them back to the activities on page 84 and think back to how they helped them answer the questions.

Students work individually to answer the questions. Check answers together. Ask students to quote the relevant passages from the texts that support their answers. Remind them that quoting evidence will not be part of the task in the exam.

---

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
</tr>
<tr>
<td>C</td>
<td>McPherson has also rather limited his readership by focusing on the middle-class and employed, a misjudgement, to my mind.</td>
</tr>
<tr>
<td>D</td>
<td>For my part, if the case studies presented had reflected a wider section of society, McPherson’s work might indeed merit a public service award.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>A</td>
<td>... one wonders how much McPherson has relied on the work of others in the field in order to lend his book more substance.</td>
</tr>
<tr>
<td>B</td>
<td>McPherson offers some genuinely refreshing insights into what creates a balanced ‘whole’ person ...</td>
</tr>
<tr>
<td>C</td>
<td>... not a particularly pioneering work ...</td>
</tr>
<tr>
<td>D</td>
<td>... the book offers little that is new in terms of theory and concept ...</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
</tr>
<tr>
<td>A</td>
<td>... there are occasions when extreme claims are left unsubstantiated ... and ... although the rationale for this line of thought is hard to pin down.</td>
</tr>
<tr>
<td>B</td>
<td>Why this should be the case – when the opposite is not – is a point that McPherson does not back up with hard evidence.</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
</tr>
<tr>
<td>A</td>
<td>... offering practical steps for confidence-building ...</td>
</tr>
<tr>
<td>B</td>
<td>... a set of sensible key strategies for ‘appreciating your own worth’ that can readily be put into practice.</td>
</tr>
<tr>
<td>C</td>
<td>Less convincing are some of the strategies McPherson puts forward for dealing with self-confidence issues within the family hierarchy.</td>
</tr>
<tr>
<td>D</td>
<td>Life skills will be enhanced by following his simple recommendations ...</td>
</tr>
</tbody>
</table>

**Reacting to the text**

Lead a class discussion of the questions. Alternatively, put students in groups of four or five to discuss the questions, then get each group to report back to the class.

**Additional activity**

To exploit some of the vocabulary from the texts, prepare a worksheet with two jumbled lists of words. Without looking back at the texts, students must match the two halves of the collocations as they appeared in the texts. Students then scan the texts again to check whether their answers were correct.

1 unsubstantiated 2 unlikely 3 inadequate 4 sensible 5 poor 6 refreshing 7 pioneering 8 frank

a work b upbringing c parenting skills d insights e statistics f key strategies g assessment h claims

**Answers for the Additional activity**

1 h 2 e 3 b 4 f 5 c 6 d 7 a 8 g

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**Listening**

**Multiple choice**

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**Lead-in**

Elicit what kinds of beauty treatments people employ to improve their appearance. For each type of treatment, ask students to say how sensible they think it is, and what the long-term effects may be. Students may mention ideas like manicure, pedicure, Botox® treatment, liposuction, cosmetic surgery, laser eye surgery, slimming diets, etc.

Elicit what frown lines and wrinkles are, and what treatment would be used to remove them.

1 Ask for students’ ideas about people’s motivation to have their frown lines and wrinkles removed.

2 Explain that they are going to hear an interview with a doctor and a patient talking about the subject. Give students 70 seconds (like in the real exam) to study the questions and options and start preparing for the Listening task.

Play the recording twice. Students complete the task individually. When you have checked answers together as a class, play the recording again and
allow students to follow the listening script on pages 230–231 of the Coursebook to find the information about each of the questions.

If they chose any distractors instead of the correct answers, also ask them to look up the passages which contained the information that misled them, then compare it carefully to the incorrect option.

### Answers

| 1 | C | 2 | A | 3 | A | 4 | D | 5 | B | 6 | D |

### Listening script 1.30

**P** = Presenter  **DE** = Dr Evans  **L** = Lynnie  

**P:** In search of a more youthful appearance, many people nowadays are turning to Botox®, the botulinum toxin which is purified and used in small doses to remove unwanted wrinkles. With me is Dr Duncan Evans, who regularly turns up at parties to inject the guests with the toxin, and Lynnie Highfield, one of Dr Evans' patients and a regular Botox partygoer. Dr Evans, perhaps I should begin by asking why this treatment takes place at parties, and not in a surgery?  

**DE:** That's very simple, really. It's easier, and more convenient, for people to go to a social gathering at a friend's house, than to give up their valuable time getting into central London. When I first started out in this business, I'd often be asked to go to the homes of the rich and famous, the type of people who didn't want to get caught by the press going into a clinic. Nowhere near as painful as having your legs waxed, though, it's mainly people who've simply got too much going on in their lives to justify making the journey in.  

**P:** Is that your case, Lynnie?  

**L:** Yes, it is. Plus, of course, we have a good time. I've been to several parties in the last couple of years and you tend to meet up with the same people. That's largely because the benefits of the injection tend to wear off after three or four months so we all keep going back for more.  

**P:** Is it painful?  

**L:** Nowhere near as painful as having your legs waxed, I can tell you! Just a slight discomfort as the needle goes in, that's all. And there are no serious side effects — or so Dr Evans tells us — just some minor bruising and an outside chance of getting some fluey, cold-like symptoms.  

**P:** Does it work for you?  

**DE:** Well, I make a living, if that's what you mean, but perhaps I should have started younger — as you can see, I've still got one or two faint lines there.  

**P:** And how about you, Lynnie? Why do you have the injections?  

**L:** For me, it's a way of growing old gracefully. I mean, we all use moisturizer; we all take care of ourselves. I think it's just an extension of that. Many people might balk at the price, but I think it's fairly affordable. It's certainly worth doing, anyway. I look upon it now as normal maintenance — something that needs doing on a regular basis. I also like doing meditation, as well. I want to feel beautiful on the inside as well as on the outside.  

**P:** You must be very proud of your work, Dr Evans, knowing the effect it can have on people's lives. And it's fun, too, I imagine.  

**DE:** It's certainly a wonderful feeling seeing people grow in confidence and self-esteem. I'm not a great one for being charming and chatty when I'm working, though — that would just be too draining. Dealing with 20-odd patients in one evening is not normal, by any stretch of the imagination, and it takes a lot out of you. But no one seems to notice that. I'm obviously so fresh-faced and young-looking ...  

**P:** Now it's funny you should mention that, because I've been dying to ask you about your age ...  

3 Ask students to read the quotation from the recording, and discuss their views and ideas in pairs or small groups. Get some pairs or groups to report back to the class, and invite comments from the other students.

### Language focus: Reported speech

**A Direct and reported speech**

1 Read the task and the example together as a class. Elicit what changes students can identify. Refer students to Part A of the Grammar reference on page 220 for further information on reported speech.
Tense changes: present perfect in direct speech changes to past perfect in reported speech.

Other changes: use of 'if' when reporting yes/no question; changes to pronouns and possessive adjectives (my to her); changes to time adverbials (now disappears in the reported speech version).

Students complete the sentences individually, then compare their answers in pairs before you check it with the whole class.

1 admitted, had sold, pointed out, had given
2 predicted, would be, warned, might be
3 concluded, had to, reminded, didn't/did not, would go
4 announced, intends, stressed, has not/had not

Note
This 'back tense' effect is standard and common, but native speakers sometimes mix past reporting verbs with present following verbs.

In 1 has sold and has given are also possible - present perfect would suggest this is either recent or new information.

In 2 will be is also possible if the protest has not yet taken place.

In 3 must/have to, don't, will go are also possible if the speaker is thinking of the future.

B Alternative verb patterns
1 Ask students to look at the examples.
2 Students work in pairs to match the patterns with the groups of verbs. Check answers as a class.

1 classify, exemplify, simplify, identify, generalize/ise
2 differentiate, qualify, captivate, evaluate, assassinate
3 characterize, stabilize, familiarize, dominate, computerize
4 strengthen, sadden, enrich, deafen, heighten
5 enlarge, widen, ensure, endanger, encourage

Additional activity
Prepare some words cards in advance, each card featuring one of the answers from exercise 1. There should be four verbs for each student in the class, which means some cards need to be prepared in multiple copies. Give each student four cards at random. As homework, ask them to write a paragraph using all four of the verbs.
paragraph should be coherent and on a single topic. Ask students to share their paragraphs with each other in small groups, then get some students to report back about some of the more interesting paragraphs they heard.

2 Students continue working in pairs to discuss all possible derivatives for the verbs in A. Again, they must write down the verbs they form. Ask students to work with another pair to compare their answers in groups of four before you check them with the whole class.

Elicit the most common meaning of each affix: re- (‘do again’), dis- (negative; ‘do the opposite’), over- (‘do too much’), un- (negative, or ‘do it back, return it to the way it was before’), mis- (‘do it wrong’), out- (‘do better or more’).

3 Students work individually to complete the sentences, then compare their answers in pairs before you check them with the whole class.

Exam note
Verbs ending in -ize (the standard spelling in American English and in standard Macmillan style) can also be spelt -ise (spelling favoured by other British institutions and publishers, e.g. the BBC). In the exam, both variants will be accepted as correct answers wherever appropriate.

4 Students prepare three more gapped sentences, then use these to test their partner. Walk around and monitor the correct use of affixes.
This is the modern world

Content Overview

Themes
This unit deals with the subject of technology and the future.

Exam-related activities

Reading and Use of English
| Part 2 | Open cloze          |
| Part 7 | Gapped text         |
| Part 4 | Key word transformation |
| Part 1 | Multiple-choice cloze |

Writing
| Part 2 | Report          |

Listening
| Part 2 | Sentence completion |
| Part 4 | Multiple matching |

Speaking
| Part 2 | Long turn        |

Other

Language focus 1: Determiners and pronouns
Vocabulary 1: Amount
Vocabulary 2: Verbs formed with up, down, over and under
Language focus 2: Modal verbs 2: will, shall and would
Language focus 3: Talking about the future

Listening 1: Sentence completion
Page 102

Lead-in
Ask students to cover everything on page 102 except for the photo. Elicit ideas for what the family in the picture are doing. Ask students also to describe the people's feelings.

1 Uncover the text and discuss the questions as a class. To help with the second question, you may like students first to mention a few video and computer game titles that they remember as being popular when they were children and some titles that are currently in fashion. They will probably include smartphone apps as well as conventional video or computer games.

2 Ask students to read the text quickly to get a general sense of what the video games developer will be talking about, and to think about what kind of information is missing in each sentence. Although the recording is quite long, students will only need to focus on eight pieces of information – which means filtering out a lot of irrelevant information will be vital. Ask students to underline the key words in each sentence – the words which will help them notice the information in the recording. Explain that the questions are in the same order as the information appears in the recording.

Also remind students that wherever possible, they should use the words they hear in the recording, and they should also check whether their answers fit grammatically as well as logically.

Play the recording. Students complete the task individually. You could allow them to compare their answers in pairs before you check them with the class.

Answers

| 1 marriage | 2 mainstream culture |
| 3 (classic) cinema | 4 lighting |
| 5 exploration | 6 media |
| 7 career opportunities | 8 logic |

Listening 1: Listening script 1.31

Good morning. My name's Andy Brown, and I'm the co-founder of Kingdom Games. It's a pleasure to be here – and I'm hoping that if you're not into gaming already, I will have convinced you that you're definitely missing out by the time I've finished this talk.

Well, the industry has come a long way since the basic pixelated formats of the 1980s. In one respect, the older games and modern games are similar: we play them for the thrill, for the victory – but they’re very different in another. Many modern games engage the player emotionally and intellectually. As a product, I suppose we could describe them if you like, as a marriage, between art, when we consider their visual impact on us, and science; the technology that allows us to step inside these very different worlds. And in those days, back in the 80s – even up until the last ten years – we know that it was largely young men that were the target market. But today we have to acknowledge that gaming has been fully integrated into mainstream culture. The equipment has been moved into the living room for the whole family to play. Whether it's a Sony PlayStation® or Xbox®, pretty much every household has one. The way I see it, developers have both responded to and instigated this trend.
You might ask, where do developers get their inspiration from? Well, numerous sources, of course, but at the moment, we can see the definite influence of classic cinema. For example, in the past, good and evil could easily be recognized - through the characters you created, through the options they were offered. You knew which side you were on. Well, we're maturing now, along with our audiences. It's no longer black and white - but every shade of grey. And one of the consequences of this, for my team, anyway, is the need to establish mood - a sense of anxiety, of despair, for example, through the use of lighting. And this is something we're working on in our current projects with - I believe - great success.

Some things, I guess, won't change. There are the central and basic concepts, or themes, that create authenticity and purpose in a game. Combat is one - you'll always need a good fight whether it's between unidentified enemy soldiers, aliens, zombies ... whatever ... and the problem-solving element is also vital. And finally, and I think this is true for all forms of storytelling, you need the element of exploration. It's in our human nature to pursue this.

So why are some sections of society so anti-gaming? What is it that creates fear and ignorance amongst people - people who've usually never picked up a console for themselves? In large part, I feel this is down to the media. They never seem to miss an opportunity to focus on a story or a piece of research that shows the industry in a bad light. Look, it's basic common sense that if you let your kid play for 24 hours straight, they're missing out on other things - on life - but let's have some balanced reporting, please.

For a start, parents and teachers both seem to overlook something important about the gaming industry - they just don't know about the great number of career opportunities it offers. And this is an industry that now turns over huge profits annually - so worth getting into. And I think there's a feeling amongst some parents, a suspicion in fact, that gaming is somehow rotting their kids' brains. But there's evidence to prove otherwise. Now I've got a vested interest in all this, of course, but if you look at the research, we know for a fact that not only do kids get more creative through game playing, but they also get better at logic. Surely that's something that most people would be happy to see developing in their child.

Now, one future development concerns crowd-funding, which ...

3 Put students in small groups of three to five to discuss all three opinions from the recording. Ask for a quick show of hands to find out which statements most students agree with. Get each group to report back to the class about their conclusions, and to give reasons for their opinions.

Language focus 1: Determiners and pronouns

1 Explain that determiners and pronouns are often tested in the cloze tasks of the Reading and Use of English paper. Students complete the sentences with the banked words. Play the recording from the previous Listening section for them to listen and check their answers.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 one</td>
</tr>
<tr>
<td>2 another</td>
</tr>
<tr>
<td>3 Many</td>
</tr>
<tr>
<td>4 one</td>
</tr>
<tr>
<td>5 every</td>
</tr>
<tr>
<td>6 both</td>
</tr>
</tbody>
</table>

2 Students read the explanations and examples, then identify the words from exercise 1 in pairs. Check answers as a class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 determiner</td>
</tr>
<tr>
<td>2 pronoun</td>
</tr>
<tr>
<td>3 determiner</td>
</tr>
<tr>
<td>4 pronoun</td>
</tr>
<tr>
<td>5 determiner</td>
</tr>
<tr>
<td>6 determiner</td>
</tr>
</tbody>
</table>

3a Students read the explanations, and work in pairs to select the incorrect words. Check answers together. Get students to read out the three correct sentences in each case, rather than the incorrect option - so it is the good models that they get to hear.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 All</td>
</tr>
<tr>
<td>2 every</td>
</tr>
<tr>
<td>3 Several</td>
</tr>
</tbody>
</table>

3b Look at the example together. If necessary, expand it with contexts for the other two correct determiners: Some mobile phones allow you to download files from the Internet. No mobile phones have built-in printers.

Students discuss their ideas in pairs. Walk around and monitor the activity. Elicit some of the ideas for each of the three topics - but there's no need to check every possible answer.

4a Students continue working in pairs to select the incorrect alternatives. Check answers as a class. As before, get them to read the correct sentence rather than the alternative they crossed out.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 every many</td>
</tr>
<tr>
<td>2 another one month</td>
</tr>
<tr>
<td>3 no many</td>
</tr>
</tbody>
</table>
4b Students discuss the question in pairs. Allow a minute or two for this. Get some students to report back to the class about their partners.

Refer students to the Grammar reference on pages 220–221 for more information on determiners and pronouns.

Practice
1–2 Ask students to complete the exercises individually, then compare answers in pairs before you check them with the class. You could set both exercises as homework. However, students will need the answers from exercise 2 for exercise 3, so make sure they complete it before they move on to the conversation activity.

Answers
1. Every other year or Every two years, each other or one another
2. most of them play, none are very welcoming
3. there's every likelihood, no intention
4. on the other hand, as much/many as 20 hours
5. lot, little
6. Either one

Vocabulary 1: Amount

1. Study the three sentences together, then check that students understand the instructions for the task. They should complete the exercise individually, then compare their answers in pairs before you check them with the whole class.

Answers
1. no limit
2. full refund
3. great deal
4. small discount
5. high cost
6. large/high number

2. Give students two or three minutes to discuss the sentences and speculate about the contexts. Elicit some ideas from the class for each item, and invite comments.

Possible answers:
1. The details of a competition.
2. A mail order company explaining the rights of customers who are not satisfied with a product they have ordered.
3. A newspaper article about a forthcoming event such as a concert or sporting contest.
4. A shop offering discount to customers who pay in cash rather than by credit card.
5. A company explaining to retailers the reasons for a recent price increase.
6. A warning letter to an employee whose work or behaviour has been the subject of complaint.

Reading and Use of English 1

Lead-in

With books closed, explain that students are going to read a text about a real experiment in which six men (three Russians, an Italian, a Frenchman and a Chinese) were sealed inside a fake spacecraft. Elicit ideas for what the purpose of the experiment might have been. Accept any suggestions, no matter how far-fetched.

1. Ask students to read the context to check their predictions. Brainstorm issues and challenges together and record relevant suggestions on the board, and identify and circle those that they think the people in the experiment would have experienced.

In larger classes, start the brainstorm in groups of four or five to give more students an opportunity to contribute, then continue together as a class after a minute or two.
Students read the text quickly to get a general sense and to check their predictions from exercise 1.

Students complete the exam task individually, then compare answers in pairs. They should also check that the words fit the text grammatically as well as logically and that their spelling is correct. Remind students that they should write answers in capital letters, but that misspelt words would not be accepted, even if they are otherwise correct. You may also need to mention that multiple-word answers will also be rejected even if they fit the context (e.g. 4 can't be even though). Then check answers together.

Put students in groups of four or five to discuss the three questions. Walk around and monitor the discussions, making a note of any good arguments mentioned for any of the three topics. Get some feedback from each of the groups at the end, making sure they (or you) include the arguments you noted.

Reading and Use of English 2

Lead-in
With books closed, ask students to think back to 1999 (assuming they are old enough to) and mention some of the technological gadgets from that era that no longer exist or have changed considerably. To get them started, write the following examples on the board and ask students to try and explain what they were in their own words: telex (a system for sending and receiving messages using a telephone line and a machine called a teleprinter that prints the messages; looks like a typewriter), teletext (a text-only system that provides news and other information for people to read on their television screens using the TV's remote controller to navigate), pager (a small piece of equipment that you carry with you that makes a noise to remind you to phone someone or to go somewhere) and dial-up modem (a piece of equipment that allows you to connect a computer to the Internet through a conventional landline telephone connection).

With books now open, continue the discussion from the lead-in to focus more closely on computers and the Internet. Focus on the pictures to get students started with ideas about what changes were involved. Spend up to a couple of minutes on this discussion.

Students read the base text quickly and discuss the writer's attitude in pairs. Elicit ideas.

<table>
<thead>
<tr>
<th>1</th>
<th>WITHOUT</th>
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<td>2</td>
<td>TO</td>
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<tr>
<td>3</td>
<td>HOW</td>
</tr>
<tr>
<td>4</td>
<td>WHILE/WHilst/WHEREAS/ALTHOUGH/THOUGH</td>
</tr>
<tr>
<td>5</td>
<td>IN</td>
</tr>
<tr>
<td>6</td>
<td>WHICH</td>
</tr>
<tr>
<td>7</td>
<td>THERE</td>
</tr>
<tr>
<td>8</td>
<td>DESPITE</td>
</tr>
</tbody>
</table>

Students could compare their ideas in pairs quickly before they start completing the task. They should try to do it individually as much as possible, and only get help from their partner if they get stuck. At the end, they should check their answers together before you check them with the whole class. Remind students also to check that the unused paragraph really doesn't fit any of the gaps.

Reacting to the text
Put students in groups of four or five to discuss all the questions. Allow plenty of time for the discussions, as there are a lot of points in the
second question to consider. Encourage students to take notes of the key arguments mentioned during the discussion. Walk around and monitor the activity. At the end, get some feedback on each of the groups, and invite the rest of the class to say if they agree or disagree.

Alternative approach
If pressed for time, make sure you have at least three groups within the class, then give each group three of the activities mentioned in the box after the second question to consider and leave the other six out of their discussions.

Additional activity
This is a really good topic for an essay, so you may like to ask students to use the ideas from their discussions as well as from the reading text as the basis for an essay discussing the advantages and disadvantages of using computers in any particular profession. This could either be done as optional homework at the end of this unit – for review, or after Unit 9 either as an additional writing task after they complete their essays on the topic given there, or perhaps as an alternative topic to choose instead of the topic of Unit 9.

Vocabulary 2: Verbs formed with up, down, over and under

Lead-in
With books closed, write three gapped sentences on the board and ask students to complete them. Say that each example has been taken from the Gapped text students completed earlier in the unit.

The world is being _____ taken by people setting up websites, talking www-slash-dot-coms and worrying about _____ dating and _____ grading. (over, up, up)

Companies are constantly _____ cutting each other. (under)

We can now _____ load our music from the Net. (down)

Students open their books to check their answers, then look at the example, and work individually to complete the six gapped sentences. Ask them to compare their answers in pairs before you check them with the class. Use the explanations in the following answer key to help you present the vocabulary to your students.

Answers

1. overthrown: This is the only use of the word – a government/dictator, etc being overthrown. The meaning is something like 'remove from power'.

2. downsizing: Again, this is the only use of the word – when a company reduces the size of its operation, in the interests of cost and efficiency.

3. overrule: This means something like ‘use your superior authority to change a decision’ – could be anyone in a position of higher authority, e.g. a police inspector, a head teacher, etc.

4. upheld: When a decision that has been questioned is confirmed as correct.

5. undertook: In this context could mean ‘promise’, but also has the sense of ‘made themselves responsible for’.

6. undergone: In this context could mean ‘had’ but generally means something like ‘go through an unpleasant process’.

7. downplaying: Could also be ‘playing down’, meaning something like ‘make it appear less important than it is’.

8. uprooted: This means ‘leave a place where you have settled down’.

DVD resource: Unit 8

Language focus 2: Modal verbs 2: will, shall and would

1. Study the examples together. Elicit a similar sentence for each function from the students – these don’t need to be connected to your topic but should exemplify the use of the modal verbs.

2. Students work in pairs to match the sentences to the functions. Elicit answers, and give detailed explanations – using the information in the answer key below.

Answers

1. Refusal: You could say ‘It refuses to start’ or ‘he refused to move it’. Here wouldn’t is simply the past of won’t, so we have present and past refusal.
2 Willingness: An unusual use of will which may surprise students – in this case, you can use will with 'if'.

3 Habit: This use of would, meaning 'used to', is well known, but will can be used in the same way.

4 Assumption: This is assumption, because the phone rings and the speaker assumes the caller is Mike.

5 Annoying behaviour: Would is used when there is a sense of frustration from the speaker and a feeling of 'How typical!'.

6 Request for advice/instructions: Note that will is not normally used in this case.

3 Students discuss the possible contexts for each sentence in pairs. Elicit suggestions for each item, and invite comments from the class.

Refer students to the Grammar reference on page 221 for more information on modal verbs.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 car</td>
</tr>
<tr>
<td>2 television</td>
</tr>
<tr>
<td>3 portable computer game console or a game app on a smartphone or tablet</td>
</tr>
<tr>
<td>4 telephone (receiver)</td>
</tr>
<tr>
<td>5 oven</td>
</tr>
<tr>
<td>6 fridge/freezer</td>
</tr>
</tbody>
</table>

4a Students use the sentences in exercise 2 as models and follow the instructions to write their sentences about three further gadgets or devices.

4b Students work in pairs and use their sentences from exercise 4a to guess the gadget or device their partner has described, then identify the function (using the ideas in the box in exercise 2) for the modal verb used. Get some students to report back to the class about their partners’ sentences.

Speaking Long turn Page 109

Elicit what students remember about your discussions of the Long turn Speaking task. The focus should be on answering the questions and relating them to the two selected images through comparison, not on describing details of each individual picture. Student A and Student B will receive a different set of pictures.

You may like to point out that previously in the course, the format was adapted slightly, with students selecting two photos each from the same selection of five, but this time, it mimics the exam more closely by offering a choice from a different selection of three pictures to each student.

Pair up students for the task. Set a time limit of 90 seconds and monitor it strictly. Student A selects their two photos from those on page 109 and talks about them for one minute. When the time is up, Student B answers a further question in 30 seconds.

Students swap roles in each pair and turn to page 207 to repeat the activity the other way round, using a new pair of photos. Keep time, as before.

Walk around and monitor during both iterations of the task. Note any issues with fluency or clarity – but don’t spend too much time on correcting grammar or use of vocabulary unless they interfere with getting the message across.

Get students in each pair to give each other feedback on their performance and make suggestions for improvements. They should make a note of any difficulties they encountered while completing the task.

Finally, discuss the difficulties students identified during feedback, and invite suggestions from the class on how to overcome them. Then do the same with the issues you noted while you monitored the conversations.

Writing Report

Page 110

Lead-in

Students first dealt with writing a report in Unit 3, so you may want them to flick back to the relevant sections in the Coursebook (pages 34-35) to remind themselves of the strategies practised and the ideas discussed about the text type.

1 Lead a class discussion of the first question. Ask students also to look at the photo and say whether their school provides a similar facility, and if not, what is different about the multimedia support it does provide. Put students in four or five groups to discuss their ideas for the ideal multimedia room or
learning centre and complete the table. Suggest that they copy and enlarge the table in their notebooks so they have more space for their notes.

