

2

Working together

Content Overview

Exam tasks

- **Reading and Use of English** Part 1: Multiple-choice cloze; Part 7: Gapped text
- **Listening** Part 2: Sentence completion; Part 4: Multiple matching
- **Speaking** Part 3: Collaborative task; Part 4: Discussion
- **Writing** Part 2: Letter/email

Language



- **Vocabulary:** Relationships
- **Language focus:** Modals; Relative clauses

Digital Overview


Presentation Kit

Interactive versions of Student's Book exam tasks
Embedded audio and answer key for all activities

Teacher's Resource Centre

-  Communicative activity 2: The relationship game
-  Progress test 2

Student's Resource Centre

-  Extra Language Practice 2

Lead-in

Put students into groups of four or five for an alphabet race. Students must write one word or phrase for each letter of the alphabet on the theme of relationships. Tell them that they can be as creative as they like with the theme, but must be able to explain their choices. The first group to write a word/phrase for each letter of the alphabet or the group to have the most words/phrases after **five minutes** is the winner. Elicit a few examples to start groups off (e.g. **A** = *aunt*; **B** = *best friend*; **C** = *colleague*). Ask each group to share their answers and encourage students to explain any unusual words/phrases to the rest of the class.

get back together (restart a relationship or friendship that had previously ended)

rub shoulders with (meet and talk to important or famous people)

keep at arm's length (avoid dealing with someone)

move in the same circles (share similar interests or friends as someone else)

be on the same wavelength (understand the way another person thinks because you have the same way of thinking)

Check that students know the difference between *bring up* (to look after a child until he/she becomes an adult) and *grow up* (to change from being a baby/young child to an older child/adult).

Vocabulary

Relationships

Page 15

- 1 Students work in pairs to speculate about the relationships between the people in the three photos (which may include talking about what they are doing together).
- 2a Read the first question, without saying the correct option, to the class. Ask which prepositions usually follow the verbs in the options (*differ **from***; *quarrel **with***; *dispute (-)*, though the noun *dispute* can be followed by *over* or *with*). Remind students to use the words in bold to help them.

For **stronger classes**, ask students to work alone to complete the rest of the task. For **weaker classes**, allow students to work in pairs and/or use their English dictionaries.

Check answers as a class, by asking students to read the complete question. Check the meaning of:
make up (become friends again)
see eye to eye with someone (have the same opinion as someone)

Answers

1 B	2 A	3 A	4 A	5 C	6 B	7 C
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- 2b Put students into pairs to discuss the questions. Monitor and correct any errors on the spot. Make a note of any common errors. Get feedback from the class. Go over any common errors by writing these on the board and eliciting the corrected version or by reading out the error and asking students to identify and correct the mistake.
- 3a Ask students to work alone and then compare answers with a partner. Go through answers as a class. Check the class understands the meaning of:
fair-weather friend (someone who is your friend only when things are going well for you)
mutual friend (a friend that you and another person both have)
strained relationship (a relationship that is not relaxed or friendly)

stable relationship (a relationship that does not change frequently or suddenly)
conventional upbringing (an upbringing that is typical)
strict upbringing (an upbringing that has strict rules)

Answers

- | | |
|-------------|-------------|
| 1 committed | 3 close |
| 2 nuclear | 4 sheltered |

3b If necessary, do the first one (*committed + relationship*) as an example. Do this as a class activity and encourage all students to call out their ideas.

Confirm answers and drill the adjective + noun collocations, paying attention to the syllable and word stress.

Suggested answers

- 1 committed relationship
- 2 nuclear family
- 3 close friend/relationship/family
- 4 sheltered upbringing

4 Put students into pairs for this. Go round and join in the discussions, when appropriate. Give examples from your own life (e.g. *I had a fairly unusual upbringing. My parents are doctors, and used to travel around a lot. We'd lived in about five different countries by the time I was ten years old.*) and praise students when they use the collocations correctly. Correct any errors on the spot as the focus here is accuracy.

Ask each pair to share any interesting answers with the class.

+ Extra activity**Class mingle**

Ask students to write five additional questions about relationships using any of the vocabulary from the page. Monitor and check the questions are grammatically correct.

Ask students to walk round the class and ask each question to a different student. Encourage students to ask a follow-up question and to note down the answers. Monitor and record errors by writing each student's error on a piece of paper and asking them to correct at home (and return for checking).

Get the class to share one or two of the answers they heard, and correct any errors on the spot.

