

Ready for Advanced

teacher's book

3rd Edition

Zoltán Rézműves

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Written by Zoltán Rézműves

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Part 2: Formal letter/email, Informal letter, Proposal, Report, Review, Letter of application			

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*

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

Speaking

Part 2

Long turn

Page 6

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.

Reading and Use of English

Part 5

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

Page 10

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*.

Answers

- 1 theoretical possibility
- 2 criticism
- 3 request
- 4 inability
- 5 deduction
- 6 prohibition

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

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

- a *faint* suggests there is only a very small chance it might happen; the other adjectives express a more definite possibility
- b *a fair* expresses a reasonable degree of possibility; the other adjectives express the opposite
- c *good chance* is incorrect because *chance* is countable and singular, so it should be used with an article: *a good chance*; the other options are determiners which can precede singular countable nouns
- d *predictably* is not possible in this position in this sentence, as it is not an adverb of manner, modifying a verb of action. It could be used, however, to modify an adjective: *She was predictably upset when she found out*. It is also often used as a disjunct expressing attitude ('as is to be expected'), referring to a complete statement, for example: *Predictably, the sun came out just as we arrived home from the beach*.
- e *highly likely* means 'very probable'
- f *hardly likely* means 'not very probable'

2 Allow up to three or four minutes for students to complete the statements in writing. Elicit ideas, and invite comments on each statement elicited. Allow a discussion to develop if anyone wants to add to or disagree with comments made.

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

Page 11

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

Students use the verb-noun collocations from exercise 4 to write five sentences about themselves, then share these with a partner.

- 5** Students match the adjectives with the nouns from exercise 1. Check answers.

Answers

- a challenge
- b ambition
- c failure
- d success
- e motivation

- 6** Allow students two minutes to memorize the collocations. Books closed, they write a list individually, then compare results in pairs. There are at least 35 possible collocations in this section to list. Who has got the most in their list?

You could reuse the same activity at the beginning of the next class or at the end of the unit as revision.

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*

Listening

Part 1

Multiple choice

Page 12

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.

Answers

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

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

Page 13

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

Answers

achieve-ment motivat-ion fail-ure

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.

Answers

- | | |
|-------------------------|----------------------|
| 1 refreshments | 2 disapproval |
| 3 eagerness | 4 procedures |
| 5 insignificance | 6 simplicity |
| 7 secrecy | 8 membership |
| 9 breakage(s) | 10 likelihood |
| 11 independence | 12 anxiety |

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.

Answers

- 1** pleasure, exposure, closure
- 2** appearance, annoyance, reliance
- 3** storage, shortage, package
- 4** rehearsal, renewal, proposal
- 5** efficiency, intimacy, vacancy
- 6** enjoyment, requirement, commitment
- 7** prosperity, originality, familiarity
- 8** leadership, companionship, partnership
- 9** neighbourhood, fatherhood, adulthood
- 10** absence, persistence, evidence
- 11** selfishness, tiredness, carelessness
- 12** explanation, interpretation, application

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

- 1** mixture (verb: mix), pressure (verb: press/pressure)
- 5** advocacy (verb: advocate), agency (noun: agent)
- 7** reality (adjective: real), hostility (adjective: hostile)
- 8** friendship (noun: friend)
- 10** (self-)confidence (adjective: self-confident), correspondence (verb: correspond), coincidence (verb: coincide), existence (verb: exist)
- 11** awareness (adjective: aware)
- 12** collection (verb: collect), legislation (verb: legislate), location (verb: locate)

Also: champagners, 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.

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

Page 14

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

Answers

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 *ad'mit*, *re'fer* and *be'gin* 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 definate – definite
- 5 irresponsable – 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 disappointed – disappointed
disappear is also commonly misspelt by students.
- 10 recieve – 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

Part 2

Formal letter

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.

Answers

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 youngsters 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 sports personalities 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 – *enviroments*. 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**Answers**

- | | |
|---|--------------------------------------|
| 1 | can, have |
| 2 | may/might |
| 3 | to, well |
| 4 | unlikely/improbable, may/might/could |
| 5 | at, no |
| 6 | in, to |

Spelling**Answers**

- | | | | |
|----|------------|----|-------------|
| 1 | important | 2 | generally |
| 3 | objective | 4 | identifies |
| 5 | successful | 6 | themselves |
| 7 | of | 8 | to |
| 9 | confident | 10 | factors |
| 11 | were | 12 | interest |
| 13 | their | 14 | improvement |
| 15 | perceive | | |

Reading and Use of English

Part 3

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

- 1 EXPECTATIONS
- 2 PAYMENT(S)
- 3 PERFORMANCE(S)
- 4 RECOGNITION
- 5 ABILITY
- 6 DIFFICULTIES
- 7 FAILURE
- 8 JUDGEMENT/JUDGMENT

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.