Form new groups of four or five with one member from each previous group to compare ideas and expand the table.

To wrap things up, elicit the top suggestions from each group and get them to record these on the board. To economize on timing, you could get each group to agree on the top three suggestions quickly, then to appoint a scribe. Scribes can then all come to the board at the same time, and make notes of their suggestions, while the rest of the class check their contributions and suggest amendments where necessary.

2 Students work in pairs to work out what the comments might refer to. Elicit suggestions from some students and invite comments from the rest of the class.

Possible answers:

1. the room
2. stories/books/audio books/films/DVDs/computer software, etc
3. information about exams/tests
4. computers/laptops
5. audio books, audio files
6. magazines, DVDs, graded readers, etc
7. computers
8. the noise level in the room
9. no staff to help

3 Students discuss the four prompts in pairs. Ask them also to discuss what the purpose of the report should be. Elicit ideas from a few pairs and invite comments from the rest of the class.

Possible answers:

who your target reader is:
the school director
what the tone of your report should be:
informative and persuasive
what the general content would be for each paragraph of your report:
Paragraph 1: The aim of the report and how and from whom information was collected

Paragraph 2: The things in the multimedia centre that should be improved according to the students who responded to the survey

Paragraph 3: Suggestions for how spending could be reduced in the multimedia centre, e.g. no need to buy newspapers because we can read them online

Paragraph 4: The concluding paragraph: the writer’s final recommendation and positive comment for the future

what headings you would choose:
A clear title, e.g. Report on potential improvements for the Multimedia Centre
Paragraph 1: Introduction
Paragraph 2: Specific areas for improvement
Paragraph 3: Possible ways to reduce spending
Paragraph 4: Conclusion: Future developments

4 Students read the task and cross out the least appropriate word or phrase, then check their ideas in pairs before you check answers with the whole class.

Possible answers:

1. point
2. mention
3. increased
4. describe
5. carried out an investigation

5 Students use the key points from the earlier discussions to make notes under each heading, then expand these into sentences and paragraphs to construct their reports. Refer them also to pages 34-35 and 201 for models and advice. The Writing task should be completed individually and can be set as homework.

When students have completed their reports, ask them to swap with a partner to check each other’s work for task completion, appropriacy of style and register, errors and extent. Ask them to give each other feedback on how well they feel their partner has done and what, if any, further improvements they could make.
Sample answer

Introduction
This report looks at the actual resources and facilities available in Highford Academy multimedia centre. The opinions of students using the centre have been considered in order to do suggestions for improvements. Possible cost cut measures are also being discussed.

One of the main problems which students mentioned was the lacking of space. It is often hard for students to complete their works effectively because there is not enough space. I suggest letting students to use the classroom next-door. This would not cost the school anything and would be appreciated by students.

Secondly, there are insufficient computers and students abuse of the facilities by spending too much time at social networks. It might be an idea to install a filter and only let access to educative websites. Also if more sockets were installed in the classroom next-door students could bring their own laptops.

A large amount of students have complained about the headphones being broken, so some new sets should be brought. PC City has some good discounts now so we can buy new ones for a cheap price. Also a system of checking the headphones in and out would encourage students to take more care of the equipments. Finally, many students enjoy reading about the news and one requested thing is that the centre pays an online subscription for some newspapers and magazines.

Conclusion
In conclusion, without spending a lot of money, the multimedia centre library could be improved a lot by letting students to use the classroom next-door, buying a few online subscriptions and controlling the use of computers and other equipments.

266 words

Examiner's comments
Content: The writer addresses the main points successfully. Good realization of task.

Communicative achievement: Register is consistently formal. The target reader would be well informed.

Organization: Features of a proposal are included. Paragraphing and simple linking devices have been used effectively.

Language: There are some errors, e.g. in the choice of words – actual resources, do suggestions, works, amount, cheap price, misspelt words – improvements, educative, verb tenses – being discussed, prepositions – at social networks, uncountable nouns – equipments, and some grammar is rather awkward – one requested thing. However, the writer demonstrates a good range of vocabulary – facilities, resources, filter, sockets, headphones, and a variety of grammar structures – have been considered, appreciated by students, take more care of.

Mark*: Pass

*Note on marking
Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale: borderline, pass, good pass and very good pass.

Listening 2 Multiple matching

Lead-in
Ask students to imagine it is 15 years from now and make three predictions for themselves: one they are more or less certain of, one they think may happen to them, and one they think is unlikely but they would like to happen. Ask them to compare their predictions in groups of three to five.

1 Look at the eight statements in Task One together and elicit students' opinions about the predictions about the future.

2 Ask students to read the task and the Don't forget! box carefully before they start preparing for the task. Remind them to check what it is exactly that each task asks them about – it is too easy to make assumptions about what the items refer to, but often the instructions can imply something slightly different.

Allow 45 seconds for students to look at the tasks, then play the recording twice for students to complete the matching task. Check answers as a class.
There seems to be more and more technology every day - it's going to change the way they do things here completely, you know. In 15 years from now you won't recognize the place at all. Of course, I'll have left long before then, and I'll probably be enjoying a long and healthy retirement somewhere. But it does make you wonder whether they're up to something - you know, Big Brother and all that. I've always been suspicious of that. I'm not talking about the dim and distant past here, but a relatively recent one.

Speaker 2

There's little doubt that the average lifespan will be greater, but I can't help feeling more than a little concerned about the quality of life we'll be leading when we reach the end of our days. I'm not sure, for example, that we'll have achieved what we need to in terms of finding cures for certain degenerative diseases such as Alzheimer's or Parkinson's. There's a great deal of enthusiastic talk about genetics and how absolutely marvellous it is that we've mapped the human genome. Now that's all very well, but I'm afraid I just can't see myself, or anyone else for that matter, playing tennis at the age of 120.

Speaker 3

It always irritates me when people go on about population growth and how it's getting out of control and so on. If you look at the figures, you'll see that predictions of exploding populations made 20 or 30 years ago are simply not coming true. It's probably the same people that worry about the number of vehicles on the roads, as well. Let's face it though, 15 years from now most of us will be working from home on a computer, which means fewer people getting stuck in jams on their way to work, and a consequent reduction in pollution. Now that's definitely something worth looking forward to, isn't it?

Speaker 4

They sent me on a computer training course last month - at my age! We had a right laugh about it in the office. I can tell you. Still, you've got to keep up with it all, else they won't keep you on, will they? There seems to be more and more technology every day - it's going to change the way they do things here completely, you know. In 15 years from now you won't recognize the place at all. Of course, I'll have left long before then, and I'll probably be enjoying a long and healthy retirement somewhere. But it does make you wonder whether they're up to something - you know, Big Brother and all that. I've always been suspicious of change, me. Can't help it.

3 Students discuss their ideas about the future in groups of three to five. Which of them is most/least optimistic about the future. Get some students to report back about their partners.

Language focus 3: Talking about the future

Look at the examples, and elicit that in the two sentences taken from the Listening, will and going to could be used more or less interchangeably.

1 Students look at the next two examples and the explanations, then match each one to its function.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a I'll probably be enjoying</td>
</tr>
<tr>
<td>b I'll have left</td>
</tr>
</tbody>
</table>

2 Students work in pairs to decide about each sentence and explain the reasons. Get a different pair to talk about each pair of sentences, and invite the rest of the class to say if they agree or disagree.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 D I hope she passes means 'I want her to pass'. I expect she'll pass means 'I think she'll pass'.</td>
</tr>
<tr>
<td>2 S No difference.</td>
</tr>
<tr>
<td>3 D Will you come is a request or invitation. Will you be coming is a polite way of asking about someone's plans. The speaker is suggesting that the other person, the 'you', will already have decided whether to come or not.</td>
</tr>
<tr>
<td>4 D The parcel should arrive means it is expected to arrive. The parcel might arrive is simply suggesting a possibility.</td>
</tr>
</tbody>
</table>
5 S No difference, although whereas due to refers to only one train, the present simple can be used to refer to the regular daily/weekly service.

6 S No difference. Note that these two structures are more common in the past: I was about to/on the point of.

7 D She's bound to get the job means 'she's certain to get the job'.
   She's likely to get the job means 'she'll probably get the job'.

8 D He's confident of success means 'He thinks he will succeed', i.e. it is his opinion.
   He's assured of success means 'He is certain to succeed', i.e. it is the speaker's/other people's opinion.

9 D They're planning on getting married suggests they are more decided than in the other sentence.

10 D The government is to spend means 'The government will spend'.
    The government is expected to spend is less certain.

Refer students to the Grammar reference on pages 221–222 for more information on talking about the future.

3 Students write sentences individually. This could be done as homework.

4 Students work in pairs to discuss their sentences.

Additional activity
As a more involving alternative, ask students to write three true and three false statements, then as they share their sentences in pairs, guess which of their partners' sentences are true and which false.

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Determiners and pronouns

Students complete the sentences individually. Check answers as a class.

<table>
<thead>
<tr>
<th>Answers</th>
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<tbody>
<tr>
<td>1 another</td>
</tr>
<tr>
<td>5 little</td>
</tr>
<tr>
<td>9 much</td>
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</tbody>
</table>

Key word transformation

<table>
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<tr>
<th>Answers</th>
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<tbody>
<tr>
<td>1 MADE THE MOST OF</td>
</tr>
<tr>
<td>2 ARE SECOND TO NONE</td>
</tr>
<tr>
<td>3 OF EVERY SINGLE ONE OF/MADE BY EVERY SINGLE ONE OF</td>
</tr>
<tr>
<td>4 WOULD NOT/WOULDN'T KEEP CHANGING</td>
</tr>
<tr>
<td>5 PROBABLY HAVE BEEN/GOT HELD/CAUGHT</td>
</tr>
<tr>
<td>6 HAS NO INTENTION OF MAKING/HAS NO WISH/DESIRE TO MAKE</td>
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</table>

Multiple-choice cloze

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<tr>
<th>Answers</th>
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<tr>
<td>1 B</td>
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Progress Test 4
Themes
The unit is about travelling and holidays.

Exam-related activities

Reading and Use of English
Part 8 Multiple matching
Part 3 Word formation
Part 4 Open cloze

Writing
Part 1 Essay

Listening
Part 2 Sentence completion
Part 3 Multiple choice

Speaking
Part 2 Long turn

Other
Vocabulary 1: Describing an adventure
Language focus: Creating emphasis
Vocabulary 2: Anger
Word formation: Alternatives from the same prompt word

Multiple matching

As a lead-in, discuss the questions with the class. You can either talk together as a class, or put students in groups of four or five, then get each group to report back to the class with their ideas. What type of holiday is most popular among the students?

Focus on the picture, then elicit students' ideas about the questions. Again, you could do it together as a class, or ask the groups to continue the discussion from exercise 1, then report back.

Ask students to read the title and subtitle of the text on page 115, and use their own words to interpret it. Focus especially on the meaning of cast a spell on visitors and became one of its victims - the latter phrase is ambiguous, so make sure that students understand it refers to falling under the spell of (i.e. becoming attracted to) the mountains rather than failing a climbing attempt. There is a grammatical clue here: its refers to spell (singular) not to mountains (plural).

Elicit the two possible approaches to this type of task. Students can either start with the items and scan the five sections for information about each one, or they can start with the sections, identify its content and scan the ten questions to look for connections. In either case, underlining the key information in the items and in the paragraphs should help students complete the task. You may like to refer students back to pages 88-89 of the Coursebook for a model on the procedure and advice about the task. Remind them that the text may contain distractors – information that appears to be connected to one of the incorrect options.

Students can work in pairs to complete the task. In stronger classes, you could get them to complete it individually, then compare their answers in pairs before you check them with the whole class.

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<td>B</td>
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<tr>
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<td>C</td>
<td>6</td>
<td>A</td>
<td>7</td>
<td>E</td>
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<td>C</td>
</tr>
<tr>
<td>9</td>
<td>A</td>
<td>10</td>
<td>D</td>
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</tbody>
</table>

Additional activity
Discuss students' experiences of the task, and any difficulties they may still have. Elicit suggestions for overcoming these issues from the class.

Reacting to the text
Lead a class discussion of the first question, then ask for a show of hands for the second, and get some students (including some who said yes and some who said no, if possible) to give reasons for their answer.

Vocabulary 1: Describing an adventure

Students read the explanation, then work in pairs to decide about the collocations. As you check the answers, get students to say the three correct forms rather than the incorrect form - so they all hear the good models.

Elicit an example for one or two of the collocations for each adjective to check comprehension of their meaning, e.g. arid desert: Atacama Desert in Chile - the driest desert in the world; intrepid voyage: Columbus' expedition crossing the Atlantic to look for a passage to India.
Answers

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>jungle</td>
</tr>
<tr>
<td>b</td>
<td>scenery</td>
</tr>
<tr>
<td>c</td>
<td>companion</td>
</tr>
<tr>
<td>d</td>
<td>stroll</td>
</tr>
<tr>
<td>e</td>
<td>sun</td>
</tr>
<tr>
<td>f</td>
<td>earthquakes</td>
</tr>
</tbody>
</table>

**Additional activity**

Elicit a collocation for each of the incorrect nouns as well as an example.

**Answers for the Additional activity**

Possible answers:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>verdant/lush/dense/impenetrable/thick/tropical jungle</td>
</tr>
<tr>
<td>b</td>
<td>breathtaking/spectacular/dramatic/stunning/magnificent/picturesque scenery</td>
</tr>
<tr>
<td>c</td>
<td>great/pleasant/charming/entertaining/faithful/loyal/agreeable companion</td>
</tr>
<tr>
<td>d</td>
<td>pleasant/relaxing/romantic/leisurely/gentle stroll</td>
</tr>
<tr>
<td>e</td>
<td>blazing/scorching/bright/brilliant/hot sun</td>
</tr>
<tr>
<td>f</td>
<td>severe/devastating/massive/powerful/huge earthquakes</td>
</tr>
</tbody>
</table>

2a In pairs, students work out the meaning of the phrasal verbs from context. Walk around and monitor their discussions. Elicit ideas for each phrasal verb, and invite comments from the rest of the class.

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>run into</td>
<td>to meet someone by accident/unexpectedly</td>
</tr>
<tr>
<td>kick in</td>
<td>to start to have an effect</td>
</tr>
<tr>
<td>set off</td>
<td>to begin a journey</td>
</tr>
<tr>
<td>ring out</td>
<td>to produce a loud, clear sound</td>
</tr>
<tr>
<td>turn out</td>
<td>to develop in a particular way or to have a particular result</td>
</tr>
<tr>
<td>win through</td>
<td>to succeed after great difficulty</td>
</tr>
</tbody>
</table>

2b Students turn to page 207 to complete the sentences individually, then compare answers in pairs before you check them with the whole class.

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>kick in</td>
</tr>
<tr>
<td>2</td>
<td>rang out</td>
</tr>
<tr>
<td>3</td>
<td>set out</td>
</tr>
<tr>
<td>4</td>
<td>turned out</td>
</tr>
<tr>
<td>5</td>
<td>won through</td>
</tr>
<tr>
<td>6</td>
<td>set off/set out</td>
</tr>
<tr>
<td>7</td>
<td>ran into</td>
</tr>
</tbody>
</table>

3 Students continue working in pairs to take turns to tell each other an anecdote, using the language from the previous exercises. The instructions for this exercise are also on page 207. Allow up to four minutes for this, then elicit some of the anecdotes that students heard from their partners.

**DVD resource: Unit 9**

**Listening 1**

**Sentence completion**

**Part 2**

**Pages 116 and 117**

**Lead-in**

Elicit what students know about New Zealand, its geography and natural and man-made sights, its culture and so on. If any of the students have visited New Zealand before, ask them to say a few words about their experience there.

1 Focus on the photos and elicit students' ideas about tourist activities in Queenstown. Do this as a class.

2 Read the instructions for the task. Check comprehension of the expressions work placement (a temporary job that you do as part of a course of study in order to get practical training and experience) and front desk (the place inside the main entrance of a building, e.g. a hotel, where you go when you arrive or go to get information) by eliciting definitions.

As in the real exam, give students 45 seconds to study the sentences and think about what information is missing and what clues will help them locate the information in the recording. On the first listening, they should focus on finding the relevant passages for each question, then on the second listening, they should listen more carefully to these passages and extract the information they need. Remind them that they should use the words they hear in the recording, wherever possible, rather than paraphrasing.

Play the recording twice. Students complete the task individually. Ask them to compare answers in pairs and identify any problem items – and discuss what it was that made these items more difficult to answer. Check answers together and elicit the issues students discussed, and invite suggestions from the class for overcoming them.
You could also allow students to look at the listening script on page 232 to check the problematic passages for distractors or unfamiliar language.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 seasonal tourism</td>
</tr>
<tr>
<td>3 nationality</td>
</tr>
<tr>
<td>5 (foreign) currency</td>
</tr>
<tr>
<td>7 (local) restaurants</td>
</tr>
</tbody>
</table>

**Listening 1: Listening script 2.1**

Well, hello everyone. I think most of you know that I recently went to Queenstown for my work placement, um, at the Lake Hotel, and the person I was attached to for the week was the front desk clerk. So basically I was learning all about what a typical day for him involved and what kind of skills you needed to do that specific job. I had a choice of three hotels that I could work in for the placement - but I ended up deciding on the Lake Hotel because it isn't really affected by *seasonal tourism*. A high proportion of its guests are there for conferences and meetings - so it's pretty much fully booked on a continual basis - and I wanted a bit of a challenge. Anyway, as soon as I walked into the hotel, I suppose I was struck by how professional everyone seemed. Of course, your room and the hotel facilities are important, but actually, I realized it's the way the hotel staff are presented that you notice first, and in particular, how stylish and neat the uniform looks. I think I'll definitely have to smarten up once I start work for real. Well, getting back to the front desk clerk - his name was Andre, he was Swiss, and he'd been working at the hotel for about three years. As I watched him talk to the guests, I saw that he was using their names quite a bit, which is apparently the hotel policy - it's a way of building a professional relationship. Then later Andre explained that whenever he deals with a guest, he makes sure he finds out the *nationality* of that person, because that sort of information will tell him what their requirements are likely to be, and so enable him to give them the best service possible. So, for example, in his experience, German travellers tend to have done all their research before they arrive and only want basic advice, but Chinese travellers often expect everything to be arranged for them, apparently.

I worked from 7am to 3pm every day - under Andre's supervision, of course - and there was honestly a constant stream of people checking in all the time I was at the front desk. Then, of course, other guests would come and request a room move or extend their stay or something, and what really impressed me about Andre was how he managed to inform every *department* in the hotel about those changes, almost immediately in fact, no matter how busy he was. There's a daily meeting with management, too, but I didn't go along to that.

I asked Andre if there was anything he disliked about the job, and I thought he would have said something like guest complaints or working nights. (I don't know how people get used to the night shift.) It was dealing with *foreign currency* transactions, though, that he said he had problems with. He said he would always delegate it to an assistant if he could. I think he just preferred interacting with guests - and I don't think he was just making small talk with them - I think his interest in helping them was actually quite genuine.

I spent quite a bit of time giving guests information about things to do in Queenstown - including where to go shopping and buy decent souvenirs - that was more for the tour groups and older guests. The younger ones were there primarily for the *adventure activities* - that was the main attraction - and they wanted advice on which companies to book with. So part of my job was to promote some of the more established and reputable tour operators and I was fine with that because I'd expected it and got myself prepared. The local restaurants, though, were a different matter.

I was surprised that guests were asking me about them because obviously there's one in the hotel and you really want the guests to be eating there. I just had to admit that I'd only just started work - and I'd have to get Andre to help them. I did ask him later why it would be in the hotel's interest to recommend other places for the guests to eat or visit, even. He said that in order for the hotel's profits to continue to grow, it was essential to keep on building up *customer loyalty* - and that meant providing the best service possible. I could see what he meant. I suppose a lot of hotels have a similar outlook and philosophy. Well, I would definitely recommend Queenstown if you haven't done your work placement yet. It wasn't until I began working there that I realized how huge its hospitality industry actually is.

3 Put students in groups of four or five to discuss the three questions, then get each group to report back to the class, and invite comments from the other students.

**Language focus: Creating emphasis**

1 2.2 Play the extracts, twice if necessary, for students to listen and write the missing words. Check answers together.

<table>
<thead>
<tr>
<th>Answers</th>
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<tbody>
<tr>
<td>a how he managed to inform every department in the hotel about those changes</td>
</tr>
<tr>
<td>b dealing with foreign currency transactions, though,</td>
</tr>
<tr>
<td>c wasn't until I began working there</td>
</tr>
</tbody>
</table>

2 Students read the explanation and example, then rewrite the sentences. Ask them to compare their answers in pairs before you check them with the class.
He said he had problems dealing with foreign currency transactions.
I didn't realize how huge its hospitality industry is until I began working there.

Students work in pairs to analyse the three examples and complete the explanations. Ask them to compare their answers in a group of four with another pair, then check answers as a class.

Students complete the emphatic sentences individually. You could set this task as homework. Get students to compare their answers in pairs before you check them with the class.

I'd like to know is how old she is
did was (to) start up his own business
was the music (that) I enjoyed most about the film
was in June (that) they got married, not July
until I spoke to Jerry that I found out she'd moved
I did was (to) switch it on
he (ever) thinks about is his precious car

Alternative approach
You could add a playful element to exercises 5 and 6 by asking students to make some of their statements false – but not too obviously so. (You may like to suggest that choosing surprising facts for their true sentences and quite mundane but untrue facts for their false sentences might do the trick.) As they compare their sentences, students should also try and guess which of their partners' statements were true and which false.

Discuss the questions as a class.
Continue as a class discussion, or put students in groups of four or five to discuss the questions, then get each group to report back to the class, and invite comments.

Explain that the subject will be impact of tourism and that the exercise helps students develop a bank of useful phrases to discuss it. Encourage them to record all the key lexis in their vocabulary notebooks, and add some words or phrases of their own. Remind them to note the words they collocate with or usually refer to. Using a wide range of language is one of the ways in which exam scores for the Writing paper can be maximized.

Students work in pairs to complete the sentences. Check the answers as a class.

unregulated
Mass
endangered
employment
urban
environmental
Living
community
Waste
cultural

Students continue working in pairs to select two or three statements and discuss them in relation to their own country. Elicit some ideas in open class, and record suggestions on the board in note form.

In pairs, students discuss definitions for the words in the box and speculate about the connection of the people and groups to the tourism industry. Ask them to compare ideas as a group of four with another pair before you elicit suggestions with the whole class.
Answers

Possible answers:
developers: These are people or a company who buy land in order to construct new buildings. A developer might be connected to the tourism industry because they want to build a hotel, a resort or other facilities for tourists.
researchers: They might be connected to the tourism industry if they are analysing trends in tourism or looking at the effect of tourism on local habits, economies or cultures.
conservation groups: They might be concerned about the impact of tourism on local wildlife or the environment (the oceans, coasts, forests, etc).
residents: These are the people that live in a particular area: they might be affected positively by tourism if jobs are created for them. They might be affected negatively if their environment is destroyed, if local prices go up, or if jobs are only given to foreigners.
contractors: These are people or companies who are given a contract and paid a fixed price to perform a service or job, especially in the construction industry. A contractor might be paid to build a swimming pool or to install air conditioning, etc.
activists: These are people who fight, campaign or protest to achieve social or political change. They might be connected to the tourism industry if they believe local people or the environment are being harmed or exploited.
policy-makers: They could be involved in tourism when they decide when and where hotels or tourist facilities are allowed to be built, who can be employed there, what their working conditions should be, etc.

We all know how important can be tourism for any region. Sometimes it’s the only source of money, the real motor of the economy. Anyway, it does not always have only a positive impact.

Very often the first victim is the environment. Big hotels, commercial centres and others attractions do not always respect what there was around before. Very often the money is more important that the nature that never complains. Consequently it’s time to make us a question: Is it possible to make tourism sustainable? What shall we do to avoid destruction of the environment? I think that there are some solutions for this problem: First of all the local government must be very sensitive to all kind of abuse that might bring a development of such tourist resorts. It must control all kind of permissions related to construction, because if buildings are attractive a good type of tourists will visit the country.

Moreover, the local government should try to achieve employment for local people. It should be one of the most important points of any agreement with any company. If a hotel needs a guide they should have one from the local people. They should also enthuse local people to work in traditional restaurants where the tourists can eat typical food.

I think that sustainable tourism is possible. The question is if we have people good enough to provide it. I hope so, because if not, we might be very sorrow and it could be too late to turn things round.

253 words

Examiner’s comments
Content: The writer addresses the main points successfully. Good realization of task.

Communicative achievement: Register is consistently semi-formal. The use of direct
questions would engage the reader, and the reader would have a clear idea of the writer’s opinion.

**Organization:** Paragraphing and linking devices have been used effectively. Clear introduction and conclusion.

**Language:** The number of errors shows a lack of control, e.g. incorrect word order – *important can be tourism*, use of pronoun instead of adjective – *others attractions*, awkward constructions – *the nature that never complains*, and word formation – *enthuse*, *very sorrow*. However, none of the errors obscure communication. The writer also uses vocabulary related to the theme – *source of money, real motor of the economy, victim, abuse, resorts, guide*.

**Mark**: Pass

*Note on marking*

Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale: *borderline, pass, good pass* and *very good pass*.

**Listening 2**

**Multiple choice**

*Page 120*

**Lead-in**

Ask about students’ experiences or opinions about air travel. What do they think is good and what isn’t about flying? Have they ever had or heard of an interesting incident involving passengers on a plane? If so, ask them to tell the story in a few words.

1 Ask students to read the definitions and headlines and discuss the questions in pairs. Elicit ideas from a few pairs, and invite comments from the rest of the class.

2 Elicit the strategies students remember from your previous discussions of listening tasks in general and the longer Multiple choice task in particular. (Make sure students can tell the difference between the two Multiple choice tasks in the Listening paper. You will discuss these differences in more detail in the Ready for Listening section, pages 126–129 in the Coursebook. You may like to look ahead to the teaching notes on page 112 of this Teacher’s Book.)