 **Communicative activity 2:** The relationship game
Page 107

 **Workbook Unit 2 Page 12:** Vocabulary

**Listening Part 2****Sentence completion**

Page 16

- 1** Ask students how they felt when they came to the first class for this course and when they met their new classmates. Elicit how they got to know each other (e.g. asking about work, where people live, family). Put students into pairs to do the task, before taking brief feedback. Alternatively, do this task as a class discussion.
- 2** Check that the students understand the definition by discussing the first question as a class. Then ask students to discuss the second question with their partner.
- 3** Ask students to scan the exam rubric and question, and call out answers – as quickly as possible – to your questions:
 - *How many people will they hear?* (one) – write *one speaker* on the board
 - *Who is the speaker?* (Anthony Conrad) – write the name next to *one speaker*
 - *What is he talking about?* (effective ways to network) – write *situation* on the board
 - *How many sentences are there to complete?* (eight) – write *eight sentences* on the board
 - *How many gaps are there?* (eight: one in each sentence) – write *one gap in each* next to *eight sentences*
 - *What do you use to complete the gap?* (word or short phrase) – write *a word/short phrase* on the board

Ask students to look at the board and remind them that a quick scan to find out who is the speaker, and what is the topic or situation, will help to focus them for the questions. Give students **one minute** to skim the questions and give you as much information as they can about Anthony's thoughts on networking (e.g. *networking is important for promotion; 'personal networking' is day-to-day social behaviour; a study has been done by Harvard; psychologists and business experts agree on the best way to build a strong connection*). Encourage all ideas from students and ask them if they have discovered a lot about the content of the recording before listening (yes). Remind students to use the information in the exam questions to their advantage before the audio starts.

Help

Ask students to look at question/sentence **1** and elicit what type of word is missing (*noun/noun phrase/compound noun, beginning with a consonant sound*)

Help continued

and how they know this (*because the indefinite article a is in front of the gap*). For **stronger classes**, encourage students to take a guess about the missing word/phrase and accept all guesses that fit grammatically.

Ask students to do the same with question 2 (*plural/ uncountable noun*) and explain their answer (*access to before the gap = a noun; no article before the gap = plural/uncountable form*). Ask students to continue doing this for questions 3–8, allowing them to work in pairs, if appropriate.

Ask students whether this task focuses on general themes or specific information (*specific information*), and confirm that students must write the exact word/phrase they hear in the recording.

Students work in pairs to do the task. For **weaker classes**, allow students to compare answers after the first listening and/or ask the class to share their ideas (but do not confirm correct answers at this point). Then students confirm their answers, in pairs, on the second listening.

Before checking answers, ask students to re-read the complete text (i.e. including their answers) to check that the completed sentences are grammatically correct and make sense, and that the answers are spelt correctly. Check by asking students to spell out their answers. Correct any errors on the spot. If **weaker classes** are still struggling with the answers, you may wish to allow them to use the script to check the answers (and play the audio again, if necessary).

Answers

1 negative impact	5 confidence
2 opportunities	6 shared interests
3 (constant) interaction	7 objectives
4 powerful positions	8 (huge) rewards

Listening script 1.05

Anthony Conrad

Networking is something that most people have to do at some point to make contacts and create opportunities in the world of work. However, many of us find it stressful or a cause of social discomfort. Recent Harvard Business School research found that study subjects felt psychologically 'dirty' when asked to participate in networking designed to further their business success. Obviously, when networking is an essential part of getting ahead, such emotions create a negative impact on our ability to communicate and relate as professionals. But, it doesn't have to be like this. Networking can be a positive experience that empowers individuals.

Network ties are essential to advancement in organisations: they open up opportunities, provide insight into processes, office politics and technical knowledge. In the working environment we are involved in two varieties of networking behaviour – personal networking and instrumental networking. Now, personal networking comes naturally to most people. This describes the friendships that you develop with peers and colleagues as you chat, socialise over coffee, and this develops through constant interaction. On the whole these are easy to maintain as the office environment gives you a commonality and a collective identity.

The other form of networking – instrumental networking – has the specific goal of advancement. It's the type people find the most challenging. Interestingly, the Harvard research I mentioned revealed that people in powerful positions tend not to feel the negative psychological effects of networking – it's just part of what they should do. This would suggest that organisations need to create more opportunities for networking so that staff at every level have confidence in engaging in the practice.

So, assuming that those opportunities are provided, what can a person do to improve their networking experience? Build an immediate connection. According to eminent psychologists and business guru Dr Roberta Cialdini, hitting it off with the person you wish to make a connection with is of key importance. With a pre-planned networking meeting, online research can prove to be an invaluable tool. Shared interests quickly establish you as a peer.