Word combinations

Answers

- 1 strong
- 2 slightest
- 3 every
- 4 stand
- 5 tears
- 6 delighted
- 7 enjoyed (Note: *was* or *became* are wrong because they would be followed by *an overnight success*, with an article.)
- 8 rose
- 9 lifelong
- 10 light



DVD resource: Unit 1

2 Times change

Content Overview

Themes

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

Exam-related activities

Reading and Use of English

Part 2	Open cloze
Part 8	Multiple matching
Part 1	Multiple-choice cloze

Writing

Part 2	Review
--------	--------

Listening

Part 2	Sentence completion
Part 4	Multiple matching

Speaking

Part 3	Collaborative task
--------	--------------------

Other

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

Listening 1

Part 2

Sentence completion

Page 18

1 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.

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

- 1 social history
- 2 communication skills
- 3 restoration
- 4 records
- 5 public
- 6 advertisements/adverts/ads
- 7 photo albums
- 8 digital data

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

Part 3

Collaborative task

Page 19

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.

Reading and Use of English 1

Part 2

Open cloze

Page 20

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! Contractions (like *don't*) count as one word.

Students complete the text individually, then compare and explain their answers in pairs. Check answers together.

Answers

- | | | |
|--------|---------|--------|
| 1 AS | 2 THAT | 3 WITH |
| 4 WAS | 5 INTO | 6 DID |
| 7 SUCH | 8 WHOSE | |

3 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

- (had) never kissed, met (The past perfect of 'kiss' is optional since the sequence of events is made clear by 'until'.)
- have had
- has been crying
- was always losing (indicating irritation)
- 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)
- 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.

- 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).
- 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

- used to know/knew. *would* cannot be used with a verb which is used statically.
- I've ridden/I rode
- All three are possible.
- I'd seen
- hadn't made
- going to work/to have worked (*thinking of/about working*)
- After he'd done/Having done
- 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

Reading and Use of English 2

Part 8

Multiple matching

Pages 21–23

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

1 C 2 D 3 A 4 D 5 B 6 A 7 D 8 A
9 C 10 B

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

Page 23

1 Read the instructions together, then elicit students' ideas. Check that they understand that the a sentence is more formal in each pair.

Answer

There are proportionately more nouns in formal style, and a higher frequency of verbs in informal style. Each *a* sentence contains only one verb. Sentence *1b* contains two main verbs and a gerund, while sentence *2b* contains five verb phrases. Using nouns allows the formal alternatives to be shorter.

- 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*)

Writing

Part 2

Review

Pages 24 and 25

Lead-in

With books closed, ask students what films they have seen most recently. Elicit what types of films these were, who directed and starred in them, and whether and why students liked or disliked them. Ask students what else they would want to know before they decided if a film was worth seeing or not. Elicit the idea of film reviews.

- 1** Elicit or pre-teach types of films (e.g. comedy, drama, historical epic, science fiction, action adventure, romantic, arthouse and so on). Ask for a quick show of hands to find out which genres are popular with students in the class.

With books open, focus attention on the five film posters across the top of the double-page spread. Elicit what types of films these are and whatever else students know about them (*300* is an action adventure film blended with a semi-historical epic directed by Zack Snyder and starring Gerard Butler, *Lincoln* is a historical drama directed by Steven Spielberg and starring Daniel Day-Lewis, *Marie Antoinette* is a historical comedy directed by Sofia Coppola and starring Kirsten Dunst, *Memoirs of a Geisha* is a drama directed by Rob Marshall and starring Zhang Ziyi and *The New World* is a historical epic directed by Terrence Malick and starring Colin Farrell). Elicit what the films have in common: each one is based on a historical theme and takes place in the past. Ask for a quick show of hands to see which films students would want to see. Get a few students to give reasons.

- 2** Read the exam task instructions together, and elicit that the task involves writing about both the positive (why it is worth watching) and negative (in what ways it could have been better) aspects of the chosen film.

Ask students to skim the model text quickly and identify the film described (5 *The New World*).

- 3** Explain that in exercises 3–7, you will be doing some exercises that help prepare students for completing the Writing exam task successfully.

Get students to read the review more carefully, and identify the purpose of each paragraph. Elicit suggestions.

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 (*skilfully 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.)

Answers

legendary story, honest approach, complete wonder, genuine feeling, visually stunning, slightly idealized, masterful film

Students look at the adjectives in the Wordlist in section B on page 211, and categorize them as positive or negative. Some may be open to interpretation.

Answers

Positive: action-packed, atmospheric, compelling, credible, entertaining, exhilarating, fast-moving, gripping, impressive, innovative, memorable, moving, powerful, stunning

Negative: clichéd, disappointing, excruciating, implausible, overhyped, predictable, sentimental, tedious, unconvincing

7 Students study and discuss the nouns in the box and complete the sentences in pairs. Check answers together.

Answers

- | | |
|----------------|---------------|
| 1 performances | 2 eyes |
| 3 adaptation | 4 development |
| 5 clichés | 6 objection |
| 7 fact | |

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

- Ask students to answer the four key questions about writing: *Who?* (identify the audience): readers of *FilmScape*. *What?* (type of text): a film review in 220–260 words. *Why?* (the purpose of the review): to persuade readers whether a particular film is worth seeing. *How?* (the appropriate register and style): semi-formal but lively, factual but containing personal recommendation.
- 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 captivating. 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.**

Listening 2

Part 4

Multiple matching

Page 26

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.