Allow them 70 seconds to study the questions and the options and underline key words to help them pick out the relevant information from the listening. On the first listening, they should focus on identifying the passages that contain the information they need and eliminating the obviously wrong answers. On the second listening, they should listen more carefully to use the information and choose or confirm the correct answers. If there are any questions where they cannot be 100% certain, they should eliminate what they know to be the wrong answers, then choose any of the remaining options. No questions should remain unanswered.

Play the recording twice for students to listen and complete the task individually. Check answers as a class.

Allow a couple of minutes for students to work in pairs to look up any problematic passages or distractors that persuaded them to choose wrong answers in the listening script on pages 232–233.

<table>
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<th>Answers</th>
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<tbody>
<tr>
<td>1 A 2 B 3 D 4 A 5 C 6 C</td>
</tr>
</tbody>
</table>

**Listening 2: Listening script 2.3**

*P* = Presenter  *J* = James

P: It started with road rage in the 90s, then we had air rage, and now it’s trolley rage, surf rage, movie rage and even dot.com rage. Anger, it seems, is all the rage these days. But why? With us is James Frith, head of road safety at the British Automobile Club. James, what makes people so aggressive on the roads?

J: Well, it’s all about control, really. Once people get in their car, they feel a false, a dangerous sense of security and control. They’re in their own little world, their own safe environment where they can deceive themselves into thinking they’re better drivers than they really are. But this, of course, contrasts with events that happen outside the car, events over which they have absolutely no control whatsoever.

P: And when they lose control, they lose their temper, right?

J: That’s right. For instance, most people set deadlines for their road journeys, and if someone threatens to prevent them from meeting that deadline, from not getting where they want to, when they want to, they blow a fuse. And that’s when we get road rage, or in many cases now, revenge rage.

P: Another rage! What’s revenge rage, James?

J: Well, it’s similar to road rage, but less active. People get worked up inside, but just think nasty thoughts about other road users, without actually doing anything.
They imagine, for example, going after someone who's cut them up and forcing them off the road. The problem is they get so caught up in their angry dreams of revenge that they fail to concentrate on the essential task of driving safely. And there's more of a risk of them causing an accident themselves than there is for the driver who has offended them.

P: And who are these angry people, these so-called 'road' and 'revenge ragers'?

J: We carried out a study recently and we found it was mainly 18- to 25-year-old men who committed acts of road rage, and these people often had criminal records, histories of violence or drug or alcohol problems. In the case of 'revenge ragers', people who merely fantasize about violent acts, they are more evenly spread across the age groups and between the sexes. The majority, though, are low-mileage motorists, those who only average between 30 and 60 miles a week. And the people who are most likely to trigger revenge rage, the ones who cause these people to lose their temper, are inexperienced youngsters who drive quickly, elderly drivers, and drivers of big articulated lorries or vans.

P: Makes you wonder why people don't just get the bus! Surely that's a calmer, more comfortable way to travel? Or is there bus rage, too?

J: Not exactly. But people do get fed up, don't they, when the bus just crawls its way along the route because the driver's busy taking people's money, giving them change or answering questions. And other road users don't respect the bus lanes, so you can end up in the same congestion, the same anger-inducing situations that you tried to avoid by leaving the car at home.

P: So what is the solution? How can drivers keep their calm on the roads?

J: I'm not sure there are any easy answers. But in one experiment, Dr David Lewis, the man who coined the term 'road rage', gave 25 stressed out city drivers a kit containing real grass and a spray of grass scent. He told them to park their cars, take off their shoes and socks, and enjoy the sensation of grass beneath their bare feet.

P: The point being . . .?

J: Well, changes in their heart rate and blood pressure were measured and they were clearly more relaxed with the smell and sensation of grass around them. Now, you'd expect a higher proportion of calm drivers on country roads, because there is considerably less traffic, but it's the combination of silence in the car, the smell of our immediate environment, and what we can feel that can really help calm us down and have a positive influence on our driving habits.

P: So can we expect grass kits to be on the market soon?

J: Possibly. I'm sure the research will be put to some use. What we do have already, though, is a kind of back-seat computer. Engineers have developed a hi-tech car which criticizes drivers when they are behaving rashly or have poor control of the car. A message comes up on the control panel. It also praises them for good road manners when they are driving considerately. If the driving becomes too erratic, the car stops.

P: Sounds like a good idea.

J: As long as drivers don't rely on it. We're always interested in technology that helps drivers' control, but not technology that takes it away from them. Certainly, though, we've all been in that situation with someone in the passenger seat telling us to calm down - it can be annoying, but very effective. And if this works in much the same way, then fine - though I can see stressed out drivers becoming even more irate when their car suddenly stops!

P: Yes, indeed! Now, James, some of our listeners have written in with their own suggestions as to how we can maintain our composure in the car. Alan Hammons writes in from Tooting telling us how he uses spoken word tapes . . .

3 Put students in groups of four or five to discuss the three questions, then get some feedback from each group and invite comments from the rest of the class.

Vocabulary 2: Anger

1 Look at the expressions together and ask students to identify which are informal.

Answers

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>blow a fuse</td>
<td>get worked up</td>
<td></td>
</tr>
</tbody>
</table>

2–3 Students complete the sentences individually, then compare answers in pairs before you check them with the class. Encourage them to record the collocations and idiomatic expressions in their vocabulary notebooks. Check the pronunciation of irate /əˈreɪt/ and berserk /ˈbær.ə(r)k/. Also clarify that blow one's top is particularly informal, so should be used with caution.

Answers

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>heated</td>
<td>irate</td>
<td>cross</td>
</tr>
<tr>
<td>seething</td>
<td>berserk</td>
<td></td>
</tr>
<tr>
<td>top</td>
<td>rage</td>
<td>outburst</td>
</tr>
<tr>
<td>steam</td>
<td>tantrum</td>
<td></td>
</tr>
</tbody>
</table>

4 Lead a class discussion of the questions. You may also like to tell the class about yourself to get the discussion going.
The Speaking section continues with the theme of anger. Before students start practising the task itself, complete the Useful language section on page 123.

Useful language

1 Students discuss in pairs which words, collocations or expressions from the vocabulary exercises on page 121 they could use to describe each picture. (Remind them that describing details in the pictures is not a key part of the exam task. The focus should be on discussing the questions and relating these to two pictures which they compare). Elicit some ideas from a few pairs for each picture.

2 Students complete the sentences individually, then compare answers in pairs before you check them with the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 might have</td>
</tr>
<tr>
<td>3 looks as</td>
</tr>
<tr>
<td>5 very likely</td>
</tr>
</tbody>
</table>

Now turn back to the Long turn task, and read the task and the advice in the What to expect in the exam box together.

Put students in pairs to complete the exam task, following the instructions. Walk around and monitor the activity. Make a note of any issues with fluency or accuracy to go over at the end, but avoid interrupting the activity.

When pairs have completed the task, ask them to switch roles and repeat it. Remind them that Student B must choose a different pair of images! Continue monitoring the same way.

Read out the issues you noted and elicit suggestions for improvement from the class.

Word formation: Alternatives from the same prompt word

Look at the examples together. Explain sometimes it is possible to form different words from the same prompt – and the meaning can often differ quite widely. Ask students to explain in their own words the meaning of both considerably (significantly; a lot; to a large extent) and considerably (thinking about the feelings and needs of other people; with attention and care).

1 Elicit what other nouns can be formed from compose. Ask them to give a definition or explanation for each of the words formed. (Composure means the feeling of being calm, confident and relaxed.)

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>composition (1. the way that something is formed from separate parts or people; 2a. something such as a piece of music, a piece of writing or a painting; 2b. the skill or process of producing music, writing or paintings)</td>
</tr>
<tr>
<td>composer (someone who writes music, especially classical music)</td>
</tr>
</tbody>
</table>

Note

Students may mention composite (made up of separate parts), and they might although are unlikely to mention compositor (a technical term for a typesetter, the person arranging the text on a page before printing).

2 Students work in pairs to decide which of the alternatives formed from the prompt is the appropriate answer to complete each sentence. Check answers as a class. Ask students to try and explain why the other alternative(s) would be incorrect or in what contexts or collocations would they be the correct answer.

Remind students to bear all this in mind when completing a Word formation task in Part 3 of the Reading and Use of English paper – consider all possible derivatives rather than write the first one that they can think of.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a timeless (an untimely death/end)</td>
</tr>
<tr>
<td>2 adopted (adoptive is not common in English – it is mainly used in ‘adoptive parents’)</td>
</tr>
<tr>
<td>3 deceptive (deceitful is used when talking about people wilfully deceiving others, e.g. deceitful person, his deceitful attempt to persuade her ...; deceptive seems to be used with ‘things’ or rather abstract concepts, e.g. deceptive appearance, deceptive pace)</td>
</tr>
</tbody>
</table>
4. supporting (a supportive friend/colleague/boss)
5. appreciable (an appreciative audience)
6. identity (identity is about 'who you are' and identification is about papers. You show identification to prove your identity.)
7. consulting (a consultative committee/role)
8. entries (entrance = a door or the act of coming in – make a spectacular entrance)
9. hardship (hardness is a neutral word – the hardness of a metal)
10. advisory (It is advisable to = 'a good idea to')
11. imaginable (an imaginary game/situation; an imaginative child/approach)
12. respective (a respectable person is considered by society to be good and proper; a respectful person is one who feels or shows respect)

Additional activity
Ask students to think of or look up similar words that can form the basis of different derivatives that are the same part of speech. Students write gapped sentences with these prompts, and use these to test their partners. Can their partner choose the correct word to complete the sentence? Students discuss any problematic items together.

Review 9 Pages 124–125

Reading and Use of English
Word formation Page 124

Refer students back to page 44 where they looked at the task type in more detail and practised strategies. Remind them also of what you practised on page 123. Then ask them to complete the task individually. Check answers as a class.

Vocabulary
1–2 Students work individually to complete the exercises, then compare answers in pairs before you check them with the class.
Ready for Listening

**Listening paper**

<table>
<thead>
<tr>
<th>Part</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>Multiple choice</td>
</tr>
<tr>
<td>Part 2</td>
<td>Sentence completion</td>
</tr>
<tr>
<td>Part 3</td>
<td>Multiple choice</td>
</tr>
<tr>
<td>Part 4</td>
<td>Multiple matching</td>
</tr>
</tbody>
</table>

This is the third of five ‘Ready for ...’ units focusing on the skills examined in the Advanced exam. Each task in the Listening paper is looked at from the point of view of the exam, covering advice and strategies. ‘Distractors’ are considered, i.e. those words in the scripts that students may be tempted to write as answers.

**Lead-in**

With books closed, read out the introduction and elicit from students what the four parts of the Listening paper are. Elicit whatever else students remember about the strategies common to all Listening tasks that you discussed in earlier units.

**Part 1: Multiple choice**

1. Go through the description together. Point out that there are two Multiple choice tasks in the Listening paper, and elicit differences between them. Part 1: three short, unrelated extracts with different speakers; each extract is played twice before the next extract is played; Part 3: one longer conversation between two or more speakers on a single topic; the conversation is played twice in its entirety. However, stress that some of the techniques for the successful completion of the tasks are the same. Elicit these from students: study the questions and options before playback, identifying key words and ideas to listen for; using the order of questions to help navigate the recording; ignoring irrelevant detail and language; listening carefully and critically to distractor information that is connected to some of the incorrect options; first listening to identify relevant passage and eliminate clearly incorrect options and second listening to evaluate information and choose or check and confirm correct answer; not leaving any questions unanswered.

2. Play the recording. Students complete the exam task individually.

3. Students check their answers by looking at the listening script on pages 233–234.

**Answers**

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>2</td>
<td>A</td>
<td>3</td>
<td>C</td>
<td>4</td>
</tr>
</tbody>
</table>

**Additional activity**

Elicit any difficulties students may have had during completing the task, and invite suggestions for overcoming these from the class.

**Listening Part 1: Listening script 2.4–2.6**

**Extract One**

W = Woman M = Man

W: Did you see that programme on global warming the other day? I thought it was kind of irresponsible to present the views of a minority of scientists who think that man-made global warming doesn't exist.

M: Yes, but remember that one of the first things we were taught on the course is that you must have a balanced approach to reporting. That means allowing the public to hear both sides of the argument. At the same time, you and I know perfectly well that a real balance doesn't exist. You wouldn't, for example, give as many column inches to the enemy opinion in a war, would you? And the same goes for the global warming debate. I'd say that, realistically, far more attention is given to the scientific view that climate change is happening – and not to the few voices that deny it.

W: I guess so. After the programme I read a lot of comments posted on the channel's website. There was quite a bit of mixed reaction. Some people were making the point 'if global warming isn't man-made, why bother taking steps to save the environment?' That's why I thought the programme had been rather reckless. But I suppose that if the media really had a lot of influence, people would have changed their behaviour already, like stop using their cars so much. You know what people are like – only government regulations will stop them from polluting and messing up the natural world – that's what it'll take in the end.

**Extract Two**

I = Interviewer A = Andy

I: Andy, your company, Kiss Chocolates was established a good 20 years before you took over. What made you suddenly decide to take a leap into chocolate-making?

A: Actually a combination of random events. I was made redundant in 2002, and although I absolutely loved advertising, it was a relief to leave because it meant that all the uncertainty about whether the job would last was gone. At the same time, my wife had just happened to come across the chocolate shop and was buying a gift box, when she overheard the owner mention her desire to retire. We both thought the product was excellent – and we both knew there would always be a demand for chocolate.
Part 2: Sentence completion  Page 127

Lead-in

Ask students to cover up the text on page 127 and look only at the two pictures. What do you think they will hear a recording about. Accept any suggestions, no matter how unlikely.

1 Study the explanation and the advice in the What to expect in the exam box together, and clarify any queries students may have about the task.

Give students half a minute to think about the questions as outlined after the first bullet point in the box, then get them to compare ideas quickly in pairs.

Give them another half a minute to underline key words, and again compare ideas quickly in pairs.

Remind them that in the exam they will only have 45 seconds for both of these preparation stages, so they should get plenty of practice beforehand on doing it quickly.

2 Play the recording. Students listen and complete the task individually. Check the answers quickly as a class – without explaining any problematic ones at this point.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 basement</td>
</tr>
<tr>
<td>2 Fine Arts</td>
</tr>
<tr>
<td>3 measurements</td>
</tr>
<tr>
<td>4 newsreader</td>
</tr>
<tr>
<td>5 metal</td>
</tr>
<tr>
<td>6 position</td>
</tr>
<tr>
<td>7 five months</td>
</tr>
<tr>
<td>8 oil paint</td>
</tr>
</tbody>
</table>

Put students in pairs to discuss whether they have made similar mistakes and what they could do to avoid them.

Listening Part 2: Listening script 2.7

Well, hello everyone. My name's Amanda Tyler and I've come to tell you something about my work as a waxwork sculptor. Um, I spend nearly all of my time hidden away with my colleagues in the studio at the wax museum. You might imagine we have a light and airy warehouse space. That would be nice. But actually we don't have much sun coming in at all because we're down in the basement. It feels a bit sad at times, to be honest! It makes a nice change to be here with so many people and some natural light.

I suppose I became interested in sculpting at school, where I was taking classes in art and design. My teacher was very encouraging and she encouraged me to go and specialize at Loughborough University on their course which was then referred to as Fine Arts. I suspect the title may have changed since I was there.

Well, firstly, I'd like to tell you a bit about the process that goes into making a waxwork figure. Um ... the first stage is, in fact, the one I like most. That's when we get the measurements of our subject – the person we want to make a model of. This is a real highlight of the job, as you get to travel and meet celebrities. It's not easy though, getting them to sit still for two hours or more while you struggle to get the information you need.

Now, as you can't have failed to notice, there's a big clay head on the table and even at this early stage, I'm hoping that you can recognize the well-known newsreader, David Wainwright, from Channel 5. So at the moment, as I said, he's made of clay which I've moulded onto an 'armature'. That's this thing here, which is basically a frame made out of wire netting.
Back in the studio I have an armature for his whole body – and that’s got rods as well, metal ones, to give it support and strength, and I’ve cut those to size for his arms and legs.

Now, another thing that we sculptors have to bear in mind is that the public have certain expectations about the way a famous person might sit or stand or move, and if we don’t get that right, then our wax figure won’t be convincing. So it’s really vital that the position we put the subject in looks authentic. When I’ve finished David here, he’ll be sitting behind a desk, leaning back slightly.

The whole thing is a very slow process. It can take me about three or four weeks just to get to the clay model stage we have here, and I may need as much as five months to make one figure – from the time I start to the time it’s ready to go on display.

So, what’s next? Well, from this clay model I’ll make a plaster mould and fill that with hot liquid wax. And when it’s cooled, hey presto, we have our wax head.

Um... then it’s time for the eyes. What we do is select two acrylic eyeballs that are roughly the same size as the subject’s.

Then we touch them up by hand with watercolours to get a more exact copy. That’s usually my job. Then I hand it over to our make-up artist, who uses oil paint together with more conventional cosmetics for the rest of the head.

The hair is probably ...
C We don't know this; we are only told she was a complete unknown.
D Again, we don't know this; we are only told she has a good business brain.

4
B The idea of being depressed is there, but what Sandra is saying is that there's no point in getting depressed.
C She then goes on to make the same point about being angry.
D Sandra says 'We were just a small concern ...'. Concern here is nothing to do with worrying; it's a noun meaning 'enterprise' or 'business'.

5
A This is a likely idea given the context, but is not present in the text.
B The opposite is true. He finds the large amounts of money available a positive point.
C The point made about the clients is that they get too involved and stifle his creativity, not that they have unrealistic expectations.

6
A This idea is suggested but then contradicted by 'It's not that we're not willing to ...'.
B The opposite is true. - The normal thing might be to look at some type of long-term growth for the business, but at the moment we're concentrating on consolidating our position, rather than branching out.'

---

Listening Part 3: Listening script 2.8

I = Interviewer  S = Sandra  D = David

I: On this week's In Partnership programme we talk to Sandra Peyton and David Sadler, who together run the successful media company, Advert Eyes, specializing in the making of TV commercials.

I: Sandra, if I could start with you. What were you doing before you set up in partnership with David and what made you change?

S: Well, I was directing - or, drama mostly - for a small satellite TV company. It was an interesting, experimental time for me - they were a young, dynamic group and seemed to be going places. But these were troubled times for the business in general and they just weren't making enough money. Anyway, things weren't looking too good for me; as I'd been the last to arrive, I reckoned I'd probably be the first to have to leave.

I: So you jumped before you were pushed, so to speak.

S: That's right, and that was a great shame, because I'd never felt so comfortable working in a team as I did with that group of people.

I: David, you had a similar background, didn't you?

D: Yes, I'd also made a name for myself directing TV drama, but with the much larger Trenton TV. I left them because they were moving in a different direction to where I wanted to go. But the experience proved invaluable for the future - I can see that now.

I: In what way?

D: Working in close collaboration with others is an integral part of this business - that's always been clear to me - but I came to realize that you can't rely on other people to make things work. It's a tough old world and ultimately it's down to you - it's a question of attitude. Things only happen if you let them - and if you only see grey skies and gloomy days ahead, that's what you'll get.

I: So the whole thing focused you for your future with Advert Eyes.

D: That's right, I did a lot of growing up with Trenton.

I: Well, tell us how you met each other, Sandra.

S: We were introduced at a party by a mutual friend. I remember I was very wary of David at first. He already had quite a reputation in the business - his past work spoke for itself. And he looked so serious, so apparently indifferent to everything. He mentioned some vague idea he had for setting up a business, something to do with advertising - but that wasn't what struck me most. I just couldn't get over how animated, how passionate he became when he talked about - well, everything really. It was difficult not to be carried along by his words.

I: So when he asked you to join him, you had no hesitation in accepting?

D: Well, it was actually Sandra who asked me. And I was the one who had no hesitation. My colleagues at Trenton had warned me against going into business with a complete unknown - they said it was too much of a gamble. But when I met Sandra, it was like looking into a mirror: Here at last was someone on my wavelength, someone who looked at life through the same camera lens. And, anyway, I felt it was time to do something different, to live a little dangerously.

I: And has it been? Dangerous, I mean.

D: Anything but. Funnily enough, though, it's turned out that we do have quite a lot of differences, but these have all been to our advantage. Sandra, for example, has much more of a business brain than I do.

I: Is that right, Sandra?

S: Well, yes, it seems to be a hidden talent of mine. But I've had to learn the hard way. Raising money, for example, was an absolute nightmare - we just couldn't seem to get the finance.

I: That must have been quite disheartening.

S: Well, no, you can't afford to let things like that get you down. It was no good getting upset about it; throwing a tantrum in a bank manager's office is never a good idea - you might need to go back there one day. No, I just couldn't work out what the problem was, given our experience and the way the advertising market was shaping up at the time. We were just a small concern, asking for a small amount of money.
Ready for Listening

Part 4: Multiple matching  Page 129

1 Read the description and the advice in the What to expect in the exam box together, and answer any questions students might have.

2 Give students 45 seconds to read the context and both tasks as well as the answer options. Students then follow the advice and the instructions to complete the exam task individually as you play the recording.

3 Students check their answers in the listening script on page 235, and underline the relevant passages. Confirm answers together as a class. (Suggested passages for underlining shown in the script opposite and on page 117 of this Teacher's Book.)

Answers

1 C 2 D 3 A 4 G 5 F 6 E 7 H 8 B
9 D 10 G

Listening Part 4: Listening script 2.9-2.13

Speaker 1
I could barely string two sentences together when I first arrived, and now I'm reasonably fluent. In that sense, then, I've achieved what I set out to do - just by being here and mixing with the locals. I've met some great people since I got here, especially the family I'm living with. But there's a big downside to all this. I decided to come here on my year out because it's so different to all the other places I could have gone to. Plus it seemed so exciting when I came here two years ago. However, that was on holiday and I realize now that living here is actually rather dull. I really wish I'd gone somewhere on the mainland now - my girlfriend's having a great time there.

Speaker 2
My father studied here as a young man, so I knew quite a lot about the country before I came. And when the head of my company's overseas operations told me our branch here wasn't doing too well, and would I please go and sort things out, I was very happy to accept. My husband came out shortly after I did and like me, immediately fell in love with the place. The pace of life suits us to a tee and the food is just out of this world. Ultimately, though, we're home birds and when this posting's over we'll want to go back to be nearer our grandchildren - if we ever have any, that is!

Speaker 3
I was working in the dullest job you can imagine - nine to five every day on the computer, answering customers' email queries. But it was thanks to that job that I got to know Patti, who was over on a work exchange programme in another department. She only stayed for three months, though, so after that nearly all our contact was by email. Of course, you can't keep something going like that indefinitely, so I took the plunge and moved out here. Life is fine - despite the overcast skies and regular downpours! I have to admit, though, it does get me down sometimes. I'd like to get back home more often, but it's just too far.

Speaker 4
I only wish I'd made the break earlier. It's so vibrant in this part of the world - there's so much more going on. I think if I was still back home, I'd be so depressed, what with the current climate there and so on. The fact is I was in a bit of a rut. I wasn't sick of the same old thing, day in, day out and I thought, 'There's got to be more to life than this'. So I looked into the price of property in different parts of southern Europe, and this area was one of the cheapest. It didn't take me long to settle in - the language isn't much of a problem and I've even got myself a little part-time job. Keeps me out of trouble!

Speaker 5
A few years ago I set up in business with a friend of mine. Then I decided to go it alone and bought out my partner's share. Unfortunately, before long, things started to go wrong and I was up to my eyes in debt. Call it cowardice, but I just couldn't deal with it and I moved out here. It got me out of a mess, but I can't say I'm having the time of my life. I know a lot of different
people here, but I just don’t seem to fit in with them. We share the same language – more or less – but we’re worlds apart in most other respects. One thing’s for sure – if ever I do go back to face the music, it’ll be for good.

4 Students work in pairs to identify the cause of the fictional student’s mistakes in the listening script on page 235. Students check their ideas in a group of four with another pair before discussing them as a class. Elicit suggestions for how to avoid making similar mistakes in the exam.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Speaker 2: we’ll want to go back to be nearer our grandchildren</td>
</tr>
<tr>
<td>8 Speaker 3: I’d like to get back home more often</td>
</tr>
<tr>
<td>9 Speaker 4: I’d be so depressed, what with the current climate there</td>
</tr>
<tr>
<td>10 Speaker 5: If ever I do go back to face the music, it’ll be for good</td>
</tr>
</tbody>
</table>
This unit looks at houses and homes and living at home.

Exam-related activities

Reading and Use of English
Part 2 Open cloze
Part 5 Multiple choice
Part 1 Multiple-choice cloze
Part 6 Cross-text multiple matching
Part 3 Word formation

Writing
Part 2 Informal email

Listening
Part 4 Multiple matching

Other

Vocabulary 1: Describing rooms and houses
Language focus: Participle clauses
Vocabulary 2: Noise and sound

Vocabulary 1: Describing rooms and houses

Lead-in
Write the following words on the board. Students play in groups of three. Student A chooses a word from the list and gives a definition for it, then Student B chooses a different word to define, then Student C, then A again and so on.

igloo, caravan, palace, bungalow, hall of residence, castle, wigwam, old people's home, barracks, chalet, guesthouse, villa, tent, shed, bivouac.

Note
The term hall of residence is used in British English. In American English, they call this a dormitory, or dorm for short. We can use retirement home instead of old people's home - another British English expression.

1 A special type of collocation that occurs in spoken English is when we routinely pair up adjectives (cheap and cheerful or loud and clear, for example). This type of collocation is not very strong, i.e. either adjective can collocate with others and either can appear on its own. Nonetheless, there is a clear tendency to which synonymous

Students work in pairs to decide which pairs of adjectives used to describe homes work as collocations. Check answers as a class.

Answers
1 c bright and cheerful
2 e light and airy
3 a neat and tidy
4 b dark and dingy
5 d warm and cosy
6 f cramped and cluttered

Additional activity
Elicit definitions for each paired adjective as you check answers for exercise 1.

2 Another type of collocation that we use to describe homes is made up of adverbs and adjectives that often appear together. Students continue working in pairs to find the appropriate adjectives for each group of adverbs. Check answers as a class.

Answers
a lit b furnished c decorated
d built e situated

Additional activity
Ask students to recommend a place using only an adverb/adjective collocation from exercise 2 for each of the following situations:
• for a romantic dinner (softly or dimly lit, tastefully decorated)
• in a good location within easy reach of the city centre (conveniently/ideally situated)
• without too much furniture (sparsely furnished)
• without needing to be repainted (newly decorated)
• for working with small machinery parts (brightly lit)
• for impressing someone with the interior design (tastefully/richly decorated)
• to withstand an earthquake (solidly built)
You can add your own ideas for other similar situations.
3 Do this exercise orally in class. Give students a couple of minutes or so to prepare describing their own homes, then put them in pairs to take turns to describe their homes to each other. Ask some students to tell the class something interesting they learnt about their partner.

4 Brainstorm some language for speculating (e.g. modals: could/may/might (well); expressions: looks like/as if/as though; adverbs: probably/likely/certainly/definitely) before you put students in pairs to take turns to describe each picture and speculate about its inhabitants. Allow five or six minutes for the discussions. Walk around and monitor. Elicit some ideas in open class, and invite comments from students.

DVD resource: Unit 10

Reading and Use of English 1 and 2
Open cloze
Pages 131–133

Lead-in
Write housework on the board, and elicit what 'domestic chores' (NB elicit or pre-teach this phrase as well, if necessary) are routinely done around the home (e.g. vacuum-cleaning, washing-up, washing, cleaning the windows, taking out the rubbish, ironing, dusting and so on). Record suggestions on the board, then ask random students to say how often they are normally done (once a week, once a month, etc) – and invite comments on this from the rest of the class.

1 Continue the discussion from the lead-in by eliciting the answer to this question. Then ask for a quick show of hands to find out which students dislike housework. Ask some of those who said yes to give reasons.

2 Students read the text quickly. Elicit the author's reason for disliking housework. Also elicit a definition or explanation for the term houseproud.

<table>
<thead>
<tr>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The author dislikes housework because it is strenuous, boring, repetitive and never-ending. It is also unpaid and women, who still do most of it, often go out to work, which means they cannot do it as thoroughly as they might like.</td>
</tr>
</tbody>
</table>

3 Refer students to the What to expect in the exam box and explain that in this unit, students will get to practise an Advanced exam task slightly differently. Instead of eight gaps, they will have to complete 15, but for each gap they can look at some helpful prompts. Allow students six or seven minutes for completing the task with the help of the prompts. Get students to compare their answers in pairs before you check them with the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TO (The verb 'suggest' would need to be in the third person singular form for a relative pronoun to be possible.)</td>
</tr>
<tr>
<td>2. ARE</td>
</tr>
<tr>
<td>3. IS</td>
</tr>
<tr>
<td>4. WITHOUT</td>
</tr>
<tr>
<td>5. HOW</td>
</tr>
<tr>
<td>6. FOR</td>
</tr>
<tr>
<td>7. NO</td>
</tr>
<tr>
<td>8. OUT</td>
</tr>
<tr>
<td>9. FROM</td>
</tr>
<tr>
<td>10. SOME (Only a determiner is possible here as there is no definite or indefinite article.)</td>
</tr>
<tr>
<td>11. LOT</td>
</tr>
<tr>
<td>12. TOO</td>
</tr>
<tr>
<td>13. MAY/MIGHT/COULD/CAN</td>
</tr>
<tr>
<td>14. WE</td>
</tr>
<tr>
<td>15. UNDER</td>
</tr>
</tbody>
</table>

Additional activity
Students look back at the 15 prompts, then tick those three that helped them most in answering the questions. Ask them to compare ideas in pairs or small groups. Encourage them to practise asking themselves similar helping questions as they analyse a gapped text for a cloze task.

4 Put students in groups of four or five to discuss the first two questions, then get some of the groups to report back to the class with their answers. Ask each group to come up with one piece of advice about making housework less depressing, then elicit this suggestion from each group. Have a class vote on the best suggestion and record it on the board.

Multiple choice
Lead-in
Focus attention on the photo, then ask students to describe what they think the house is like and what
it might be like living in it. Ask them to speculate about the rooms, furniture, facilities, cleanliness and so on.

1 Continue the discussion from the lead-in by eliciting the answers for the questions. You can either lead a class discussion, or put students in groups of four or five to discuss the questions, then get some groups to report back to the class, and invite comments.

2 Students read the text quickly for general sense. Elicit responses in open class.

3 Elicit the best strategy for a multiple choice task from your previous discussions of the task type. First, students look at the questions and options to find out what information they are looking for. Then they scan the text to locate the passages which contain relevant information for each one—they are in the same order as the questions. After this, they study each passage more carefully to eliminate the options that are clearly wrong, then choose the best answer from the remaining options. Finally, they check they haven’t left any questions unanswered.

Ask students to complete the task individually, and check answers as a class. As you elicit answers, you may also like to ask students to quote the sentence or passage from the text that supports their answer.

**Answers**

1 C 2 D 3 C 4 D 5 B 6 D

**Reacting to the text**

Lead a class discussion of the questions. Alternatively, put students in groups of four or five to discuss them, then get each group to report back with their ideas to the class, and invite comments from other students.

**Language focus: Participle clauses**

**Lead-in**

You may like to review briefly what students recall from their work on relative clauses in Unit 5 (page 66).

1 Read the explanation and example together, then elicit the answer to the question.

<table>
<thead>
<tr>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>So this man, (who was) living on a labourer’s wage, clearly believed he was just locked out of the lifestyle.</td>
</tr>
</tbody>
</table>

2 Explain that participle clauses are not always based on relative clauses, as they can also be created by removing conjunctions or time expressions.

Students scan the text for the corresponding examples, and discuss in pairs what else is different about the sentence structure apart from the omission of the conjunctions. Check answers as a class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Having become rather frail and vulnerable in the last few years, he and his wife were heavily reliant on the good nature of one neighbour ... (lines 29–31)</td>
</tr>
<tr>
<td>b Fleeing from Estonia in 1946, he came to Britain ... (lines 41–42)</td>
</tr>
<tr>
<td>c Shocked beyond belief by what they saw when they visited the house, these people began to put pressure on the council ... (lines 60–62)</td>
</tr>
<tr>
<td>d ‘That’s the good thing about the country,’ he says, looking out over the familiar prospect. (lines 74–75)</td>
</tr>
</tbody>
</table>

3 Students first explain the differences in pairs or small groups. Elicit an explanation from a pair or group for each pair of sentences, and ask the rest of the class to comment.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the Grammar reference explains, the subject of a participle clause is usually the same as the subject of the main clause in a sentence. Sentence 2 (a) shows that a participle clause can be given its own subject to avoid ambiguity.</td>
</tr>
<tr>
<td>1 Sentence (a) suggests that the police were driving home from the pub when they stopped him. Sentence (b) means that the police stopped him as he was driving home from the pub. Sentence (b) is more likely.</td>
</tr>
<tr>
<td>2 Sentence (a) means that Elisa took over all the manager’s responsibilities because the manager was ill. Sentence (b) suggests that because she was ill, Elisa took over all the manager’s responsibilities. Sentence (a) is more likely.</td>
</tr>
</tbody>
</table>
Refer students to the Grammar reference on page 222 for further information on participle clauses.

Practice

1–3 Exercises 1 and 2 could be set as homework or done in class as controlled practice. Ask students to complete them individually, then compare answers and discuss exercise 3 in pairs before you check answers with the class. Elicit reasons for living in the city or a rural area.

<table>
<thead>
<tr>
<th>Possible answers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 After he won the silver medal in the 100 metres, he went on to take gold in the 200 metres and long jump.</td>
</tr>
<tr>
<td>2 Don't look now, but the woman who is sitting next to you is wearing shoes which are made of crocodile skin.</td>
</tr>
<tr>
<td>3 If it is drunk in moderation, red wine is thought to protect against coronary disease.</td>
</tr>
<tr>
<td>4 Mr Brown, who was wrapped in a blanket and looked tired after his ordeal, was full of praise for the rescue services.</td>
</tr>
<tr>
<td>5 When he reached for the sugar, he knocked over his glass and spilled orange juice over her new dress.</td>
</tr>
<tr>
<td>6 Because he had never been abroad before, Brian was feeling a little on edge.</td>
</tr>
</tbody>
</table>

2–3

1 Living within walking distance of the centre, I rarely use the car. City
2 Cycling in to work the other day, I saw a deer. Rural area
3 Having never had so much peace and quiet before, we found living here a little strange at first. Rural area
4 Situated at the back of the building, our bedroom has some superb views over the rooftops towards the docks. City
5 Played at full volume, it really annoys the neighbours. Either
6 Being a little off the beaten track, our house is not that easy to find. Rural area
7 The children having all left home, we decided to move away from the hustle and bustle. Rural area
8 Although not known for its tourist attractions, our neighbourhood does have one or two treasures waiting to be discovered. City

Lead-in

Ask students to close their eyes and imagine the sounds and noises surrounding them in their homes on a typical day. Then ask them to talk about it in pairs or small groups. Elicit some ideas for sources of sounds and noises – and get students to explain briefly whether they live in a house, a flat, etc and what kind of neighbourhood it is.

1 Explain that students will hear five speakers talking about the same theme in the Multiple matching task. Ask them to study the task instructions carefully, then check that they remember they will hear the full recording twice. On the first listening, they should focus more, but not exclusively, on Task One, and on the second listening, on Task Two. For each speaker, they will have two questions (1 and 6 for Speaker 1, 2 and 7 for Speaker 2 and so on).

Play the recording for students to complete the task individually. Check answers as a class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 F 2 H 3 A 4 B 5 D 6 F 7 G 8 H 9 A 10 D</td>
</tr>
</tbody>
</table>

Listening script 2.14–2.18

Speaker 1

We used to live above a gym. I say ‘used to’ cause they had to close it down and go somewhere else. Some of the neighbours got together, see, and got someone from the council to come round. It wasn’t so much the music because the place was pretty well soundproofed. It was more all the coming and going – especially at night, around 10ish, when it shut and the people would all leave at the same time and then one engine after another would start up. In the winter they’d leave them running for a bit – time to defrost the windows, I suppose – and the neighbours said it made too much of a racket. I can’t say I noticed it much, though – live and let live, I say. We’ve all got to make a living somehow.

Speaker 2

Well, one day I was upstairs in my office and was just about to start on a new chapter when I heard this – noise. At first, I thought someone was actually in pain and I leapt up to the window – but then I saw my neighbour Sheila and I guess a couple of her friends in her back room. What they were doing, you see, was practising for the local amateur operatic group. The din was unbearable and it completely put me off my
writing. And I've got deadlines to meet that I cannot put off and I was getting nowhere! It went on every morning for a fortnight and then just suddenly stopped. Perhaps they went to practise elsewhere. I live in dread that it'll start up again.

Speaker 3
Nothing but trouble, that man. Fancy bringing a cockerel to live in a residential area! That sort of thing you'd expect in the countryside, but not here. Being a cockerel, it would start at five - this awful racket and it'd wake up the baby and she'd start wailing so there was no way we could ignore it. We tried to reason with him, but he said we were making a fuss over nothing. Then that afternoon there were a whole bunch of hens clucking around his back garden, too. It got so bad that we realized the only course of action was to take him to court. Which we did and we won. It was expensive but worth it. He was ordered to have the cockerel destroyed or sell it. Whatever he did - we can now sleep peacefully.

Speaker 4
One of the benefits of working as a builder - all that physical activity knocks you out for the night. But since I did my back in and I had to take a desk job, it's harder for me to get off to sleep. This woman down the road has a teenage son, and every Friday and Saturday night their house seems to be the meeting point for all their mates. They hang around in the road and, and maybe they don't realize how far their voices carry - or maybe they just don't care. Why can't they have a conversation indoors? I used to be a laid-back kind of guy, but now I feel angry a lot of time. That's not how I want to be - and I resent the effect it's had on me.

Speaker 5
Night after night he'd have it blaring out at full volume - news programmes and reality shows mostly - and all we could do was sit there, seething. He said he couldn't hear it if he had it on any lower. Deaf as a post, he was. It really brings out the worst in you, something like that, and it put a tremendous strain on our marriage. We were so stressed out by it all, we sold up and bought a place in the country. Shame really, 'cause I like having people around me and there are days here when all I have for company are the pigeons and other birds we have nesting up in the trees across the road.

2 Put students in groups of four or five to discuss the questions. Elicit some ideas in open class, and invite comments.

Vocabulary 2: Noise and sound Page 135

1 Students work in pairs to decide on an explanation for the two words and the phrase. Elicit suggestions in open class, and invite comments from the rest of the class.

2 Students work in pairs to decide on the odd one out in each list, and explain the difference. Elicit suggestions for each list from a different pair.

3 Students work in pairs to decide on the unsuitable collocations. As you check answers, ask students also to give an example of a context for the unmatching expression.

4 Students complete the sentences individually, then compare answers in pairs before you check them with the class.

5 Explain that students will hear 16 different sounds and that they should make notes about each one. Play the recording, twice if necessary, for students to make their notes.
Vocabulary 2: Noise and sound:
Listening script 2.19

Sound effects:
1 door creaks open
2 door slams shut
3 'Keep quiet' - hushed voice
4 dog growls
5 'Oh dear' - squeaky/high-pitched voice
6 'Shh - listen!' - hushed voice
7 distant/constant sound of machinery
8 bell rings
9 noise of machinery fades away
10 muffled sound of angry voices (in other room)
11 unmistakable sound of gunshot
12 high-pitched scream
13 deafening silence
14 dog whines
15 people bursting into room, shouts and fight scene - terrible racket
16 booming voice - 'Get back'

6 Students work in pairs to speculate about what the situation may have been. Allow them a couple of minutes for this. Elicit suggestions for the context, and invite comments from the rest of the class.

Possible answer:
Detectives enter a building where a gang of counterfeiters are making money. The criminals argue amongst themselves, one shoots another, the detectives rush in, fight, and leader of gang warns detectives to get back.

7 Students work in groups of four or five to discuss their most and least favourite sounds and their reasons. Elicit some interesting or surprising bits of information from a number of students about their partners.

2 Refer students to the advice in the Don’t forget! box before they begin completing the task individually. Ask students to read the text quickly, then elicit the answers for the two questions in italics.

Answers

What has caused the decline in communication between neighbours in Britain?
longer hours spent working at the office, together with the Internet and satellite television

What has been one of the effects of this decline?
a rise in burglaries and vandalism

Allow about eight minutes for them to choose their answers. Check answers as a class.

Answers
1 A 2 D 3 A 4 D 5 C 6 A 7 B 8 B

3 Elicit students' ideas about their own country, and ask the rest of the class to say if they agree or disagree. Elicit an interpretation or explanation for the quotation, then elicit students' views.

Writing Informal email

1 Students discuss the situation and the questions in pairs or small groups. Get some feedback from some of the pairs or groups, and invite comments from the rest of the class.

2 First read the task instructions, and elicit what's different from previous Part 2 tasks that students have encountered so far (e.g. the format is electronic, the register is informal).

Put students in pairs to read then compare the two sample answers. Draw a blank chart with headings like that in the answers box on page 124 on the board, then elicit answers and build up a similar summary together through a whole-class discussion. Encourage students to say if they agree or disagree with any suggestions, and also to quote passages that give examples of any features mentioned.
Sample A
There are several phrasal verbs (hand over, run out, head down), and informal expressions (keep an eye on, help yourself, keep things sweet).

Sample B
There are a number of formal expressions, e.g. on arrival, highly recommended, your personal use.

Register and tone
The writer sounds very friendly, e.g. so would you mind + ing ...?
Get in touch if you need any more info.

The language used is more suitable for an official notice, e.g. bottles and tins must be placed ...
please refrain from ...

Grammatical structure
The writer mainly uses the active voice:
First, you need to know how to ...
If you feel like + ing

The writer often uses the passive voice:
You will be let into the building ...
windows can be left open ...
these can be accessed ...

Organization
The writer has used different paragraphs to introduce new subjects, which makes it easier for the reader to follow.

The writer has used subheadings and bullet points; although this format presents all the information in a clear way, it doesn’t give a very welcoming or friendly impression.

3 Ask pairs to continue the discussion, using the prompts. Elicit examples in a whole-class setting.

How to go about it
- Plan your answer so that it addresses all the points in the task appropriately. Decide what you will include in each paragraph.
- Decide what vocabulary will be relevant to the topic; note down some useful words and phrases.
- Think about the effect of your email on the target reader; how does this affect the content and the tone of your email?
- If you use bullet points, do not limit your language to a series of simple sentences or a list of phrases.
- Check your completed answer for mistakes.

Students read the task and write their emails individually. You can set this as homework. When they have written their emails, ask them to swap their writings with a partner, and check each other’s work. They should pay particular attention to whether the answer has covered all aspects of the task as well as the use of informal English, clarity of content, and that there are no errors in structures, vocabulary or spelling.

Sample answer
Hi Angela
Thanks a lot for offering to help at the boutique on Saturday. You can’t imagine what an alleviation it is to know you’ll be there. You are making me a big
favour! Jim will post the keys through your postbox on Friday afternoon. Firstly can you arrive to there at 8.45 on Saturday. The lock on the back door is a bit annoying, you need to pull the door against you and then turn the key if not it doesn’t open.

Then when you go in you’ll need to turn on the lights. The box for the electricity is in the office at the back next to the cupboard. Push down the two black switches. After this could you check all the clothes on the shelves are folded neatly and the window exhibition is okay. Open the shop door at 9.00.

Now there are a few things I need to advise you about the staff. You probably remember Julia, well she’s a nice girl. I mean she’s really good at maintaining the boutique tidy, but she’s very shy and if there is a problem with a customer she’s not very good at solving it out. So if you see her having any problems please help her. Also could you tell me what time Dave does arrive as he has been coming in late recently.

At 5.30 you can shut the shop. Remember to turn off the electricity and turn on the alarm. I’ll come to your house to gather the keys on Sunday and bring you a nice present.

If you have any other problems, call to me on my mobile.

Thank you again.
Sarah

275 words

Examiner’s comments
Content: The writer provides all the necessary information. Good realization of task.

Communicative achievement: Register is consistently informal, friendly and appreciative. The target reader would be well informed and clear about what is expected.

Organization: Paragraphing and simple sequencing has been used effectively.

Language: The number of mistakes suggests a lack of control. There are some cases of inappropriate word choice – alleviation, exhibition, advise, maintaining, gather, misspelt words – cupboard, shelves, and the grammar is sometimes inaccurate – making me a big favour, arrive to, against, solving it out, what time Dave does arrive, call to. However, the errors do not obscure communication.

Mark*: Pass

*Note on marking
Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale: borderline, pass, good pass and very good pass.

Cross-text multiple matching

Pages 138 and 139

1 To lead into the topic, discuss the question about the photos and the further questions as a class.

2 Elicit what students recall from your previous discussions of the task type. You may also like to refer them back to pages 84–85 where they studied Cross-text multiple matching in more depth.

Elicit, pre-teach or clarify the meaning of (town/ city/district) council, council proposal, housing development, improved infrastructure – as these may be unfamiliar or rarely used lexis for learners.

Students read the four questions first, and identify the key theme of each one. Then they skim the four blogs for general sense, then scan them for links to the themes of the questions. Finally, they study the relevant passages carefully to identify the author’s opinions or attitudes, and choose the answers.

Allow students to compare their answers in pairs and discuss any difficulties before you confirm answers as a class. Ask students to quote the passages which support their answers.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
</tbody>
</table>
D  It is expert design in conjunction with durable materials and craftsmanship that deserves our attention. The particular number of storeys in a new building is hardly the point.

2 C
A  Our council members, ... are now busily working on plans for the rest of Bayview, again behind closed doors. Only when these people finish will the public be 'invited' to submit comments, ... 

C  Many of us have asked the council for details concerning the anticipated population figures, should their high-density housing projected be enacted, but they appear reluctant to disclose them.

3 A
A  And now we have to prepare for further wastage as the council use taxpayers' money to 'develop' Bayview in ways that no local desires.
B  The council has announced its intention to spend a figure approaching $20 million over the next few years improving facilities and transport in Bayview. This is not before time.
C  ... Bayview deserves the considerable investment that the council has proposed.
D  But before proposals to increase housing and retail development are even considered, and the required investment made, the council needs to concede that ...

4 B
B  ... as roads are widened and car parks are extended in downtown Bayview, but this is something we must tolerate if we aim to attract the tourist dollar and encourage residents to use local services and retail facilities.

D  A 'park and ride' shuttle service ... would also be of great benefit ...: commuters would be able to get to the place of employment without the considerable inconvenience and cost of finding a long-term parking space ... this would free up spaces for visitors and tourists, who we must recognize bring in much needed revenue.

Reacting to the text
Lead a class discussion of the questions, or put students in groups of four or five to discuss them, then get each group to report back to the class with their ideas, and invite comments.
The Australian gold rush started around 1850 and many Chinese went to work in Australia. Many had to walk hundreds of miles to get to the mining areas - as the result of unscrupulous ship captains collecting their money for the passage but dropping them off in the wrong place. The living conditions were very basic, and Chinese miners were often targets for racism, verbal abuse and even physical assaults.

Summer camps are very much a cultural tradition in the United States. Some children return to the same camp year after year. There are many activities to keep them stimulated, including learning to fish, making crafts and learning new songs around a campfire.

2 Students read the instructions. Remind them that they will hear each extract twice before you move on to playing the next extract, and that they should choose their answers as they listen. Before you play each extract, allow students 15 seconds to study the two corresponding questions and prepare for the information they are going to hear.

Play the recording. Students complete the task individually. Check answers as a class.

**Listening 1: Listening script 2.20–2.22**

**Extract One**

W = Woman     M = Man

**W**: It's traditional for American kids to spend part of their summer at camp, but the young people looking after them are often from other parts of the world, usually students on their own summer break. So someone, say, from Spain, will arrive at camp and as they get off the bus, they discover they'll be working with someone from Australia, for instance, rather than the American they expected. And then, of course, by the time camp's over, they'll have made travel plans to tour the USA together.

**M**: Yeah, it's the people you work with that make you want to go back. It's a fantastic thing to do when you're young. But I would say to anyone who's considering applying to work for a camp that it's not the equivalent of a luxury holiday in a hotel. It is a very satisfying experience - but it does feel a bit like military camp at times. That's not to say that you're taking orders and have no say - it's all very much about teamwork. It's more that you're often on duty for extended periods - including night supervision of the children. The food's not too bad, though. Make sure you look out for the advertisements in *The Globe*.
Extract Two

M = Man  W = Woman

M: Before I took part in the documentary, I'm ashamed to say that I didn't know that much about that period of history - the 1900s, of course, - when my great-grandfather came to Australia and worked - like so many other Chinese - in the gold mines. I've always seen myself as a Chinese Australian, but that was more to do with family values and some of our spiritual beliefs. I have to say that we grew up, my sisters and I, we grew up when my parents were already relatively wealthy, and I had a good education. But I know now that I took it all for granted then. Being involved in the film showed me what hardships our ancestors went through, and the sacrifices they made.

W: I suspect we had the same kind of childhood. Strict Chinese parents. I bet you had to do more homework than other kids in your class.

M: Yes, but in all other respects, I think we were the same. If you have an Australian accent, you're seen as an Australian.

W: Hmm, I think we've come a long way. Our communities used to be hidden from view, but now we're much more integrated. We're not hidden away in cafés and market gardens anymore. And it's no longer the case that every parent is insisting their kid becomes a doctor or a lawyer. You've now also got Chinese Australians performing as musicians, artists, writers - that was a rare sight not so long ago. But it still occasionally happens that when I'm introduced to a European Australian, they like to compliment me on my good English. It doesn't occur to them that my family may have been here longer than theirs.

Extract Three

M = Man  W = Woman

M: In the West, tattooing is still not regarded as mainstream art, so one of the reasons for putting the exhibition together is to break down people's preconceptions about this art form. There's this stereotype of tattoos being worn by people trying to show that they're non-conformist in some way - but certain cultures have long been wearing tattoos to show exactly where they do fit in society.

W: Yeah, they're seen as sacred and the patterns are often incredibly intricate. But if you're from a culture that associates tattoos with antisocial behaviour - you might regard a tattooed person with suspicion, I suppose. That's the kind of mentality the exhibition hopes to confront, really. Um, a large part of the exhibition is dedicated to the Maori people of New Zealand; as with other Polynesian cultures, tattoos for Maori were an indication of a man's rank within the tribe. But unique to Maori was how facial tattooing also indicated his ancestry - that's why it's essentially taboo for non-Maori men to copy them. That's not to say that Maori women weren't tattooed - but it was often done on the chin. Anyway, the exhibition really does provide a fascinating look at the history of tattooing. There's also a collection of tools on view which are worth...
Students read the text and complete the task individually. Allow plenty of time for this, as the process for Gapped text tasks is quite time-consuming, with frequent rechecking of information. Walk around and monitor their progress, and provide help with prompts wherever necessary.

You could allow students to compare their answers in pairs before you check it together, or you can skip this peer-checking stage.

As you elicit the answers, ask students to identify and quote the links between the base text and the paragraphs – especially in those cases where some students had difficulties. Allow students to explain clues and mistakes to each other in the first instance before you step in to provide confirmations.

### Answers

| 1 | E | 2 | G | 3 | A | 4 | F | 5 | C | 6 | B | D not used |

### Reacting to the text

Lead a class discussion. To help with the first question, it might be a good idea to ask students to summarize briefly the writer’s views, then brainstorm possible arguments for and against his opinions. Don’t get into discussing the views in depth, just build up a list for reference on the board. Ask students to use the arguments on the board to decide on which side to take then give their own views.