Answers

Top row: Speakers 5, 3, 4

Bottom row: Speakers 2, 1

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.

Answers

1 C 2 E 3 F 4 D 5 A 6 B 7 F 8 E
9 A 10 C

Listening 2: Listening script 1.5–1.9

Speaker 1

I'd given up just about everything – the job, the house, the car – and gone to Spain to be with my husband. Then six months later it was all over. Both of us believed we'd rushed into marriage too soon and there was little that made us compatible as spouses. At the same time, we felt the friendship that had drawn us together in the first place was just too valuable to throw away and the only way to save it was by splitting up. The thing is, I remember hugging Alfonso at the airport, boarding the flight to Manchester and waiting to feel some kind of relief. It didn't come. By the time we landed, I had this awful sense that we'd rushed just as fast into a divorce. A year has passed and I still can't help wishing we'd put a bit more effort into staying together.

Speaker 2

I was a no-hoper at school, see. No one had heard of dyslexia in those days, so my teachers just classed me as an 'idiot'. I might have behaved myself later if I'd been given a bit more attention then, but I was told time and time again that I was going to be a failure. It surprised no one, including myself, that I ended up in prison, but all that time on my hands gave me the chance to think. I realized I'd turned out just how they said and I wanted to prove it could be different. I did a law degree while I was inside, and it was tough, I tell you, but since I got out, I've never looked back. I'm about to become a partner in a law firm and that's an achievement that gives me immense satisfaction.

Speaker 3

I'd always wanted to do voluntary work, ever since I qualified as a nurse. Marriage and children always got in the way of my plans, though, but now that the kids were older, there didn't seem any reason to put it off, even though I was coming up to my 50th birthday. And once I'd got their backing, there was no stopping me, really. Of course, I missed them all when I was there, but I just threw myself into my work. I had to, really. It was a very isolated rural area – there was no running water, no medicines and so much poverty. But I can't tell you how much I appreciate the fact that I was given the chance to go – it was a real eye-opener and I learnt so much about their culture and about myself – for that I'll always be thankful.

Speaker 4

I'd worked my way up to supervisor and got just about as far as I could go in the company. It was a responsible position and gave us a certain amount of security and, I suppose, that's why I stuck it for so long. Inevitably, though, it got to the point where the routine just got too much. I wasn't developing professionally and nothing about the job pushed me to better myself. So when Sue suggested taking over a café franchise, I jumped at the chance. Neither of us had a background in catering, but

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

Page 27

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.

Answers

1 c 2 d 3 a 4 b

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.

Answers

1 D 2 C 3 C 4 A 5 B

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.

Answers

- 1 had been/gone/travelled/worked/(moved)
- 2 Having achieved/fulfilled/realized
- 3 has worn
- 4 have played/(featured/participated)
- 5 was taken
- 6 would ... read/tell
- 7 been given/granted/(offered)
- 8 did let

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

- 1** Same: Both mean 'to get used to a new situation by changing your behaviour and/or the way you think'.
- 2** Different: If you adjust a piece of clothing, you move it slightly and correct its position so that it is in the right place or more comfortable, e.g. *He looked in the mirror and adjusted his tie.* If you alter a piece of clothing, you make changes to it so that it fits better, e.g. *The jeans I bought are a bit too long, so I've asked my mum to alter them slightly.*
- 3** More or less the same: Both mean to change a building in order to use it for a different purpose. ('Transform' perhaps emphasizes the fact that there has been a complete change.)
- 4** More or less the same: Both express the idea of changing the negative aspects of your behaviour in order to make it more acceptable. 'Modify' usually suggests that these changes have been small.
- 5** Different: If you change your tune, you behave differently or express different opinions when your situation changes, e.g. *He always used to be criticizing management, but he soon changed his tune when he got promotion.* (See 4 for 'change your ways'.)
- 6** Different: If a restaurant varies the menu, it changes it regularly. If a restaurant adapts the menu, it makes changes to it to suit a particular situation or group of people, e.g. vegetarians, children, a wedding party.
- 7** Same: Both can have the meaning of no longer sharing the opinions of the people or group you previously supported.
- 8** Different: If a country switches to the euro, the euro is adopted as the official currency of that country, replacing the previous one. If someone converts money into euros, they change a certain amount of the money of their own country, in order to use it, for example, on holiday or on a business trip.

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

Answers

- | | |
|-----------|----------|
| 2 convert | 3 adjust |
| 4 switch | 5 modify |

Reading and
Use of English

Part 1

Multiple-choice cloze

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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.

Answer

In the second paragraph, the writer is negative.
In the final paragraph, the writer is positive.

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.

Answers

1 B 2 A 3 D 4 A 5 C 6 B 7 C 8 A



Progress Test 1