For the second question, write the following prompts on the board: quality vs quantity, viewing figures and advertising revenue, education vs entertainment, elitist vs popular, comprehensive vs comprehensible – then ask students to respond to these (and introduce their own ideas) while evaluating the statement in the Coursebook.

Finish up with a freer discussion of the situation in the students’ own country/countries.

### Language focus: Inversion | Page 146

1. Students discuss the examples and questions in pairs or small groups. Elicit ideas in open class, and invite comments.

### Answers

The order of subject and auxiliary verb is reversed. Where there is no auxiliary verb, as in a and d, do, does or did is inserted before the subject. The writer is adding emphasis to these words by placing them at the beginning of the sentence.

2. Students rewrite the sentences individually, then compare ideas in pairs before you check them with the class.

### Practice

1-2. Students rewrite the sentences individually, then compare answers in pairs before you check answers with the whole class. You could set these two exercises as homework.

### Answers

1. do we go to the cinema these days
2. have I seen such a terrible performance of Hamlet
3. must bags be left unattended
4. the very last page is the identity of the murderer revealed
5. someone complained at reception did they realize the painting had been hung upside down

2. Never again would he play in front of a live audience.
3. Hardly had she sat down to watch her favourite programme when the phone rang.
4. Under no circumstances will you be allowed to enter the auditorium once the play has started.
5. Not only did we go to the National Gallery, but we also saw a West End musical.

Not since Amy went to the circus as a child had she enjoyed herself so much.
3. Students complete the sentences in writing or prepare to complete them orally in exercise 4. You could set this as homework or use it in class to set up the communication task afterwards.

4. Students work in pairs to discuss their statements. Elicit some of the more interesting or surprising things students have learnt about their partners.

**Alternative approach**

To make the activity more fun, you could ask students to make three of the six statements false. As they share their sentences in pairs, they should guess which of their partners’ sentences are true, and which false. Then elicit interesting or surprising facts.

**Word formation: Nouns formed with in, out, up, down and back**

*Pages 146 and 147*

1. These words are important for **Advanced** exam candidates to be familiar with. Point out that nouns can be formed by adding any of the words before or after the root noun.

Students complete the sentences without referring back to the reading text on pages 144-145, then scan the text again to check their answers.

**Answers**

<table>
<thead>
<tr>
<th>a drawbacks</th>
<th>b background</th>
<th>c outburst</th>
</tr>
</thead>
</table>

2. Students complete the sentences individually, then compare answers in pairs before you check them with the class. For each noun formed, elicit a definition from the student giving the answer, and invite comments from the rest of the class.

**Answers**

<table>
<thead>
<tr>
<th>1 downpour</th>
<th>2 upturn</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 income(s)</td>
<td>4 outbreak</td>
</tr>
<tr>
<td>5 insight</td>
<td>6 outcome</td>
</tr>
<tr>
<td>7 setback/upset</td>
<td>8 output</td>
</tr>
<tr>
<td>9 upbringing</td>
<td>10 breakdown</td>
</tr>
</tbody>
</table>

**Listening 2: Listening script 2.23**

*P = Presenter   G = Gaby*

**P:** Now, in our regular **Confessions** spot, we listen to award-winning writer Gaby Longfellow, who was recently described as ‘the most versatile and prolific writer of her generation’. So what is Gaby’s confession?

**G:** People assume that because I’m a writer, because I come from Oxford, and because I spend hours poring over books in university libraries doing research for my work, that I must have gone to university myself. And the plain truth of the matter is, of course, that I didn’t. I don’t have a degree.

During my school years I had a very full social life: I was in a theatre group. I sang in a choir. I had a boyfriend, I went rock climbing. Right through my teens **concentration** was never my specialist subject at school. I’d always be looking out of the window, thinking of the hundred and one other things I could be doing.
And so it was with my A-levels. Which I failed, quite spectacularly. I could have retaken them, of course, but I was too worried the same thing might happen again. Failing once wasn’t too bad – nearly everyone put it down to bad luck, as opposed to any lack of effort on my part. But if I’d failed again I would’ve been officially declared stupid. Or at least, that’s how I saw it then.

But it never occurred to me that I was any less intelligent than my friends who did go to university. In fact, at the time I thought I was the clever one for not going, and I probably came across as being rather arrogant as a result. I went to live in London and had a wonderfully exciting time, experiencing many things that my undergraduate friends could not. It was a period that gave me ideas and inspiration for my writing. I also read voraciously and always seemed to have a book in my hand. My reading gave me a passion for language and all its various features; an aptly chosen word, a well-crafted phrase, a striking metaphor – these are all things I try to emulate in my own writing.

Do I have any regrets? No, none at all. Indeed, many of my friends agree that university was rather a waste of time. And some of them feel bitter because their degrees pushed them into the types of professions that are detrimental to family life, ones that keep them away from home. They always seem to be worried about losing their well-paid jobs and they have little time or energy to devote to the things, or rather the people, that really matter. I even detect a certain amount of envy from some quarters. A lawyer friend of mine is always asking if he can swap lives with me. I have a great deal of admiration and respect for lawyers, but not, I have to say, enough to want to become one.

But I wouldn’t try to discourage young people today from going to university. It has its advantages as well as its drawbacks and people have to make up their own minds. But it doesn’t help now that when graduates start work in their chosen profession, many of them have huge bank loans, because they’ve had to borrow heavily in order to pay their way through university. The idea is that those with degrees will have well-paid jobs and can easily pay back the money in the future. There’s no guarantee of that, of course, and besides, it tends to convert money and the prospect of higher earnings into the main incentive for university education. And that, I confess, is not something I agree with.

Vocabulary 2: Read and write

1 Elicit the meaning of the two phrases in open class.

A 'prolific writer' is one who writes a lot.
To ‘read voraciously’ is to read a lot of material eagerly.

2 Students complete the sentences individually, then compare answers in pairs before you check them with the class.

Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>aloud</td>
</tr>
<tr>
<td>2</td>
<td>avid</td>
</tr>
<tr>
<td>3</td>
<td>good</td>
</tr>
<tr>
<td>4</td>
<td>widely</td>
</tr>
<tr>
<td>5</td>
<td>well</td>
</tr>
<tr>
<td>6</td>
<td>rough, neatly</td>
</tr>
<tr>
<td>7</td>
<td>plain</td>
</tr>
</tbody>
</table>

3 Students turn to page 204 and discuss the questions in pairs. Walk around and monitor the activity. Get a few students to share something interesting or surprising that they learnt about their partners.

Reading and speaking: Gap year

Lead-in

With books closed or covered, elicit the meaning of 'gap year' from the students.

1 Students read the paragraph to check their ideas from the lead-in, then answer the questions. You can either lead a class discussion, or put students in pairs to talk about the questions, then elicit ideas, and invite comments from the class.

2 Students read the website posts and compare the comments to their own ideas from exercise 1. Ask them if universities and employers in their own country would have similar or different attitudes about gap years as those in the UK.

Collaborative task

1 Ask students to cover the text on page 149. Explain that the five photos show activities that British students often do during their gap years.
Get students to describe in their own words what they think is happening in each picture. They can then reveal the mind map to check their ideas.

Elicit the procedure for the Collaborative task: in the first question, students must spend two minutes working together in pairs to talk about all five ideas from the diagram in relation to the central question. They should not move on to the second question before the teacher (in the exam, the examiner) tells them to. In the second question, they have a minute to decide which of the ideas from the diagram best answers the question. They should work towards an agreement, but it is not necessary for them to reach a consensus.

Before they start the Speaking task, give students two minutes to study section A of the Wordlist on page 208 and encourage them to use some of these words and phrases in their discussion.

Put students in pairs, and give them half a minute to collect their thoughts, then start the task.

Walk around and monitor the pairwork, but don’t intervene unless any pairs digress from the question at hand. In the exam, everything candidates say should be on the topic given.

Keep time, and tell students to move on to the second question when the two minutes are up.

Further discussion

Students continue working in their pairs to discuss the questions for five minutes. They should talk about all five questions. Monitor, as before.

To wrap things up, elicit some of the ideas from the discussions in open class, and invite comments from the other students.

Exam note

In Part 3 of the Speaking exam, candidates are only given 15 seconds to look at the information before they begin the Collaborative task, and there is no lead-in.

In Part 4, candidates cannot see the discussion questions and they don’t time themselves. The interlocutor asks the questions and decides on when to move on to discussing another question. Typically, there will be five or six such questions, connected to the key theme of the Collaborative task in Part 3.

Alternative procedure

This Speaking section is particularly appropriate for use as a mock exam. Put students in groups of three instead of pairs, and appoint one of them (preferably the strongest student in each group) to play the role of the examiner. They should observe their partners and make notes on:

a) task completion;

b) use of communicative devices for eliciting the other’s opinion, for expressing agreement or disagreement, for responding to what the other person has said, for clarifying or paraphrasing (as appropriate), for hesitation and playing for time, and so on and

c) language: making sure that any errors in structures, lexis or pronunciation don’t impede comprehension, general clarity, range of expression.

In Part 4, their partners should close their books. The student playing the examiner should ask the questions and participate in and lead the discussion, but continue observing their partners’ performance.

At the end, each group should do feedback. First, the two students completing the speaking should evaluate their own performance, using the same criteria above. Next, the student playing the role of examiner should give constructive feedback (putting the stress on what the others have done well and what they could do to improve further rather than on where they failed) and their own evaluation.

Get each group to report back briefly on how well they did, and what action points they identified for further improvement for their Speaking exam preparation.

Writing

Proposal

Pages 150 and 151

Lead-in

Ask students if they have ever written (or made orally) a proposal. If yes, ask them to say what the purpose of their proposal was, who they presented it to, and how successfully it was received. Elicit that every proposal is a recommendation for actions – which means its main focus should be on making suggestions and saying why they would be a good idea. Clarity and conciseness are also important.

Students read the task instructions and underline the key words. Remind them to ensure
these key details are addressed in their answer. Ask the four basic questions for writing: What? (the text type), Who? (the target audience), Why? (the purpose) and How? (style, register, etc).

2 Students brainstorm ideas in pairs to complete the note page. Allow two or three minutes for this. Elicit suggestions from the class and build up a list of ideas on the board. Make sure students add their own ideas as well.

3 Students continue their discussion in pairs to evaluate the relative merits of each possible option. Elicit ideas and ask for reasons.

4 Students read the model answer and check if it contains their ideas from the preceding discussions.

5 Students work in pairs to look for and underline the examples for the various devices. Check answers as a class.

### Answers

**Structures and expressions for making suggestions:**

I recommend including ...
... could report on ...
We could ... review ...
... it would be interesting to feature ...
... it might be useful for our current students to hear about ...
A further idea would be to provide ...
This could feature ...
I propose that we promote ...
I ... think ... should

**Linking words and other cohesive devices:**

Firstly,
In these,
especially when, also, if they (were offering),
In addition, who, In particular, their (job),
(A) further (idea), as well as, This (could feature),
as this (will be), also, so

6 Refer students to the advice in the *Don’t forget!* box, to pages 66–67 where you first practised writing a proposal, and page 206 for further guidance in the *How to go about it* box.

Students write their drafts and final copies individually.

When they have written their proposals, students swap their writings in pairs, then use the bullet points from the *Don’t forget!* box to check and evaluate each other's work – how successful do they feel their partner has been in completing the task?

### Sample answer

I would like to suggest a weekend programme which would inform The Far Horizons Club members about some traditional crafts of my country Sweden.

**Dala Horse workshop**

I would be disposed to give a workshop on how to carve a traditional Swedish Dala horse and then participants could paint the seat and straps onto some other wooden horse models that we could impart. While we do the workshop I can tell participants about the origin of the Dala horse and put a short video of how families used to make them in the long winter time in Sweden. This will be fun and help participants understand how this craft created a snug atmosphere for families.

**Making Fattigman cookies**

Another Swedish club member could give a demonstration on how to make delicious Fattigman cookies. They are not difficult to prepare so we can also let participants as well make some more cookies. Later in the day we can offer participants a cookie each. I never have tasted cookies as these in another country, so I think this will give a good impression of our cuisine.

**Traditional Hambo dance**

We could have a lesson on how to do the Hambo dance. The teacher could wear traditional clothes and show the participants the basic footsteps. This will be very lively and make all the members laugh a lot.

With my suggestions I am sure the events will be a great success and the club members will go home knowing a lot more about my country and traditions.

255 words

**Examiner’s comments**

**Content:** The writer puts forward good suggestions.

**Effective realization of task.**

**Communicative achievement:** Register is consistently semi-formal. The target reader would
be well informed and would consider putting on the proposed event.

**Organization:** Proposal features are included and the writing is appropriately paragraphed using clear headings. The introduction and conclusion are concise and effective.

**Language:** There are a number of non-impeding grammatical errors, e.g. redundant preposition – inform to, word order – as well, never have tasted, confusion of ‘like’ and ‘as’ – as these, and some awkward use of language – long winter time. Word choice is sometimes incorrect – disposed, seat, impart, footsteps. However, there is also evidence of more complex vocabulary – carve, snug, cuisine.

**Mark**: Good pass

*Note on marking*

Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale: borderline, pass, good pass and very good pass.

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**Reading and Use of English**

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**Word formation**

Students complete the task individually, then compare answers in pairs before you check them with the whole class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 FRESHNESS</td>
</tr>
<tr>
<td>3 CONSIDERABLE</td>
</tr>
<tr>
<td>5 SOCIALLY</td>
</tr>
<tr>
<td>7 OUTPUT</td>
</tr>
</tbody>
</table>

**Vocabulary**

Students complete the sentences individually. Check answers as a class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 read</td>
</tr>
<tr>
<td>4 Look</td>
</tr>
<tr>
<td>7 came</td>
</tr>
<tr>
<td>10 broke</td>
</tr>
</tbody>
</table>

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**DVD resource: Unit 11**

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**Open cloze**

Students complete the task individually. Check answers as a class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 BEHIND</td>
</tr>
<tr>
<td>4 THAT</td>
</tr>
<tr>
<td>7 WOULD</td>
</tr>
</tbody>
</table>

**Review**

Refer students back to Unit 2 (pages 24–25) and Unit 6 (page 74) where they previously wrote reviews for guidance and preparation ideas. Read the task together and check that students understand the question.

Set the Writing task as homework.

If your time allows, collect the reviews for marking, and use the assessment criteria on page 194 of the Coursebook to evaluate and give a mark and prepare feedback.

If you are pressed for time, you can use peer assessment instead – but refer students to page 194 of the Coursebook and ask them to use the criteria there to give feedback and decide on an appropriate final mark.

Discuss students’ experiences of the unsupported Writing task, and elicit any suggestions for how they could improve their performance further.

**Note**

The criteria on page 194 of the Coursebook are all important points for students to bear in mind when preparing for the Writing paper in the Advanced exam. While the official terms used by Cambridge English are phrased slightly differently, the same features are considered: Content, Communicative achievement (including appropriate register for the target reader), Organization and Language (including accuracy and range).

The Cambridge English terms are used in the Examiner’s comments on the sample answers in this Teacher’s Book. These headings are also used in the analysis of the model Writing tasks in the two practice tests which are on the Ready for Advanced Practice Online site.
The world about us

Content Overview

Themes

This unit is concerned with the natural world, conservation, literacy and other global concerns.

Exam-related activities

Reading and Use of English

Part 5  Multiple choice
Part 1  Multiple-choice cloze
Part 4  Key word transformation
Part 2  Open cloze

Writing

Part 1  Essay

Listening

Part 2  Sentence completion
Part 4  Multiple matching

Speaking

Part 3  Collaborative task
Part 4  Further discussion

Other

Vocabulary 1:  Expressions and phrases with work
Language focus 1:  Conjunctions and linking adverbials
Language focus 2:  Modal verbs 3: must, need, should and ought to
Vocabulary 2:  Attitude adverbials
Collocation revision: Units 1–12

Listening 1: Listening script 2.24

Hello, my name's Nina Christie, and I'm here today to talk to you about the work I do, which is taking photographs of wildlife, mainly here in Britain and Africa, and also India - when I'm lucky enough to get a job there. Um, I'll start by saying that I get lots of enquiries from young people asking whether it's possible to make a living as a wildlife photographer - and yes, it is, but it's becoming an increasingly competitive world, and so if you want it to work out as a long-term career, you need real determination in the tough times, not to mention a really good business sense. A love of nature isn't going to be enough - not if you want to pay the bills. Um, nowadays, I tend to take on projects that are located in places where I've already done a lot of work - so, for example, some of the big national parks in Africa. Over the years I've built up a good relationship with the local authorities there, so it's relatively easy for me to get the right permits to work off-road and after hours, for example. That definitely gives me the edge over other photographers. So, before I go on a trip, there's quite a bit to sort out - booking guides and vehicles - that sort of stuff, and the other thing that you absolutely have to do in terms of research, is decide which animals you're going to photograph, and then study their behaviour. So, I'll spend time reading up on them, or watching anything available on film. So, yeah, doing some groundwork really helps when it comes to predicting how the subject's going to move and react.

I know some of you will be keen to know what camera equipment I use and I've brought along some lenses and filters to show you, but we'll do that a bit later. Anyway, over the years I've learnt through experience that it's also worth packing some basic forms of medicine. If you're wading through swamps or lying in long grass - you're bound to end up being attacked by leeches or ticks or some other creepy-crawly. It's all in a day's work!

I'd like to explain a little bit about my own personal attitude to photography. For me, I think that every time I take a photograph - that photograph is a means of capturing a real event. I'd rather spend a long time in the field waiting for the shots I want, than come back to the studio and get the perfect image through digital manipulation. Having said that, what you don't want to do is only regard your subject through a lens. It's important to look at the animal or bird with your own eyes and see what's going on around it - what it's reacting to. If you don't, there's a danger that you put up a barrier, or rather, it's the camera that does this, and you'll actually be isolated from your subject and you won't see the other photographic opportunities around you.

Answers

1  business sense  2  (local) authorities
3  behaviour  4  medicine
5  real event  6  camera/lens
7  permission  8  conservation

Listening 1: Sentence completion

1  To lead into the topic, discuss the first set of questions as a class with the books closed or covered. To discuss the question about wildlife photography, first elicit an explanation of what that involves - allow students to open or uncover books and look at the photos to help them with ideas.

2  As in the exam, give students 45 seconds to look at the task and the eight gapped sentences and think about what information they will be listening for. Then play the recording twice. Students complete the task individually. Check answers as a class.
Mainly it's animals and birds, as I said, that I focus on, and sometimes a landscape shot, but very rarely human subjects. My reason for this, I suppose, is that all too often I see tourists snapping away and they haven't even asked permission first. That's something I always do – if and when I do want to take a photograph, say, of the tour guides or local people. It's common courtesy.

One other reason that I focus on wildlife photography is that I think it can help with people's awareness of environmental issues. If you want to do something to help save an endangered species, a picture is a good way to bring it to public attention. Over the last few years, I've worked for free for a couple of organizations involved in schemes connected to conservation, and my images have appeared on their websites and publications. It's the least I can do, I suppose.

Reacting to the text
Students discuss the questions in pairs. Elicit some ideas in class, and ask students to give reasons. Invite comments from the rest of the class.

Vocabulary 1: Expressions and phrases with work

1 Elicit explanations or definitions for the three phrases or expressions in open class.

<table>
<thead>
<tr>
<th>Answers</th>
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</thead>
<tbody>
<tr>
<td>a to be successful</td>
</tr>
<tr>
<td>b work that you do in order to prepare for something</td>
</tr>
<tr>
<td>c It's something that you expect or is normal for this kind of work.</td>
</tr>
</tbody>
</table>

2 Students complete the sentences individually, then compare their answers in pairs before you check them with the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 clock</td>
</tr>
<tr>
<td>2 dog</td>
</tr>
<tr>
<td>3 order</td>
</tr>
<tr>
<td>4 knowledge</td>
</tr>
<tr>
<td>5 vigorous</td>
</tr>
<tr>
<td>6 dirty</td>
</tr>
<tr>
<td>7 skills</td>
</tr>
<tr>
<td>8 donkey</td>
</tr>
</tbody>
</table>

3 Students choose three expressions and work in small groups to take turns to talk about themselves. Walk around and monitor the activity, paying special attention to the appropriate use of the expressions. Get some students to report back on the most interesting or surprising things they learnt about their partners.

Reading and Use of English 1

Part 2

This section continues the theme of wildlife photography (broadening into broadcasting and wildlife documentaries) as well as people working in professions connected with the natural world.

1 Discuss the questions as a class. Ask students if they have seen any Attenborough documentaries, and what they thought about them. Are there any similar programmes made in the students' own country/countries and what are their presenters like? Are they similar to or different from Sir David Attenborough?

2 Students read the text quickly for general sense. Ask them if any of their suggestions for qualities of a good documentary presenter have been mentioned in the article.

Give them a minute or so to study the questions and options and underline key words in them. Then ask them to scan the text to find the passages which contain information about each question. Students then study the information and complete the task. Check answers as a class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 B 2 C 3 D 4 B 5 D 6 A</td>
</tr>
</tbody>
</table>

Additional activity

Put the following phrases and expressions on the board, and without looking back at the text, students should remember and say what they referred to in the article. Then they scan the text again to check whether they were correct. (Note the expressions are not in the same order as they appear in the text.)

1 appalled and intrigued
2 through the ranks
3 out of the limelight
4 slam the lid (once used literally, once used figuratively)
5 entirely inadvertent
6 a channel

Answers for the Additional activity

<table>
<thead>
<tr>
<th>Answers for the Additional activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 by the ways in which mammals hunt, eat and form relationships (lines 17–19)</td>
</tr>
<tr>
<td>2 he joined the BBC (and) rocketed up through the ranks (lines 71–72)</td>
</tr>
</tbody>
</table>
3 he keeps out of the limelight as much as possible, both on and off screen (lines 39–41)
4 the expression first refers to handling a Gaboon viper (lines 26–30), then on subjects of intimacy (lines 37–38)
5 his becoming a presenter (lines 80–81)
6 He considers himself a channel rather than the focus. (lines 53–54)

Reacting to the text
Lead a class discussion of the questions. Elicit a range of different questions for Attenborough. Ask students to speculate (based on what they read in the article or whatever else they know about him) what his answers might be for each of the questions.

Language focus 1: Conjunctions and linking adverbials
1–2 Students read the explanations and examples of conjunctions and linking adverbials. Answer any queries they might have. Students then use the information to complete the sentences in the exercises individually. Check answers as a class after each exercise.

### Answers

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<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Reason and result</td>
<td>a otherwise  b so that  c in case</td>
</tr>
<tr>
<td>B</td>
<td>Contrast and concession</td>
<td>a even though  b whereas  c However</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Contrast and concession</td>
<td>a On the contrary  b By contrast  c Despite this</td>
</tr>
<tr>
<td>B</td>
<td>Time</td>
<td>a In the meantime  b By that time  c From that time on</td>
</tr>
<tr>
<td>C</td>
<td>Reason and result</td>
<td>a As  b On, of  c For</td>
</tr>
<tr>
<td>D</td>
<td>Addition</td>
<td>a In, to  b As, as  c from</td>
</tr>
</tbody>
</table>

Refer students to the Grammar reference on page 223 for further information on conjunctions and linking adverbials.

3 Set this exercise as homework. Students complete the sentences with their own ideas.

Put them in pairs to compare their sentences and check each other's work for correct use of conjunctions and linking adverbials.

### Possible answers:

1 a many areas suffered heavy flooding  b high winds caused severe damage in some regions
2 a it would not be disrupted by bad weather  b last year a stage was set up in one of the city's parks
3 a he'd had time to write emails to eight of his friends  b she'd had to stay at work until 9.30 so as to get everything finished
4 a you particularly enjoy sharing a beach with 3000 other bathers  b it's certainly worth spending a day there

### DVD resource: Unit 12

**Reading and Use of English 2**

**Multiple-choice cloze**

**Lead-in**
Discuss in open class what animals are typically farmed in the students' own country. What is the reason they are kept on these farms? Are they farmed for their meat or for their skin – or for any other purpose?

1 Continue the discussion in open class. Elicit students' opinions and invite others to say if they agree or disagree, and give reasons.

2 Before students do this exercise, elicit suggestions for why someone might want to set up a crocodile farm. Accept any ideas, and don't tell students what the situation is in the text.

Students read the first paragraph and answer the questions. Ask them to compare their ideas in pairs before you check answers with the class. Ask students if they are surprised by the answer.

<table>
<thead>
<tr>
<th></th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andy Johnson set up the farm to commercialize crocodile meat. His idea was to sell the meat more cheaply than illegal meat and so protect crocodiles from poaching.</td>
<td></td>
</tr>
</tbody>
</table>
3 Students read the whole text quickly to get a general sense, then look at the gaps more carefully to see what kind of words are missing. Then they choose the best options to complete the gaps. Check answers as a class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A 2 A 3 D 4 C 5 D 6 B 7 C 8 B</td>
</tr>
</tbody>
</table>

Alternative approach
Students have had quite a lot of exposure to this task type and the above procedure by this point, so you may want to try a different strategy. When they have skimmed the whole text for gist, ask them to cover the answer options and complete the text as if it was an open cloze test - using their own ideas but only one word in each gap. (The example item, where the correct answer in the multiple-choice task is a two-word phrasal verb, doesn't have to be an exception to this. Students can complete this gap with started|founded|created, for example.)

When they have completed all the gaps, they should uncover the multiple-choice options, then check if their answers match any of the options there - and if not, which of the options is the closest synonym for their own answer.

Lead a brief class discussion on which strategy they found more helpful in completing the task successfully.

4 Put students in groups of four or five to discuss the questions. You may need to provide English names of local animal (or plant) species or allow the use of dictionaries to look them up. Elicit ideas from some of the groups, and invite comments from the rest of the class.

Possible answers:
climate change: The build-up of carbon dioxide in the atmosphere, caused for example by high energy consumption, leads to a rise in the Earth's temperature. This in turn can lead to a melting of glaciers and the polar ice caps, and a consequent rise in sea levels, resulting in flooding and destruction to coastal areas.

whale hunting: This is still authorized by a small number of countries, despite an international moratorium and protests from environmentalists. It is justified either on scientific grounds or for commercial purposes and to prevent the whale population from growing too large and consuming huge stocks of fish.

5 Focus students on the answers you discussed for exercise 3 again. Ask them to look at the distractors (wrong answers), then use some of those (each from a different task item) to create four gapped sentences with the chosen words as the answer key. They can use the other distractors from the same original items or create their own distractors, if the originals are not convincing enough in the new context. The sentences don't have to be on the topic of conservation - but you may want to restrict them to the overall theme of the natural world.

6 Students work in pairs to use their sentences from exercise 5 to test each other, then they discuss together why the distractors don't fit the gaps. Walk around and monitor their discussions.

Additional activity
Students can repeat the activity by writing four sentences with the original distractors as the key from the unused items, then work with a different partner to test each other and discuss the options.

Lead-in
Before looking at the page, explain that animal welfare and conservation are examples of global concerns - things happening around the world that affect the lives of all of us. Elicit some suggestions about what other global concerns there are in the world today. Students can then open their books to check whether any of their ideas are mentioned on the page.

1 Put students in groups of four or five to talk about the issues. You may need to help with lexis, as students may be familiar with the issues but not with their particular vocabulary. Elicit ideas from some of the groups, and invite comments from the rest of the class.

Answers

Possible answers:
climate change: The build-up of carbon dioxide in the atmosphere, caused for example by high energy consumption, leads to a rise in the Earth's temperature. This in turn can lead to a melting of glaciers and the polar ice caps, and a consequent rise in sea levels, resulting in flooding and destruction to coastal areas.

whale hunting: This is still authorized by a small number of countries, despite an international moratorium and protests from environmentalists. It is justified either on scientific grounds or for commercial purposes and to prevent the whale population from growing too large and consuming huge stocks of fish.
women's rights: According to the Universal Declaration of Human Rights, women are entitled to the enjoyment of all human rights and to be treated equally to men in both economic and social life. Nevertheless, in a number of countries, they have different rights and obligations.

child labour: In many developing countries, children are forced to work in poorly paid jobs, sometimes in subhuman conditions. This is usually as a result of poverty, and in some cases because they have been orphaned by AIDS. Some work in sweatshops, producing goods for Western markets. This leads to children missing out on an education and the perpetuation of poverty in the country. The World Day Against Child Labour is celebrated every year on June 12th.

human rights: On December 10, 1948 the United Nations proclaimed the Universal Declaration of Human Rights. It included the following:

- All human beings are born free and equal in dignity and rights.
- No one shall be held in slavery or servitude.
- No one shall be subjected to torture or degrading treatment.

Violations of human rights occur throughout the World.

GM foods: Genetically modified foods, or GM foods, are grown from crops which have been altered through biotechnology to make them more resistant to insects and disease. The most common GM crops are soybeans, corn, cotton and sugar beet and are mainly used in processed foods or in animal feed.

Supporters of genetic modification say that it makes crops more productive and can also increase their nutritional value. Opponents point to the dangers of cross-pollination, whereby GM crops can spread their genes to other plants growing nearby. While producers say there are no health concerns associated with GM foods, opponents maintain that insufficient tests have been carried out and the long-term effects on health are unknown.

Since April 2004 strict regulations have been in force in the European Union concerning the labelling of foods which contain genetically modified produce.

2 Ask students to match the three photos with some of the headings in exercise 1 (left to right: women's rights, whale hunting and child labour). You could also play the recording quickly and ask students to say which speakers mentioned each subject (Speakers 5, 4 and 2).

Like in the exam, allow students 45 seconds to study the context, the task and the questions.

As this is a particularly challenging example of a Multiple matching task, do the first speaker together as a class. Play the recording twice, with the students attempting to answer questions 1 and 6. Check answers, then play the extract again, asking students to tell you to pause playback when they hear the passage which supports their answers. Then play the rest of the recording, and get students to complete the task individually. Check answers as a class.

<table>
<thead>
<tr>
<th>Answers</th>
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</thead>
<tbody>
<tr>
<td>1 B</td>
</tr>
<tr>
<td>2 E</td>
</tr>
<tr>
<td>3 G</td>
</tr>
<tr>
<td>4 H</td>
</tr>
<tr>
<td>5 A</td>
</tr>
<tr>
<td>6 H</td>
</tr>
<tr>
<td>7 A</td>
</tr>
<tr>
<td>8 B</td>
</tr>
<tr>
<td>9 F</td>
</tr>
<tr>
<td>10 C</td>
</tr>
</tbody>
</table>

Additional activity

Ask students to read the listening script on pages 237–238 and underline the passages that contain information about each of their answers in the exam task, then to compare their ideas in pairs.

Listening 2: Listening script 2.25–2.29

Speaker 1

So there I was, the rich tourist in a developing country. Of course, you get people begging at home, but there it was on every street corner. The poverty is so evident, so widespread, and I couldn't help feeling, as a wealthy Westerner, that I was in some way to blame. So I decided to do something to help, despite the attempts of my friend and travelling companion to persuade me otherwise. Every day we were there I put aside a certain amount of money to give to beggars. My friend told me I was being overgenerous, but when I got back home I couldn't help thinking I should have given more.

Speaker 2

A mate of mine often complained about all the suffering in the world – but he never did anything about it. He said it was difficult for individuals to change things. Well, I just couldn't accept that. I took it as a kind of challenge and applied for voluntary work overseas in a school for street children. I thought at first they might not accept me because of my age and inexperience, but I needn't have worried – I didn't need to have any special skills or anything. In fact, that was part of the trouble. Most people were as green as me, so there
was no real organization to talk of. Plus, I felt the government there could have done a lot more to help. A shame really, because I was so enthusiastic when I went out there.

**Speaker 3**

I did a concert last year to raise money for an international relief organization. My manager said it'd be good for my image – you know, to be seen to be caring about other people's suffering and so on. I'd love to be able to say that I did it because I admired the work they were doing, and I was concerned about the issues they were fighting for. But that was more of an afterthought, really. I'm embarrassed to admit that my first instinct was to consider what was in it for me, what I stood to gain from it all. Sure, I did the concert for free and helped to raise lots of money for charity, but it's not something I boast about. I'm not at all proud of myself.

**Speaker 4**

I saw this photograph of activists in a small rubber dinghy moving up alongside one of those huge whaling boats. It was a striking image, and it made me think that if they can risk their lives in this way to stop the suffering of an animal, then surely I can risk some of my money to help them. The trouble was, though, I chose the wrong moment to be generous – I didn't realize just how little money there was in my account when I sent off the cheque. It left me with next to nothing, and I couldn't afford to go away on the weekend trip I'd planned with my friends. I wished afterwards that I hadn't been quite so willing to help out.

**Speaker 5**

Back in the sixties, of course, women's rights still wasn't much of an issue. People just seemed to accept that we got paid a lot less than men, even though we had to do exactly the same work. Amazing, really. I mean, if I'd been a man, I'd have felt so guilty about it all. I wanted to help put that right, to challenge existing perceptions. So, I got all the girls on the shop floor to go on a protest march through the town – there must have been about 500 of us altogether. We should have done it years before. They couldn't sack us, of course – there were too many of us – and when I realized that, it spurred me on. In fact, that's what made me go into politics, so I could continue the struggle.

**Answers**

| **A** | Speaker 5 (women’s rights) |
| **B** | Speaker 2 (voluntary work abroad) |

2 Students work in pairs to discuss the examples. Elicit ideas.

**Answers**

| **A** | 1 past obligation: we were obliged to  
2 speculation about the past: there were probably  
3 past regret: it would have been better if we’d done |
| **B** | 1 I worried, but it wasn’t necessary.  
2 It wasn’t necessary to have any special skills and I didn’t have any. |

3 Students continue their discussion in pairs. Elicit ideas, and complete the explanations as necessary.

**Answers**

had to and didn’t need to are not modal verbs, although they perform a similar function.

Modal verbs go with a main verb (I can go; can = modal, go = main).

Modal verbs express the mood or attitude of the speaker and are followed by the infinitive without to (with the exception of ought to). In addition, an auxiliary verb is not used to form the negative of a modal verb (I must not, I shouldn’t, etc).

We should have done it years before could also be written as 'We ought to have done it years before'.

4 Elicit ideas from the students’ discussion, and complete the explanations as necessary.

**Answers**

| **a** |  
must – internal obligation: *I think it is necessary to go*  
should – expectation: *my son is expected to be home*  
have to – external obligation: *I am required to take him* |
shouldn't – recommendation: it is not good/advisable to tell lies

- no obligation: it is not necessary to tell him the whole truth

mustn’t – prohibition: I don’t want you to let him know

5 Students read the explanation and study the examples, then rewrite the sentences in the positive. Clarify that we refer to don’t need to as the non-modal and needn’t as the modal form of need. Elicit ideas.

Answers
The modal form of need is not used in positive sentences, so the non-modal form is required in both cases.
You need to do it now – we’re in a hurry.
You need to be tall to be a good basketball player.

Refer students to the Grammar reference on pages 223–224 for further information on modal verbs and related structures.

Practice
1 Students choose the alternatives individually, then compare answers in pairs before you check them with the class.

Answers
1 needn’t/shouldn’t
2 must/should
3 have/need
4 should
5 needn’t/don’t need to/don’t have to
6 ought to/must/should
7 needed to study/ought to have studied
8 should

2 Model the activity with one of the stronger students. Ask them to say the first sentence from exercise 1, then respond: Why? Have they phoned to say they can’t come to dinner? and get the student to respond with their own appropriate ideas. Add one or two more exchanges to complete the conversations.

Students work in pairs to prepare and practise four similar dialogues, each starting with an item from exercise 1. Walk around and monitor their conversations.

Get some pairs to repeat one of their conversations in front of the class, and after each one, ask someone in the class to speculate on what the situation was.

Vocabulary 2: Attitude adverbials

Students look at the three examples of attitude adverbials. Point out that questions in the Reading and Use of English paper often test comprehension of the author’s opinion or attitude, and these adverbials are useful clues to watch out for.

You may also want to highlight that attitude adverbials are often used in written English to link sentences. The second quoted sentence from the Attenborough article and questions 2 and 3 in the exercise in this section are good examples of their use.

Students choose the alternatives individually, then compare answers in pairs before you check them with the class.

Answers
1 rightly
3 Disappointingly
5 understandably

Additional activity
To practise using attitude adverbials, start a chain story around the class. You start the story by setting the context, for example: Last Sunday, there was an incident in our local shopping mall. Choose a student to continue with their own idea, for example: Three women decided to start a protest for bigger discounts at the fashion store. Before selecting each subsequent student to continue the same story, add in a randomly selected attitude adverbial, and get the student to incorporate it into their contribution. For example, you throw in miraculously and the student says: Miraculously, the manager of the shop joined the protest some time later. The challenge for students is to continue the story in a way that justifies the use of the selected adverbial – which means, the more out of keeping it is with what has gone before the better. Continue until the story runs out of steam or until students have had a chance to practise at least seven or eight adverbials.
Reading and Use of English 3

*Transformations*

Page 162

Students complete the transformations individually, then check each other's work in pairs before you confirm the answers with the class.

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HAVE PAID/GIVEN CAREFUL ATTENTION TO</td>
</tr>
<tr>
<td>2</td>
<td>CASE YOU HAPPEN TO COME</td>
</tr>
<tr>
<td>3</td>
<td>IN THE MEANTIME TRY/I ADVISE YOU/I RECOMMEND YOU/YOU OUGHT</td>
</tr>
<tr>
<td>4</td>
<td>ON ACCOUNT OF THE FACT (THAT)</td>
</tr>
<tr>
<td>5</td>
<td>HAVE BEEN TOUGH/DIFFICULT/HARD TO TURN DOWN</td>
</tr>
<tr>
<td>6</td>
<td>HAVE TAKEN PART IN</td>
</tr>
</tbody>
</table>

**Speaking 1 and 2**

*Collaborative task*

Pages 162 and 163

1. To lead into the topic and to give a chance to all students to speak, ask them to work in pairs to describe the photos, using the question.

2. Students continue working in their pairs to complete the Collaborative task. Give them some time to study the task, set a time limit of two minutes and remind them to talk about all five ideas related to the central question, and also not to start the second question before you tell them to.

   Students start discussing the first question. Walk around and monitor their conversations.

3. When their two minutes are up, instruct the pairs to move on to the second question. Continue monitoring.

**Further discussion**

Continue practising the task by allowing up to five minutes for each pair to discuss the four questions. Continue monitoring.

Give some selected feedback to the class in general (without singling out any individuals), highlighting good practices and common mistakes. Elicit suggestions from the class for improvements or for eliminating the mistakes you mentioned.

**Alternative approach**

As students will have had a lot of exposure by this point to the Part 3 and 4 tasks, you could start focusing on assessment. Ask for a volunteering pair who will perform in front of the class.

Put the rest of the class in groups of four. In each group, Student A should focus on accuracy, Student B on fluency and communicative devices, Student C on range of vocabulary and structures and Student D on task completion. They should observe and make notes as they listen, then award a mark out of 5.

Ask each group to discuss their observations and marks with their partners, allowing for the possibility of adjusting their marks either up or down if any of their partners have noted something they missed, then agree on a final mark out of 20.

While the groups are looking at their notes, ask the performing pair to discuss their own experience of completing the task, as well, and agree on a general impression mark out of 20 – without breaking it down into specific assessment criteria.

To wrap things up, first ask the pair to evaluate their own performance very briefly, then get some feedback on this from each of the groups – did they have similar or different impressions? If different, what made them see the performance differently?

Keep the discussion largely positive and constructive, and stress the importance of giving feedback on what went well first, then on how the performance could be improved. Students need to understand that peer feedback is an opportunity to learn from one another, not a test of how many errors they noticed.

**Writing**

*Essay*

Page 163

Refer students back to your previous discussions of writing an essay (Units 4, 7 and 9), and if necessary, look at the advice and preparation exercises there as well.

Put students in pairs to brainstorm and plan their essays together. They should continue as far as deciding on the topic and organization of paragraphs, and putting some notes on the key information to include under each paragraph heading. They can use the ideas from the Speaking tasks as well.
Students then write their essays individually. This stage can be set as homework.

When they have completed their essays, students swap their writings, and check each other's work for a) task completion, b) clarity of organization and paragraphing, c) language: style and register, d) mistakes in structures, lexis or spelling and e) extent. When they give feedback, the emphasis should be on how to make improvements. Walk around and monitor their discussions.

I believe that technology plays a more important role than testing when wishing to improve standards of literacy in schools. Using technology can give the child a more positive learning experience, whilst testing just points up the mistakes the child is making.

Using technology children can have fun learning to read and write and as long the programmes they are using are well designed children will progress without realizing they are learning. The teacher can monitor the child's progress and deal about any problems at a later date without interrupting the flow of concentration.

Using the Internet to access books is quick and easy so if a child wishes to read a certain book they can download it rather than search the library or bookshop by what time they may have lost interest. Today's generation of children find reading from a tablet more 'cool' and teenagers who are poor readers can read at their own level without worrying about being made fun of.

I feel that testing has a very limited place in improving literacy standards. In a test situation many children experience anxiousness and will not give their best performance. Although testing can show some of the child's problems these can also be seen by the teacher in individual or group reading or writing sessions.

In conclusion, schools have to decide whether test results which may improve the school's image or using technology in an imaginative way to develop a lifelong love of literacy in their pupils is more important.

251 words
Modal verbs

Students complete the sentences individually, then compare their answers in pairs before you check them with the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 could</td>
</tr>
<tr>
<td>4 needn't</td>
</tr>
<tr>
<td>7 won't</td>
</tr>
</tbody>
</table>

Collocation revision: Units 1–12

1 Students do the exercise individually, then compare answers in pairs before you check them with the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 challenge</td>
</tr>
<tr>
<td>4 time</td>
</tr>
<tr>
<td>7 ankle/wrist</td>
</tr>
<tr>
<td>10 voice</td>
</tr>
</tbody>
</table>

2 The first part of this exercise could be set as homework. Students look through Units 1–12 and prepare their own collocation exercise – using exercise 1 as the model. In pairs, they swap their exercises to test each other on collocation, then discuss correct answers together and any problematic issues they encountered.

Progress Test 6
Introduction  

Explain that students are going to read some information on the practicalities of the oral exam as well as advice on maximizing their performance in the Speaking tasks. The advice takes the form of a gap fill task, which students should complete individually. Check answers as a class.

<table>
<thead>
<tr>
<th>Answers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ideas</td>
<td>2 silences</td>
</tr>
<tr>
<td>3 vocabulary</td>
<td>4 attention</td>
</tr>
<tr>
<td>5 repetition</td>
<td>6 pictures</td>
</tr>
<tr>
<td>7 element</td>
<td>8 discussion</td>
</tr>
<tr>
<td>9 opportunity</td>
<td>10 opinion</td>
</tr>
</tbody>
</table>

Go through the advice and make the following points:

**Demonstrating your abilities**

Obviously, native speakers pause, hesitate or repeat themselves as well. A certain amount of this makes you sound natural – but constant pausing and looking for words is not going to impress the examiner.

**Following instructions**

Candidates often think they will be penalized if they ask for repetition or clarification. They shouldn’t do this all the time, of course, but doing it is actually a valuable communication skill. Demonstrating their ability to elicit information – and preferably doing so in an impressive, sophisticated way appropriate for an Advanced level candidate – will actually be counted in their favour. Students should practise phrases like *I’m afraid I’m not entirely clear about* what I’m supposed to do or *I apologize, but would you mind saying that again, please* rather than low-level expressions like *Sorry, I don’t understand* or *Please repeat it*.

**Taking turns**

Candidates are assessed on their ability to interact with each other – not on their oral presentation skills. An excellent candidate who does all the talking, but doesn’t listen to or involve his/her partner isn’t going to get very high marks. Listening and responding appropriately to what the other candidate is saying is vital. Candidates shouldn’t interrupt each other, but signalling your attention, making ‘listening noises’ like *Yes* or *Mmm* or *Really?* or *That’s right* or *Absolutely* is regarded as positive features. It is also a good idea to make references to what either speaker has said before to show that the candidate has been paying attention all along.

**Part 1: Social interaction**  

1 Students read the information in the *What to expect in the exam* box and follow the instructions to complete the Speaking task. If you wish to do this as exam practice, under exam conditions, note that the total time for the task is two minutes. In the exam, students do not see these questions, so remind them that they can ask for clarification. Only the student playing the role of the interlocutor should look at page 167 – the other two should close their books.

When students have finished, they change roles. The activity can be done three times, so that each student gets a go at being the interlocutor. There are enough questions for this, and questions can always be repeated if necessary.

2 In the Ready for Speaking section there are recordings of two students taking each part of the test. (Note: The listening scripts for Ready for Speaking do not appear in the Coursebook.) Students listen to Part 1 and then discuss the two bullet points in pairs.
### Ready for Speaking

#### Part 2: Long turn

Students read the descriptions, and prepare for the task. Refer them to the advice in the *What to expect in the exam* box.

**Task One**

1. Read the task together. Note that the two related questions for Student A are always shown on the page together with the pictures. Student A chooses two of the three pictures.

Although Student B is expected to remain silent during Student A's Long turn, Student B should still listen carefully to what Student A is saying. This is for two reasons. First, it is much easier for Student B to comment on the pictures if he/she has already heard another person talking about them, and second Student B might want to refer to something Student A has said. Remind the class that Student B's question is different – it will involve looking at all three pictures, choosing one of them and justifying this choice.

Students shouldn’t start doing the task yet, they will do this in exercise 3.

2. Before students do the task, refer them to page 168. In pairs, they discuss the three candidates’ extracts.

#### Answers

**Comments**

- Ana’s contributions are of reasonable length, though they could certainly be developed more.
- She is clearly hindered by the level of her language: she uses a limited range of vocabulary and her responses are rather inaccurate.
- Jan is clearly a stronger student. He develops his responses well, uses a much wider range of language, and in this part of the test at least, there are no inaccuracies. (He corrects himself at one point.)

**Speaking Part 1: Listening script 2.30**

<table>
<thead>
<tr>
<th>I = Interlocutor</th>
<th>A = Ana</th>
<th>J = Jan</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: Good morning. My name's Kate Benton and this is my colleague Susan Meredith. And your names are?</td>
<td>A: I'm Ana.</td>
<td>J: And my name is Jan.</td>
</tr>
<tr>
<td>I: Can I have your mark sheets, please? Thank you. First of all, we'd like to know something about you. Jan, what are your main reasons for learning English?</td>
<td>J: Erm, because it's er, it's very useful, very necessary for me. I began to work with international projects and I felt that I needed to improve my English. I hadn't studied any English since I left school and I was getting a little bit rusty, so that's why I signed up for a course.</td>
<td>A: Ana, how long have you been learning English?</td>
</tr>
<tr>
<td>I: Since I was a child, but - then I stopped - and now, since last year, I'm studying again.</td>
<td>A: And what do you enjoy doing in your free time?</td>
<td>J: And do you enjoy doing in your free time?</td>
</tr>
<tr>
<td>I: In my free time? Er, I like to read. I like very much reading books about adventures, novels, these kinds of books. And I like going to the cinema. I go once a month, twice a month sometimes. But I would like to go there more frequently.</td>
<td>A: And how about you, Jan?</td>
<td>J: Well, you know, I think Ana and I share more or less the same interests. I read a great deal, and I'm a regular cinemagoer. I particularly enjoy getting together with friends, though. I like being in the company of other people. I'm not one of those people who can for very long ... who can be for very long on their own.</td>
</tr>
<tr>
<td>I: What have been some of the happiest moments in your life recently, Ana?</td>
<td>J: What have been some of the happiest moments in your life recently, Ana?</td>
<td>A: Well, my wedding! It was a perfect day, it was in last September. I enjoyed a lot, I wasn't nervous, I feel very quiet and I could see all my friends and my family, and everybody was happy. It was perfect.</td>
</tr>
<tr>
<td>J: Well, my happiest moment is more related with work. I gained promotion last year in my company, and that's something I really wanted to achieve. It's given me a lot more financial, er, a lot more stability, and it also means I have the opportunity to travel.</td>
<td>J: Well, my happiest moment is more related with work. I gained promotion last year in my company, and that's something I really wanted to achieve. It's given me a lot more financial, er, a lot more stability, and it also means I have the opportunity to travel.</td>
<td>I: Thank you.</td>
</tr>
</tbody>
</table>

**Comments**

- Ana's contributions are of reasonable length, though they could certainly be developed more.
- She is clearly hindered by the level of her language: she uses a limited range of vocabulary and her responses are rather inaccurate.
- Jan is clearly a stronger student. He develops his responses well, uses a much wider range of language, and in this part of the test at least, there are no inaccuracies. (He corrects himself at one point.)

**Part 2: Long turn**

Pages 167 and 168
3 Refer students to the information in the Don't forget! box. Now students work in pairs to complete Task One. Student A has one minute for his/her part of the task, and Student B has half a minute.

Task Two

1 When they have finished Task One, students swap roles, using the material on page 204 of the Coursebook, and do Task Two.

2 Students listen again to the recording and answer the questions in their books.

Answers

Comments

Jan's language is very varied, particularly when speculating. He uses a range of modal verbs and other structures for this purpose:

She might have realized, she may be phoning, she could also be phoning, it's very likely she's done the run before, this is probably her best time, the little boy looks as if he's watching.

However, he fails to address the part of the task which asks him to say 'how much influence time might have in their daily lives'. He seems to have forgotten this and the fact that the questions are printed on the visuals page, and he struggles to find more things to say.

Ana, on the other hand, completes her task satisfactorily, though once more her language is not very varied. She opens with in this picture each time and her language of speculation is limited to the use of I think and maybe/perhaps with present simple or present continuous, or else seem(s) to be. She searches for words, repeats or something like that and uses language inaccurately (e.g. it's probable this is the mother, she is enjoying with the moment, the woman is very concentrated, she is putting the new washing machine).

Speaking Part 2: Listening script 2.31

I = Interlocutor  A = Ana  J = Jan

I: In this part of the test, I'm going to give each of you three pictures.

I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures. Jan, it's your turn first.

Here are your pictures. They show people who are checking the time. I'd like you to compare two of the pictures, and say why the people might be checking the time and how much influence time might have in their daily lives. All right?

J: OK, the woman with the phone and this woman here, the jogger, are checking the time for very different reasons. I would say that this woman, the mother, is looking at her watch probably because she's busy, she's late, er, she has an appointment to get to and she has a little boy to take care of also. She might have realized she's late for her appointment and she may be phoning her work to make some kind of alternative arrangement. She could also be phoning her son's school to let them know the boy is going to be a bit late. On the other hand, in this one, er, the woman is very happy about the time it has taken her to do her run. It's very likely she's done the run before and this is probably her best time, her record time.

So this is a difference — that woman's very stressed about the time, and this woman is delighted. Er, what more can I say? Well, the little boy in the first picture looks as if he's watching television, and he's very calm, which is in contrast to his mother, who is very stressed, as I said. And, er ...

I: Thank you. Ana, for which person do you think time has the greatest influence in their daily life?

A: I think for this woman with the phone, the time is one of the more important subjects in her life, because she seems to be a working woman, a mother, so the time is very important for her. She has to do a lot of things, both at home and at the work, and she is probably always running to do these things, er, looking at her watch all the time.

I: Thank you. Now, Ana, here are your pictures. They show people reading.

I'd like you to compare two of the pictures and say what and why these people are reading, and how they might be feeling. All right?

A: OK, er, in these two pictures there are people who are in the home, but in this picture there is one woman, in the kitchen probably, whereas in this one there are two people in the living room, or, or, or something like that. It's probable this is the mother because she has her arm on the boy, and she seems to be reading a story to him, to her son. Perhaps they are reading before he goes to bed, and this is something they do every day at this time. He seems to be very happy to be with his mother, er, very content, and we can see she is very, er, she is enjoying with the moment. We can see she is smiling. Erm, in this picture the woman is very concentrated.

I suppose she is reading some instructions. Perhaps she is putting the new washing machine and she is seeing how she must connect it. Erm, from her face I think she is
feeling worried. Ah, no, maybe, maybe it is not washing the clothes very well or something like that and she is seeing what is necessary to resolve the problem.

I: Thank you, Jan, which person is most interested in finding out what is written?

J: Erm, well, this lad y is very keen to know what is written - her clothes are not being washed properly and she wants to sort out the problem as soon as possible so she can get the clothes out of the washing machine and dry them. But actually the man reading the medicine bottle is probably the most interested in discovering what is written. His health is very important to him and he needs to know exactly how many pills to take and when he should take them. If he makes a mistake, it could be very serious for him, for his health.

I: Thank you.

Part 3: Collaborative task  Pages 168 and 169

Go through the task together and refer students to the How to go about it box. In Part 3, describing the pictures is absolutely not what is required. The problem-solving task, not a description of the pictures, should be the basis for the discussion. Remind students there are two clear elements in this task. The Collaborative task requires working towards a conclusion, often involving a ranking activity. This means that, ideally: either students need to signal a change in their discussion with something like: 'Now, we need to make a decision on which two are most rewarding,' or at the very least they need to refer to the second element (working towards a conclusion) as they are doing the first element. For example, when discussing the tour guide picture, they should be saying things like: I think this would be high on my list because of the travelling aspect and the fact that you're always meeting new people. or Personally, I wouldn't go for that picture, but we can make a decision in a minute.

This part of the test is looking at students' abilities to interact and negotiate. Students should beware of overusing Do you agree? and What do you think? There are plenty of variations on these questions. Elicit some suggestions for alternatives and record these on the board for reference, for example: Don't you agree? Wouldn't you agree? Don't you think? How about you? What's your view on this?

1-2 Now students do the task. They have two minutes to complete this element of the task.

When their time is up on the first element of the task, they move on to the second element and they have a minute to complete it.

3 As before, students listen to the recording and discuss the two candidates' performance.

Answers

Comments

Interaction in this part of the test is very good. They respond to what each other says, sometimes inviting their partner to comment with a question: Don't you agree? What do you think? Ana asks for clarification when she isn't sure what Jan means: 'You mean they are not honest, er, corrupt?' which is a sensible and natural strategy to take. There are no over-long moments of hesitation.

When it comes to making a decision in the second task, it's clear that both students have been listening carefully to what the other person has said, and this allows them to negotiate and reach a decision. Both refer back to the discussion in the first task with phrases such as As I said before and you made the point before.

Ana seems to have gained in confidence and contributes well to the discussion, although she lacks the range of vocabulary and structure that Jan has.

They decide that a pop/rock singer probably has the most status amongst young people.
problems, to help them overcome their difficulties. And that would make me feel very satisfied. How about you? What do you think?
A: Yes, it's an important thing. Like the dentists, they are working for other people. But in contrast, they have to support the criticism of the opposition and at the end I think it's not something good for them to be all the day listening something negative about you. Erm, a pop/rock singer too can be famous, but a singer can earn a lot of money, more than the dentist or the politician. Do you agree?
J: Yes, and probably a pop singer likes this profession. It must be extremely satisfying to be able to compose your own songs, your own music and then to perform them in front of an audience of people, of fans who admire you, who look up to you. Then again, I'm sure they spend a lot of time away from home, which might not be so attractive.
A: That's true. I think another disadvantage is that it's a very unstable profession – one minute you are on the top, another minute you are absolutely down.
J: But if you're a serious musician, and you enjoy continued success, I imagine it must be one of the most rewarding jobs there is.
A: Perhaps ...

I: Thank you. Now you have about a minute to decide which job is usually regarded as having the most status? The politician?
J: Yes, probably a politician.
A: That's right, yes.
I: That's true. I think another disadvantage is that it's a very unstable profession – one minute you are on the top, another minute you are absolutely down.
J: But if you're a serious musician, and you enjoy continued success, I imagine it must be one of the most rewarding jobs there is.
A: Perhaps ...
J: OK, er, let's move on to this one now, the journalist. As a journalist you are always close to the facts, to the news, close to what is happening in the world. Like the politician it's a job where what you say can have a significant effect on things, and that for me is what can determine whether a job is satisfying or not.
A: Actually, you're right. When you can tell a story to the world – when you can show the truth – that can make you to feel very proud. OK, what about this last job? The tour guide. I think to be a tourist guide is a little boring, just repeating the same things again and again to different people.
J: Maybe, but at least you can ...
I: Thank you. Now you have about a minute to decide which job is usually regarded as having the most status?
J: The status? OK. That's a good question. As I said before, politicians are very powerful, and some of them – well, you respect them a great deal. But others – you know that they're abusing their status.
A: You mean they are not honest, er, corrupt?
J: Yes – so I don't know if their status is real anymore. What do you think, Ana?
A: I think that's true. You are right. For young people, maybe some music stars have more status, young people listen to them, they respect them. They don't respect the traditional politics.
J: I don't know if that's a positive trend, but I think you're probably right. What about journalists? They should have more status, but, like the politician there are too many bad ones who give the profession a bad reputation.
A: Yes, you made the point before that they can have a significant effect, and I said they can sometimes feel very proud. But often this effective is negative – they can destroy people's lives, good people's lives and the people don't respect them for that.

Part 4: Further discussion
The main point to reiterate is that although the interlocutor is theoretically in control of the interaction, candidates are expected to take the initiative and develop the discussion. They shouldn't merely respond to the examiner's questions with short answers. The Speaking sections throughout the book have encouraged students to do this. Refer students to the What to expect in the exam box for further advice.

1 Students do the task as a discussion in pairs. Remind them that in the exam, they will not see these questions, but the interlocutor is going to ask them each one to steer their conversation. Walk around and monitor this activity.

2 Students listen to the recording and discuss the candidates' performance.

Answers
Comments
In contrast to Part 3, in this part Jan and Ana have not understood that they can and should interact with each other. The interlocutor continually has to prompt them to respond to each other's comments, sometimes leaving a pause, which they fail to pick up on. At one point, Ana tentatively asks, Can I say something more?, showing that she is unaware that this is a discussion rather than a simple question and answer session. In her last turn, she does respond to a point made by Jan (I agree with you) but then limits herself to repeating the same ideas that he has just expressed.

Speaking Part 4: Listening script 2.33
I = Interlocutor  A = Ana  J = Jan
I: Jan, which would you prefer to have: a job which is well paid but monotonous or one which is poorly paid but fulfilling, and why?
J: I would choose a job which is not so well paid, but which is fulfilling. I think it's important to have motivation, otherwise your daily life can be very dull, very tedious. But I have to confess that in some periods of my life, if somebody gave me the opportunity, I might well choose a well-paid but boring job.
I: Why?
J: Erm, well, if I have money problems, or, for example, if I felt a real desire to travel - for pleasure, not for work - then maybe I would think about, well, I would think more about, or, about the salary than how fulfilling the job is.
I: And Ana?
A: I prefer a good paid job, even if it isn’t so fulfilling, because, well, I can fulfil my ambition in other subjects that it’s not job. I can have enough time to be with my husband, for example.
I: Jan, Ana, do you think that school prepares young people adequately for the world of work?
A: Well, in my case I think my training was good for the job I do, but nowadays children are not receiving a good training for work. They have less knowledge than before.
I: Jan?
J: Well, I think it depends what sort of job we are talking about. School trains students to do a very specific type of work. It trains you to be a good employee, that’s all. There’s no guidance or help if you want to be an artist, for example, or, or a leader.
A: Can I say something more?
I: Yes, of course!
A: I agree with Jan. I think school nowadays doesn’t give enough importance to creative skills, to being creative. This is another problem of the school nowadays.
J: Yes, it’s not creative enough.
I: What do you think is the ideal age to retire?
A: As soon as possible! No, I think, for example, 50 years old is a good age because you are still young enough to do lots of things, but you have worked enough to have the money to do those things.
I: Do you agree, Jan?
J: Well, I think it’s a pity to retire so young. At the age of 50 you have the experience, you have the training, you know more about the work you do. It’s a really good age to do really good things at work. When you are young, you are not very expert, but when you get older you can contribute a lot more. It’s also a good age to pass on your skills, your wisdom to other people, to younger people. So no, I think 60 or 65 is a good enough retirement age.
I: Ana?
A: Well, I think the age for retiring will always be the same as it is now, so 60 or 65, but I would like that we can retire earlier. Everybody spend all their time working, working, working all the time and life is very short. So I don’t think we should work all our life like this.
J: Well, I don’t agree.
I: Do you think people who earn large amounts of money have a moral obligation to donate money to charity?
13 Food for thought

Content Overview

Themes
This unit is about food and drink and diet.

Exam-related activities

Reading and Use of English
Part 3 Word formation
Part 8 Multiple matching
Part 4 Key word transformation

Writing
Part 2 Informal letter
Part 2 Report

Listening
Part 1 Multiple choice

Speaking
Part 2 Long turn

Other

Vocabulary 1: Eating and drinking
Language focus 1: Comparisons
Vocabulary 2: Deception
Language focus 2: Adverbs of degree

Vocabulary 1: Eating and drinking
Page 170

Lead-in
Ask students to think back to the best meal they've ever enjoyed. What was it? Where did they have it? Who were they with? Why was it the best meal of their lives? Put students in pairs or small groups to talk about it for a minute or two. Elicit some of the more interesting or surprising stories that students have learnt about their partners.

1 Students complete the collocations individually, then compare their answers in pairs before you check them with the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 thirst</td>
</tr>
<tr>
<td>2 hunger</td>
</tr>
<tr>
<td>3 food</td>
</tr>
<tr>
<td>4 drink</td>
</tr>
<tr>
<td>5 appetite</td>
</tr>
<tr>
<td>6 eater</td>
</tr>
<tr>
<td>7 stomach</td>
</tr>
<tr>
<td>8 meal</td>
</tr>
</tbody>
</table>

2 Students try the technique for memorizing vocabulary. After two minutes and with the exercise covered, students try to write down a list of all 18 collocations (two for each noun). Ask them to reveal the exercise and check their answers. Who remembered the most?

3 Students write sentences individually.

4 Students work in pairs to share their sentences with each other. Get some students to report back on the more interesting things they learnt about their partners.

Speaking
Long turn
Pages 170 and 171

1 Elicit the procedure for the Long turn task:
Students work in pairs. Student A chooses two pictures and compares them in relation to the two questions for one minute. Then Student B answers a further question in half a minute. They then swap roles and repeat the activity with a different pair of photos selected. Refer students to the advice in the How to go about it box.

Set the time limit and monitor the activity as students complete the task.

2 Students repeat the activity with the roles reversed. Continue monitoring.

At the end, ask some students to look at the How to go about it box, and say how successful they feel their partners were in following the advice.

Exam note
Students may need reminding that in the exam they will not be selecting two pictures from the same set of five, but from two completely different sets of three images.

DVD resource: Unit 13

Reading and Use of English 1
Word formation
Page 172

Part 3

Warm-up
Students cover the text and look at the prompts in capitals on the right. In pairs, they brainstorm as many derivatives for each prompt as they can think of in two minutes. Students compare their ideas in groups of four with another pair.

1 Students complete the exam task individually.
Check answers as a class.
2 Focus attention on the two illustrations. Ask students to describe the places and say how much people may be enjoying their meals there. Do this in open class.

Students work in pairs to talk about three different places in relation to the questions. They can add any other details about their experience that they think relevant.

Get some students to report back to the class on the more interesting places their partners have told them about.

3 Students have already underlined some of the expressions for advice in exercise 1. Ask them to scan the text quickly to find further examples, then build up a list of these on the board together.

Ask them to work in pairs to find other evidence for the range of language used. Make a separate list on the board.

4 Students continue working in pairs to analyse the letter and find examples of both features. Elicit ideas, and add these lists on the board.

5 Students can refer to all the notes on the board to help them complete the assignment. Point out the two advice boxes as well on page 173, and encourage students to use the tips.

In Unit 10 (pages 137–138) you worked with another informal text type (an email) and students
should be able to use some of the learning points from that lesson as well.

Students plan and write their letters individually. If you set the writing as homework, students will first have to copy the lists from the board (or you need to distribute the lists as pre-prepared and photocopied handouts).

When they have completed their letters, they swap their writings in pairs and evaluate each other's work similarly to exercise 2, and make suggestions for further improvements.

---

**Sample answer**

Hi Berti

Yes I can certainly give you some advises about preparing a barbecue for your football club's dinner. I've gone to lots of these parties for end of season.

The first thing to think is when you want to serve the food. Obviously is the barbecue difficult to take to the venue, and it takes time to set up all the tables, etc and take all the food from your car. If you serve the food too early some people may not arrive yet. If too late and the children may get so hungry, they start getting tired and silly. So I would recommend to tell people you will serve the food at, for example, 8 o'clock.

Of course, for a barbecue, even in summer, you'll need a plan for if it rains. When I prepared it we hired a small tent. In the end we didn't have it, but better safe than sorry.

Third thing, you need to know how many people are coming and if there are vegetarians. You can get 'veggie burgers' for them. But don't go crazy with the salads - it always seems the salad that gets thrown away. It's so difficult to eat lettuce from a paper plate with a plastic fork - most people don't bother.

Anyway, that's all I can think of now, but give me a ring if you need anything. Just relax yourself and prepare it in detail - then you'll be absolutely fine and it will, too!

Dietmar

246 words

---

**Examiner's comments**

**Content:** The writing is slightly under length and although the letter adequately covers the first two points (detailing your previous experience and giving advice), more attention to the reassurance section would enhance the completion of the task. Simply to say relax yourself and prepare it in detail... is not very reassuring.

**Communicative achievement:** The target reader would be partially informed, if not very reassured. The register is appropriate for an informal letter.

**Organization:** The organization is appropriate and logical for an informal letter. The paragraphing nicely reflects three different points the writer considers important (timing of food, a bad weather plan, preparing salad). However, a number of sentences are confusing or difficult to follow - If you serve the food too early some people may not arrive yet. In the end we needn't have it... .

**Language:** The writing is mostly accurate despite some confusing sentences. The use of language is sometimes rather vague - When I prepared it..., ... and it will, too!, and the use of the word advises in the first sentence. The range of language is sufficient yet unambitious - you'll need a plan for if it rains, Third thing, you need to know... .

**Mark**: Pass

---

**Note on marking**

Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale: borderline, pass, good pass and very good pass.
Elicit what students remember from your previous discussions on the best procedure for completing a Multiple matching task.

Basically, in both recommended approaches, the key is identifying the key information in both the questions and in each paragraph. Students can start with the questions and for each one, scan the sections to locate matching information. Alternatively, they can start with the paragraphs, summarize their key points, then for each section, read all the questions to find the closest matches. You may like to refer students back to pages 88-89 where you practised and studied the task type in more depth.

Students complete the task individually. You could allow them to compare their ideas in pairs before you check answers with the class. As you check answers, ask students to quote the passages from the article that support their answers.

### Additional activity
To practise working out meaning from context, ask students to work in pairs to locate the following words and expressions in the article and give a definition or explanation for each one. Elicit ideas, and invite comments from the rest of the class.

1. **functionary** (line 3)
2. **call one's bluff** (line 16)
3. **fad** (line 25)
4. **backlash** (line 36)
5. **reproof** (line 50)
6. **culprit** (line 61)
7. **virtue** (line 64)
8. **crassness** (line 83)

### Reacting to the text
Put students in groups of four or five to discuss the questions, then get each group to report back to the class with their ideas, and invite comments from other students.

### Language focus 1: Comparisons Page 176

#### A Comparisons
1. Students complete the sentences individually without referring back to the texts, then compare their answers in pairs.

#### B Qualifying comparisons
Students read the explanation and examples, then choose the alternatives individually. Check answers as a class.

#### C Like and as
Students read the explanation and examples, then complete the sentences individually. Check answers as a class.

#### D So and such
1. Students complete the sentences. Check answers and elicite the answer for the question.

#### E Further expressions
Students complete the sentences individually. Check answers as a class.

Refer students to the Grammar reference on page 224 for further information about comparisons.

### Practice
1. Students use the language from the preceding exercises to write their nine sentences individually.
2 Students work in pairs to compare their sentences. Get some students to report back to the class about the more interesting or surprising things they learnt about their partner.

Additional activity
Students could use the other three bullet points to write nine further similar sentences as homework, then work with a different partner to compare their ideas.

Listening Multiple choice Page 177

1 To lead into the topic, discuss the questions in open class. For the first question, also talk about what the advantages or disadvantages for buying food in the different places mentioned are. For the third question, also talk about what the typical meals are like in a school canteen, and how varied do students think the diet provided is. Spend up to five or six minutes on the discussion – or slightly more if students really get involved.

2 Give students 15 seconds to study the two questions and the options before you play each extract. You may need to elicit or pre-teach the meaning of resurgence of interest (1A), diversity (2C) and contamination (4B) if students are unfamiliar with these terms. Remind students that they will hear each extract twice and must answer the questions before you move on to the next extract.

Students complete the task individually. Check answers as a class.

| Answers | 1 B 2 A 3 C 4 B 5 B 6 B |

Listening script 2.34–2.36

Extract One
M = Man W = Woman
M: Personally speaking, I'm absolutely delighted that farmers' markets are becoming more popular and I'd say that celebrity chefs have had a fairly large hand in this. If you watch any cooking programme nowadays, there's an obvious bias towards sourcing and using food that's come from nearby farms, and that's had a direct effect on consumer choice, I believe. This is probably a trend that will outlast the craze for organic food, because no one's really clear what that means, anyway.
W: Yes, it's a bit vague, that label, isn't it? So, have you been going to your local farmers' market for a while?

M: Yes. And it's very interesting to see which stallholders are still there after a few years, and which have disappeared. My advice to people thinking about getting a market stall for themselves and selling something they've made or grown – do a bit of research into customer demand. Overpriced jars of home-made jams and sauces – forget it – no matter how much effort you put into making the bottles look pretty.
W: Indeed. People go to farmers' markets for the basics. Nothing has to come in a fancy wrapper. They're just after good quality, that's all. As you say, look at what sells if you want to have a go at running your own stall.

Extract Two
W = Woman M = Man
W: So, in the presentation, one thing we should mention is food packaging. Like this morning, I opened up a new box of cereal, and the bag inside was much smaller – the contents were only half of what you'd expect. That's blatantly deceptive! And, you know, when I look at the amount of plastic and cardboard that ends up in the bin, well, it's appalling, really. And paper's no alternative. That just gets chucked away, too. I'd really like to see the government impose some new policies that force producers and supermarkets to rethink the way they sell stuff.
M: In principle, I agree with you, but I don't know how it'd work in practice. For a start, for a lot of food, you need the wrapping to keep bacteria and stuff from spreading, so I can't see how we can do without it. And actually, the other thing is that producers rely on packaging as a means of showing off their brand to their customers, the shoppers. Think about it. They must invest an immense amount of money in research – what images to use, the colours, the wording – all that kind of thing. So if the government were to propose a change in packaging policy, I think they'd have a huge battle on their hands. But it's an issue we can raise in the presentation.

Extract Three
W = Woman M = Man
W: There's a bit of confusion about what the new policy actually requires schools to do. I've heard people saying 'how can teachers be expected to go around and confiscate fizzy drinks and chocolate bars?' But from what I understand, pupils can still bring in their own choice of snack; it's just that school canteens have been asked to stop serving up fatty foods and come up with healthier options instead. I do think, though, that the government is a bit over-optimistic if it thinks this will have a significant impact on child health and fitness. But, anyway, at least it's a proactive stance against childhood obesity.
M: And I think most parents will welcome anything that tackles this problem. Nowadays, manufacturers are covering their products with fraudulent health claims – 'This'll give your child energy all day long.' 'This'll make your kid more intelligent.' – and really what's in there is just a load of sugar. So it's all rather misleading. Even if kids today do know about healthy eating choices – it's just hard to resist temptation when it's there in front of you. Junk food is everywhere – in the corner shop, the petrol station – you name it. Excluding school as an outlet can only be a good thing.
3 Students work in pairs or small groups to discuss the questions. Get some pairs or groups to report back to the class, and invite comments from other students.

Vocabulary 2: Deception

Lead-in
Elicit a definition for the word *deception* (the act of tricking someone by telling them something that is not true), then elicit synonyms, e.g. *lie, dishonesty, trick, trickery, ruse, sham, fraud, con, cheating, deceit, duplicity, swindle.* Don’t present new lexis overtly yet – this lead-in stage is to elicit words students already know.

1 Students work in pairs to complete the table with the missing forms. Ask which exam task students think this would be helpful for (Reading and Use of English paper Part 3: Word formation). Check answers as a class.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>deception</td>
<td>deceive</td>
<td>deceptive</td>
<td>deceptively</td>
</tr>
<tr>
<td>fraud</td>
<td>defraud</td>
<td>fraudulent</td>
<td>fraudulently</td>
</tr>
<tr>
<td>___</td>
<td>mislead</td>
<td>misleading</td>
<td>misleadingly</td>
</tr>
</tbody>
</table>

2 Students complete the sentences individually, then compare answers in pairs before you check them with the whole class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a misleadingly b misleading</td>
</tr>
<tr>
<td>2 a deceptively b deceiving</td>
</tr>
<tr>
<td>3 a fraud b fraudulently</td>
</tr>
</tbody>
</table>

3 Ask students to read the article quickly first to get a general sense of the context, then complete the text with the missing particles. As you check answers, remind students to record phrasal verbs and fixed verb + preposition/adverbial collocations as they encounter them. These kinds of words are frequently focused on in cloze tasks, both in the open cloze and the multiple-choice variety.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 out 2 in 3 into</td>
</tr>
<tr>
<td>4 for 5 through 6 for</td>
</tr>
</tbody>
</table>

4 Students find further examples in the text in pairs.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a <em>bogus</em> financial adviser</td>
</tr>
<tr>
<td>the smooth-talking <em>confidence</em> <em>trickster</em></td>
</tr>
<tr>
<td>the conman’s <em>trickery</em></td>
</tr>
<tr>
<td>his false promises</td>
</tr>
<tr>
<td>I feel a <em>bit of a mug</em> (informal)</td>
</tr>
</tbody>
</table>

5 Give students in pairs up to four or five minutes to talk about each situation. Get some students to report back to the class something interesting they heard from their partners.

Language focus 2: Adverbs of degree

1 Students read the explanation and examples. Elicit their ideas for the questions, and invite others to agree or disagree or to complete their explanations.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Absolutely</em> is used with non-gradable adjectives such as <em>delighted, fascinating or freezing.</em></td>
</tr>
<tr>
<td><em>Fairly,</em> a <em>bit</em> and <em>very</em> are used with gradable adjectives such as those in <em>b, c and d.</em> We do not normally say <em>very</em> <em>delighted, fairly fascinating</em> or <em>a bit freezing.</em> Nor so we say <em>absolutely large</em> or <em>absolutely interesting.</em></td>
</tr>
<tr>
<td>Examples of other modifiers which can be used with gradable adjectives are:</td>
</tr>
<tr>
<td><em>a little, slightly, rather, quite, somewhat, relatively, moderately, reasonably, pretty, extremely, really.</em></td>
</tr>
</tbody>
</table>

2 Students discuss and decide on the categorization of adjectives in pairs. Elicit ideas in open class, then invite comments from the rest of the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Gradable:</em> frightened, pleased, dirty, tired</td>
</tr>
<tr>
<td><em>Non-gradable:</em> huge, furious, ridiculous, incredible</td>
</tr>
</tbody>
</table>

3 Elicit the answer in open class – and ask students to explain the difference if there is any.
4 Students work in pairs to study the explanation and examples, then decide together which words don’t collocate. As you check answers, ask students to say the correct forms rather than the one they crossed out - so they all hear the good models.

<table>
<thead>
<tr>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a fairly (to a certain degree, but not extremely so)</td>
</tr>
<tr>
<td>b absolutely (to an extreme)</td>
</tr>
</tbody>
</table>

5 Give students in pairs or small groups five or six minutes to take turns to talk about their experiences. Walk around and monitor their conversations, paying special attention to the use of adverbs of degree and gradable/non-gradable adjectives. Make a note of any errors to go over at the end. At the end, ask a few students to share the most interesting story they heard from their partners.

Alternative approaches

1 To keep the discussion shorter, you could ask students to choose only one of the headings, then in groups of three or four, take turns to tell their story to their partners. Allow up to a couple of minutes for this. Monitor and wrap up the same way.

2 To add an element of mystery and to link back to the earlier discussed theme of deception, you could ask students to make up some of their stories rather than talk about a real experience. As they listen, the other students in each group should guess whether the story they have just heard was true or made up.

<table>
<thead>
<tr>
<th>Vocabulary / Comparisons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students complete both exercises individually. Check answers as a class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A 2 D 3 B 4 C 5 C 6 B 7 A 8 C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comparisons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 near as 2 much a 3 same as</td>
</tr>
<tr>
<td>4 the more 5 far the 6 such a</td>
</tr>
<tr>
<td>7 much the 8 did his</td>
</tr>
</tbody>
</table>

Vocabulary

Comparisons

1 near as
2 much a
3 same as
4 the more
5 far the
6 such a
7 much the
8 did his

4 Students have had a lot of exposure to Part 2 Writing tasks by this point (including earlier in this unit), so rather than working with this task in class, set the entire task as an individual home assignment. Refer students to the How to go about it box for guidance as well as your earlier discussions of the report text type in Units 3 and 8. Remind them that they should be able to use information from the previous sections of Unit 13 to help them with ideas and language.

When students have completed their assignments, ask them to swap reports in pairs and check each other's work for: a) content, b) communicative achievement (style and register), c) organization and d) language (grammar and vocabulary), and give a mark out of 5 for each criterion. They should discuss their feedback together and agree on any action points for further improvement.

Vocabulary

Comparisons

1 IS DECEPTIVELY SIMPLE IN (ITS)
2 INTEREST IN EATING/MY APPETITE AS SOON AS
3 FAR THE MOST IMAGINATIVE (RECIPE/ONE)
4 FROM MORE STRESS/STRESS MORE THAN EVER (BEFORE), or MORE THAN EVER (BEFORE) FROM STRESS
5 NEAR AS BAD AS
6 CLOSE SECOND TO THE
Themes
This unit focuses on money, earning money, the economy, quantities, shopping and consumerism.

Exam-related activities

Reading and Use of English
Part 3  Word formation
Part 7  Gapped text
Part 2  Open cloze

Writing
Part 2  Formal letter

Listening
Part 2  Sentence completion
Part 3  Multiple choice

Speaking
Part 3  Collaborative task
Part 2  Long turn

Other
Vocabulary 1:  Money
Vocabulary 2:  Quantifying nouns
Language focus:  Noun phrases

Speaking 1

Collaborative task
Page 182

1–2 Before students attempt the Collaborative task, ask them to turn to the Wordlist on page 212 for Unit 7 and to look at the adjectives to describe Effect. Give them two to three minutes to write down two words for each of the four categories in the Useful language box and encourage them to use some of these words in their discussion.

Simulating the exam task properly, students look at the task, then they spend two minutes discussing all the topic areas and how they relate to the question, then another minute working towards a decision about the second question. Monitor the activity and keep time. Ask students to do peer feedback at the end.

Alternative approaches
1 As students have had plenty of opportunities to practise the format of the Collaborative task, you may like to use the topic to lead a freer class discussion. Make sure the main focus is on relating each of the five options to the first central question, and that the class work towards an agreement once they have looked at all five options in sufficient depth. Basically, the class discussion should follow the same staging as the exam task, but without the time limits and involving all students.

2 As a roleplay activity, you could put the students in five groups and assign each of the five options from the first task element to each group. They will need to imagine that they are participating in a government think tank meeting where their consultative group is expected to make a recommendation for expenditure in next year’s national budget. (The group working on Relationships may have a hard time justifying their case – you may like to replace their option with Shops and businesses.) They will work together in their groups to come up with persuasive arguments about how money or lack of it affect their given area in particular and why money should be spent on it – to the detriment of the four other areas.

Each group present their case. (If time allows, you could get them to prepare a group project as a home assignment, and present their cases in a subsequent lesson – producing a PowerPoint presentation, charts, graphs or whatever they prefer to support their proposal.)

This second activity could also be done after completing the Collaborative task in the usual manner – not only as an alternative.

Vocabulary 1: Money  Pages 182 and 183

1 Students complete the exercise individually, then compare their answers in pairs before you check them with the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 b 4 e 1 d 2</td>
</tr>
<tr>
<td>2 a 3 b 4 c 2 d 1</td>
</tr>
</tbody>
</table>

2 Give students two or three minutes to discuss the questions in pairs, then get some pairs to report back to the class with their ideas.

Verb + adverb collocations
1 Students complete the sentences individually, then compare their answers in pairs before you check them with the class.
Give students a couple of minutes to discuss whether they agree or disagree with the statements in exercise 1 and why. Elicit some of their ideas in open class, and invite comments.

### Listening 1: Sentence completion

**Part 2**

Page 183

1. Ask some volunteering students to talk about the questions, and invite comments. Ask students for suggestions on what people could do to be more economical with their money.

2. Students read the context. Check that they understand *undergraduate* (a student who is studying for a first degree at a college or university). They then spend 45 seconds studying the questions to prepare for what information they need to hear in the recording. Remind them to use words from the recording wherever possible.

Play the recording twice. Students complete the task individually. Allow them to compare their answers in pairs before you confirm them with the class.

### Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
a | generously |
b | freely |
c | hard |
d | heavily |

### Listening 1: Listening script 2.37

Hello, I'm John Lister from the Student Financial Advice Centre here on the university campus. My main aim today is to give you one or two bits of advice on money matters before you get down to the main task of studying next week.

As you may know, not so long ago you might have received a student maintenance grant from the Local Education Authority to pay for all your living expenses. Now, of course, these grants don't exist and you have to borrow that money from the Student Loans Company. If you haven't applied for your loan already, make sure you do it soon, otherwise you may have to wait several months for your first payment. If you have, then you can expect to receive the money once a term: in other words, in three equal instalments over the course of the year.

And that's the first problem, really. Many students find that their money disappears almost as soon as they get it — and it's often because they fail to plan their finances carefully. To prevent the same thing happening to you, you can download your very own budget planner from the university website. It'll help you record your expected income and expenses for the year and then calculate how much you've got left over for yourself each month. It's worth having a look.

Even then, you may still find that you need a bit of extra financial help, particularly in the first term when your outgoings will probably be quite high. So if you haven't already opened a bank account, bear in mind that some banks offer better overdraft facilities than others. Shop around a bit — find out how much you can get overdrawn without asking for permission from the bank, and without paying any extra interest.

You can, of course, supplement your income by working part-time, but you have to make sure you strike a balance between work and study. Some students here work over 20 hours a week in part-time jobs, but I personally wouldn't recommend any more than two evenings a week. That's for you to decide, of course, but I'd certainly wait a few days before applying for jobs, at least until you've got your timetable.

Now it's clear that a major expense each year is going to be books. For that reason, it's well worth having a word with your course tutor before you rush out and buy everything on your reading list. He or she can advise you on which books are the most important to have. You might also find that you can buy some second-hand from students in higher years who don't need them anymore. Keep an eye on the noticeboard in your faculty building for that.

And when you pay for things, always make a point of asking for student discounts. Don't just assume the shop assistant knows you're a student — not even in the university bookshop. Get the most out of your student travel card and be very careful how you use your credit card. Every year dozens of students come to us at the Advice Centre with huge debts they can't pay off — and, in most cases, it's all down to their credit card.

3. Students work in pairs or small groups to come up with some further advice for university undergraduates. Elicit their suggestions, then have a class vote on the best advice for each topic.
**Writing Part 2**

**Formal letter**

**Page 184**

**Lead-in**

Elicit a definition or explanation for *work experience* (a period of time that someone, especially a young person, spends working somewhere in order to get experience of a particular type of job). You may like to stress that the expression is mainly used in British English in this sense. The general, but related meaning of *work experience* is: the experience and skills that you gain in doing a particular job.

1. Ask students to read both tasks and decide which one they would like to complete. In both cases, they will have to write a formal letter, but both the target audience (Who?) and the main purpose (Why?) of the letter is different, so they should read the task instructions carefully. Make it clear that the two tasks are NOT written as response to each other!

You could put students who chose the same task together in a group (or groups if a large number of students have opted for one of the tasks) to brainstorm ideas and start planning their letters together – but before students begin working on either task, they should first do the exercise in the *Useful language* section first. Also refer them to the *Content advice* boxes for advice.

**Useful language**

Students complete the sentences individually, then compare their answers in pairs. Check answers as a class. Remind students to use the formal expressions from this exercise as appropriate – demonstrating a wide range of structures and lexis is a key factor in the success at the Writing exam.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. offer the opportunity</td>
</tr>
<tr>
<td>2. supervise the training</td>
</tr>
<tr>
<td>3. assist staff members</td>
</tr>
<tr>
<td>4. enquire about the possibility</td>
</tr>
<tr>
<td>5. adapt to new situations</td>
</tr>
<tr>
<td>6. attend an interview</td>
</tr>
</tbody>
</table>

**Alternative approach**

Instead of using the exercise in the Coursebook, you could prepare a photocopied worksheet where the same sentences are completed with inappropriately informal expressions. The task for students is to replace the informal expressions (which you may or may not want to underline first – depending on the general level of the class) with suitable formal ones.

1. We are pleased to be able to give a chance of work experience at our company to a suitable student at your school.
2. The team leader will personally look after the training of the student for the two weeks.
3. The student will be required to help other workers with entering customer information into our software system.
4. I am writing to ask about the chance of work experience in your company.
5. I would say that I am a quick learner and that I can easily change my ways when I'm somewhere new.
6. I could come for a chat at any time that was convenient to you.

When students have completed their brainstorming and planning in their groups, they complete the writing assignment individually. You could set this stage as homework.

When they have written their letters, students can swap with a partner from those who have completed the same task and check each other’s writing and give feedback.

**Reading and Use of English 1**

**Word formation**

**Page 185**

1. Students quickly read the text and answer the question. They will probably be familiar with *Monopoly*, but if not, you can give some of this information to help set up the context.

**Note**

*Monopoly* is a board game which was originally published by Parker Brothers in the USA, and is currently marketed by Hasbro. The game objective is to buy or trade properties represented on the game board by coloured squares with place names and prices on them, develop them with houses and hotels, then collect rent from other players. The game uses play money. A player can win the game by achieving monopoly – total domination of the market through forcing all other players into bankruptcy.
2 Students do the exam task individually. Check answers as a class.

<table>
<thead>
<tr>
<th>Answers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HANDFUL</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>DISAGREEMENT</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>MERCILESSLY</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>EDUCATIONAL</td>
<td>8</td>
</tr>
</tbody>
</table>

3 Elicit students' views on the first question in open class, and ask the rest of the class to say if they agree or disagree and give reasons. Ask for some further examples of games involving money, and their descriptions. How do they compare to Monopoly?

Additional activity
Ask students to evaluate Monopoly and the other games mentioned from the point of view of pedagogical value. What, if anything, will players learn that's useful for real life?

Gapped text
Pages 186 and 187

1 Discuss the questions in class. Volunteering students can share their experiences for the first question - for some of them, it may be uncomfortable to discuss personal issues, so avoid calling up students yourself. For the second question, you could refer back to students' discussions in the Collaborative task at the beginning of the unit and ask for further comments - or you could simply skip the questions.

2 Students quickly read the base text to get a general sense. As this is their last encounter with the Gapped text task type, they should probably try and attempt completing the task under exam conditions - without consulting their partners or preliminary recap of strategies.

Set a time limit of 15 to 20 minutes - but be prepared to extend it if students are finding it difficult to get through it all. Walk around and monitor their progress. Don't provide help unless a student really gets stuck - in that case, try to lead them to work out the solution to their own problem rather than tell them straight away. Check answers together.

Answers
1 B 2 F 3 A 4 E 5 D 6 G C not used

You may like to discuss students' experiences of doing the task unsupported. As part of the feedback, elicit the logical steps of the procedure for completing the task - referring back to pages 86-87 where you looked at and practised the task type in more depth.

If students still had problems completing the task, go back to the text and the removed paragraphs, and analyse the logical and grammatical links together by eliciting explanations for why each answer is correct from volunteers.

Reacting to the text
Put students in groups of four or five to discuss the questions. Get each group to report back briefly to the class, and invite comments.

Vocabulary 2: Quantifying nouns Page 188

1 Students work in pairs to scan both the base text and the paragraphs to find examples for the collocations. Check answers together.

<table>
<thead>
<tr>
<th>Answers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a series of discs (lines 52-53)</td>
<td></td>
</tr>
<tr>
<td>a group of words/money-related words (lines 55-56)</td>
<td></td>
</tr>
<tr>
<td>a set of market norms (paragraph E)</td>
<td></td>
</tr>
<tr>
<td>a pile of money (paragraph F)</td>
<td></td>
</tr>
</tbody>
</table>

2 Students complete the sentences individually, then compare their answers in pairs before you check them with the class.

<table>
<thead>
<tr>
<th>Answers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a salt</td>
<td>b water</td>
</tr>
<tr>
<td>d homework</td>
<td>e soft drinks</td>
</tr>
<tr>
<td>g furniture</td>
<td>h biscuits</td>
</tr>
</tbody>
</table>

3 Students match the collocations in pairs. As you check answers, ask students to give the three correct collocations rather than the incorrect one - so they all hear the good models.
<p>| | | |</p>
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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>children</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>bees</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>holiday</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>sleep</td>
<td></td>
</tr>
</tbody>
</table>

4 Students work in pairs and take turns to describe situations for five selected collocations from exercises 1–3, and guess which collocations their partner has illustrated. Walk around and monitor the correct use of quantifying nouns.

**Speaking 2**

**Long turn**

Page 189

Do the task simulating exam conditions. Put students in pairs, then ask Student A to compare two of the five photos in relation to the two guiding questions in one minute, then ask Student B to answer their question in 30 seconds. When they have completed the task, students swap roles and repeat the activity. Walk around and monitor throughout, making a note of any issues that might cause problems at the exam – and discuss these, eliciting suggestions for overcoming them from the class.

When each pair has completed the task both ways, ask them to give each other feedback on their performance.

**Exam note**

Students probably know very well by now, but remind them once again that in the exam they will each select two from a different set of three photos, not from a shared set of five.

**Listening 2**

**Multiple choice**

Page 190

**Lead-in**

With books closed, ask students to speculate on what Buy Nothing Day may be. Accept any suggestions, no matter how far-fetched. Tell them they will hear a recording about Buy Nothing Day and they will be able to check their ideas.

1 As in the exam, give students 70 seconds to study the task instructions, the questions and the options to prepare for the listening.

Play the recording twice. Students complete the task individually. Check answers as a class.

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<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 B</td>
<td>2 A</td>
<td>3 D</td>
<td>4 B</td>
</tr>
<tr>
<td>5 C</td>
<td>6 D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask students: *If you could do one thing differently to get a better score, what would you do?* Elicit ideas. You may want them to mention things like: underlining key words before they listen, putting dots next to answers they think are correct but are not sure of during the first listening, checking they haven’t left any questions unanswered, not getting stuck on unfamiliar vocabulary in the recording, using the order of questions to know where they are in the recording, and so on.

**Listening 2: Listening script 2.38**

**I** = Interviewer  
**C** = Chris

**I:** When was the last time you spent the whole day without buying anything? With us today on Local Lookout is Chris Dawson, a committed anti-consumerist who’ll be taking an active part in next week’s Buy Nothing Day. Chris, apart from buying nothing, what exactly is the aim of Buy Nothing Day?

**C:** Firstly, let me say that it is anything but a day of militant action with angry anti-government slogans and boarded-up shops closed for business. We’re much more into persuasion than provocation as a means of bringing about change. We want to make shoppers question the need to consume and get them doing other things, like spending time with people, as opposed to spending money on them.

**I:** Indeed. But if people buy nothing on just one day, is it really going to change all that?

**C:** Well, for quite a few, Buy Nothing Day will indeed be a life-changing experience, not just a one-off thing. In previous years a lot of people have made long-term commitments to consuming less and recycling more. And that can only be a good thing.

**I:** So it’s an annual event, then?

**C:** Yes, it is. In Europe it’s always the last Saturday in November; while in the States they always have theirs on the day after Thanksgiving, at the start of the Christmas shopping season.
I: Presumably then, Chris, you’re against Christmas shopping, too?
C: Good question! I’m afraid to say my family would never forgive me if I didn’t get them anything, though they know how I feel about the whole thing. I just get so annoyed at the whole run-up to Christmas – already in October the shops have got their Christmas stock in, and the January sales start before you’ve even had a chance to finish your turkey. So it’s handkerchiefs and socks if they’re lucky, and maybe something special for my girlfriend.
I: Let’s come back in time if we may, Chris, to next Saturday. What exactly will you be doing then, apart from not buying anything, that is?
C: Ah, well, erm, I’m not so sure I can tell you that, I’m afraid. Don’t want to give the game away. Of course, there’ll be the usual handing out of leaflets and putting up posters and so on. But as for the rest, I can’t say. You’ll have to wait and see.
I: Last year, then. Tell us about that.
C: Last year was all a bit surreal, really. A group of us – 15 altogether – all dressed up as sheep and went from shop to shop making loud sheep noises. And behind us we had a shepherd with a sign saying ‘Don’t follow them, follow your conscience’.
I: And what were people’s reactions to it all?
C: Well, the shopkeepers were generally quite hostile, though we were expecting that. I suppose they saw us as a threat to business, and most of them moved us on. Quite a few of the customers saw the funny side of things and had a little chuckle – one or two of them even joined in – but on the whole they couldn’t quite believe that someone was questioning the ethics of shopping. It certainly made them think – which is what we wanted, of course.
I: Is interest in Buy Nothing Day growing? How do you advertise yourselves?
C: It’s getting bigger every year. Yes, we have our leaflets and posters – which you can download from the Internet, by the way – but up until now, at least, it’s mostly been down to word of mouth. That may change, of course, as we get bigger and better organized. At the moment it’s celebrated by about a million people in nearly 50 countries – and that’s without the support of TV. In the US, for example, none of the major channels wanted to run the Buy Nothing Day commercial, because they said it went against the country’s economic policy.
I: Yes, indeed. So, Chris, if we want to get involved in all this, how do we go about it? Who organizes it all?
C: That’s the beauty of it all, really – you do. You just go to the Buy Nothing Day website and they give you ideas for what to do. You might want to dress up as something, set up a swap shop ...

2 Put students in groups of four or five to discuss the questions. Get each group to report back to the class, and invite comments.
4 The 's genitive (last Sunday's newspaper) with a time expression is used to refer to specific moments or events. 'Noun + noun' (a Sunday newspaper) is used to refer to things that occur or appear regularly.

5 The 's genitive is used with time expressions to refer to duration (four weeks' holiday). When the head noun (course) is countable, the modifying noun (three-day) is normally in the singular and hyphenated. Since the modifying noun functions as an adjective, no plural s is added.

6 Shop window is a recognized compound noun and normally found in that form. Note the position of the demonstrative in the of structure.

Whilst the source of his inspiration is also correct, source of inspiration is a collocation and generally found in that form.

7 Nouns such as top, bottom, middle, side, edge, back, front, beginning and end, which refer to a part of something, are normally used in an of structure. Mountain top, roadside, seaside are exceptions.

8 When the head noun (dismissal) is modified by a long and/or complex phrase (a member of staff from the catering department) the of structure is preferred. Note that the 's genitive can be used for an action done by or to a person, e.g. Mr Smith's resignation, the President's murder.

9 'Noun + noun' (brick construction) can be used when talking about what something is made of. In other cases, when describing the characteristics of a person or thing, the 'Noun of noun' structure is used.

10 a (children's new clothes) is a 'specifying genitive' here: it refers to specific clothes worn by specific children. In this case, the adjective describing the clothes can be placed between the two nouns.

b (new children's clothes) is a 'classifying genitive' here: it refers to clothes worn by children in general. In this case, the two nouns cannot be separated.

4 Students match the sentence halves individually, then compare their answers in pairs before you check them with the class.
Lead-in
Ask students to cover the Reading and Use of English task and describe the picture, what they think is happening in the scene and how they think people are feeling.

Students complete the task individually. Check answers as a class.

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UNTIL</td>
</tr>
<tr>
<td>2</td>
<td>NEVER/NOT</td>
</tr>
<tr>
<td>3</td>
<td>BEYOND</td>
</tr>
<tr>
<td>4</td>
<td>ON</td>
</tr>
<tr>
<td>5</td>
<td>WHAT</td>
</tr>
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<td>6</td>
<td>TO</td>
</tr>
<tr>
<td>7</td>
<td>FOR</td>
</tr>
<tr>
<td>8</td>
<td>WITH</td>
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</tbody>
</table>

Progress Test 7
Writing paper

<table>
<thead>
<tr>
<th>Part</th>
<th>Task Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Essay</td>
</tr>
<tr>
<td>2</td>
<td>Formal letter/email (incl. Letter of application), Informal letter, Proposal, Report, Review</td>
</tr>
</tbody>
</table>

This Ready for Writing unit begins with an introduction on marking, planning and register. It then goes on to cover all of the possible task types in the Writing paper, equipping students with model answers and useful language.

Introduction

Explain that in this section students are going to read some information on the Writing exam as well as advice and practice to maximize their performance in the exam.

Read through the introduction together and answer any queries that students might have.

Marking

Students discuss the information in pairs and do the matching task together. Check answers as a class. Remind students to look back at this chart when they write texts later to check their own or each other’s work, looking at each of the points listed.

| 2 | Content |
| 3 | Organization and cohesion |
| 4 | Target reader |
| 5 | Accuracy |

Planning and checking

Explain that for each of the assessment criteria in the Marking section, there is a useful piece of advice for the planning and checking stages. Students continue their discussion in pairs and match the advice to the points in the chart. Elicit answers in open class.

| 2d 3g 4h 5e 6f 7a 8b 9i |

Register

1 To highlight differences between the informal and formal registers, the same letter is offered in two versions. Students first read both the informal and formal texts, then complete the gaps in the latter. Ask them to compare their answers in pairs before you check them with the class. Stress the importance of considering the target audience and the purpose of the text before starting writing – this will help students decide what register and style is appropriate in a given context.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>success</td>
</tr>
<tr>
<td>obtaining/achieving/attaining</td>
</tr>
<tr>
<td>expressed/showed (or in present tense express/show)</td>
</tr>
<tr>
<td>position/post</td>
</tr>
<tr>
<td>employment</td>
</tr>
<tr>
<td>owing/due</td>
</tr>
<tr>
<td>unable</td>
</tr>
<tr>
<td>improvement</td>
</tr>
<tr>
<td>contact</td>
</tr>
<tr>
<td>meantime</td>
</tr>
</tbody>
</table>

2 Put students in pairs to discuss the differences between the two registers, with reference to their answers in exercise 1. Get some pairs to report back to the class, and invite comments from the other students. Make sure all ten features highlighted in the gap fill task are covered.

<table>
<thead>
<tr>
<th>Suggested answers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal letter</td>
</tr>
<tr>
<td>Formal letter</td>
</tr>
<tr>
<td>the use of get in informal register:</td>
</tr>
<tr>
<td>get a grade</td>
</tr>
<tr>
<td>try to get a job</td>
</tr>
<tr>
<td>get better</td>
</tr>
<tr>
<td>the use of phrasal verbs in informal register:</td>
</tr>
<tr>
<td>take you on</td>
</tr>
<tr>
<td>greater use of nouns in formal register:</td>
</tr>
<tr>
<td>passing your exams</td>
</tr>
<tr>
<td>you said you’d be interested</td>
</tr>
<tr>
<td>the way the economy’s been recently</td>
</tr>
<tr>
<td>your recent success in your examinations</td>
</tr>
<tr>
<td>you expressed an interest</td>
</tr>
<tr>
<td>the current economic climate</td>
</tr>
</tbody>
</table>
use of abbreviations in informal register:
exams  examinations

linking words:
But   However

informal punctuation:
dashes and exclamation marks

other differences:
Believe me   I assure you
we’ll be in touch   we shall contact you
as soon as they do  When this occurs
Dear Jilly/All the best  Dear Ms Holden/Yours
                  sincerely

Models and tasks

Pages 196–203 provide model texts analysed for their key features as well as Useful language boxes which provide relevant phrases and expressions for the given text type followed by exam tasks which are designed for students to use for practice.

The following text types are covered:

Part 1: Essay
Part 2: Formal letter/email (incl. Letter of application)
Informal letter
Proposal
Report
Review.

Students should complete the Part 1 task and choose at least one of the Part 2 tasks – like in the exam. Obviously, they can do more, or even all of the Part 2 tasks for practice, if time allows. Remind students that page 194 provides the criteria for self-assessment or peer assessment.

Note on word length

While there is no specific penalty for writing less than the minimum or more than the maximum number of words specified in the Writing paper, it should be noted that these tasks have been designed to be completed within the wordcount given. Therefore, if candidates write too much, they may be penalized for including irrelevant information, while if candidates write too little, they may not have addressed all aspects of the task and lose marks accordingly.

Classroom practice: model text analysis

If you intend to cover the model analysis in class time, get students to read the corresponding task and the text, then elicit the intended target audience (Who?), the purpose of writing (Why?) and key details from the exam task (e.g. how many points to consider? what questions must be covered? what else do we need to bear in mind?) for each model.

Draw attention to the Useful language box. Brainstorm some further expressions students might be able to use. Either add expressions under the existing headings, or introduce new headings, for example Attitude adverbials (e.g. unfortunately, obviously) or Linking devices (e.g. On the contrary, What's more, Nonetheless) and so on. You can get students to suggest appropriate headings or you can propose them yourself.

All writing tasks can be done as homework.

Classroom practice: assessment

Elicit or point out that all the texts in the Ready for Writing section are good models of their given text type – nonetheless, it may be worth considering what factors make them successful.

Put students in pairs or groups to look at the assessment criteria on page 194, then study the model text again and find evidence for each relevant point. Allow five to ten minutes for this, then elicit ideas and invite comments from the rest of the class. The point of doing this together is to highlight those features that will help students gain better marks in the exam while clarifying exactly why these practices are rewarded.

Reference

Model texts and the analysis in the Ready for Writing section can be used as a reference tool for students to consult whenever they need to write a given Writing task.

Self-study

The Ready for Writing section provides plenty of support for the writing of any of the exam text types, but you may also like to refer students to the work they previously did in the Coursebook. They will find further advice as well as activities that focused on best practices.

Part 1: Essay was covered in Unit 4 (pages 49–51), Unit 7 (pages 94–95), Unit 9 (pages 118–119) and Unit 12 (page 163).
Part 2: Formal letter was covered in Unit 1 (pages 14–15) and Unit 14 (page 184); Informal letter in Unit 13 (pages 172–173) and Informal email.
in Unit 10 (pages 137–138) – these two text types are closely related, only the medium is different. **Proposal** was covered in Unit 5 (pages 66–67) and Unit 11 (pages 150–151); **Report** in Unit 3 (pages 34–35), Unit 8 (page 110) and Unit 13 (page 179, task only) and **Review** in Unit 2 (pages 24–25), Unit 6 (page 74) and Unit 11 (page 153, task only).
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