Having done this, how will the connection benefit you over time? Again, preparation is key. Perhaps you can introduce your new contact to a different client base. Consider how you can assist them to build their own business role. Show that you are aware of their objectives. In return, they will be more inclined to assist you in your advancement. Even simple gestures like sharing a social media post are likely to strengthen the bond between you.

Once you have established a connection, you can begin to make use of your network. But don't think that your new connections will help you straight away. Allow the relationship to develop and you will reap huge rewards. Although it may be tempting to ask for favours, this often results in losing the contact you've worked hard to find.

- 4 If you have a **multinational class**, you can put students from the same country together to see if they agree, or you could mix nationalities for them to compare and contrast their ideas.

Monitor and correct any errors on the spot.

Ask students what they think about networking: *Is it useful? Have they done it?/Would they do it?*

- 5 Ask the class to discuss the task with their partner.

Alternative approach

Put students into groups of five or six, and ask them to try networking for themselves or for someone they know (e.g. *I'd like to get in touch with someone who knows about advertising./My friend's looking for a personal trainer.*). You could open this out into a class mingle and hold a feedback session at the end to find out who has networked successfully.



Speaking Part 3

Collaborative task

Pages 16 and 17

Help

Outline the two phases of Part 3 to the class: a **two-minute** discussion between the two candidates based on written prompts, followed by one question from the examiner. Ask students to look at the prompts (the boxes around the main question) in exercise **1a** and the main question (in the middle box). Remind students that accurate language use and full answers are as important as they are in Parts 1 and 2, but elicit what else the examiner is looking for in a discussion. Ask if a candidate should speak as much as possible or whether candidates should take turns exchanging ideas (*take turns exchanging ideas*). Reassure students that the level of their partner will not affect their mark in any way. Tell students the skills they have already practised of explaining opinion and speculating will be useful here.

The first phase focuses on the candidates' ability to hold a discussion, and the second phase then focuses on the ability to negotiate a decision together (in **one minute**). Show students the question in exercise **1b** as an example of the examiner's question. Tell students to think of the techniques they use when discussing in their first language. Ask:

- *Do you express your own opinion?* (yes)
- *Do you ask the other person questions to find out their opinions?* (yes)
- *Do you react to their opinions, either in agreement or not?* (yes)

Tell students these same principles apply in English and the examiner is looking for a natural exchange of ideas.

1a Ask students to look at the question in exercise **1a** again. Ask if they have used any of these ways of networking to advance their career and find out if there is one way that is significantly more popular than the others.

Useful language

Remind students of the importance of exchanging ideas and collaborating. Drill the 'Make suggestions' phrases in the box. Encourage students to follow your model of good intonation and ask them to underline the stressed words (*Have you considered ...? In their position I'd ... What would you say to ...?*). Do the same for the phrases in the other categories (e.g. an inquisitive tone for *Do you have any thoughts on ...?*).

Useful language continued

Ask students to take turns saying these phrases in pairs (and for **stronger classes**, encourage them to finish the sentences), whilst you monitor and check intonation and word stress.

Time the pairs as they do the task (a bit over **two minutes**, as this is their first time practising Part 3).

Monitor and make notes of pairs that are working well together and using the phrases from the Useful language box, and those that are working less well together (e.g. one dominant speaker, interrupting or talking over one another).

1b Tell students they will now practise the second phase of Part 3 and say the examiner's question out loud. Give pairs **one minute** to make a decision. Monitor and make notes as before.

Ask students what they found easy and challenging about Part 3, and offer reassurance if required.

Give your feedback, mentioning pairs that worked well together (e.g. *Maria and Stefan took turns and used lots of phrases for explaining and clarifying*). For those you observed performing less well, write a list of reminders on the board, such as don't interrupt your partner, invite your partner to speak, explain your ideas, etc.

+ Extra activity

Speaking Part 3

Put students into new pairs, and then put two sets of pairs into a group of four. Ask the first pair to repeat the Part 3 task whilst the second pair are 'examiners' and listen for the phrases in the Useful language box. At the end of **two minutes**, ask the 'examiners' to feed back on the phrases used. Pairs then swap roles and repeat the process.



Speaking Part 4

Discussion

Page 17

Help

Go through the advice in the box. Remind students that collaborating is still important in this part – again, they need to demonstrate good language use as well as the ability to hold and manage a discussion.

Ask a student question **1** and let them answer. You may need to prompt students at the beginning of the discussion, so be ready to encourage someone from the class to ask for clarification or to encourage opinions from another student.

Put students into groups to discuss question 2. After a few minutes, call on each group to share what they discussed with the rest of the class.

Then put students into pairs to discuss the remaining questions. Monitor and make notes of appropriate language use as well as any errors.

Give feedback by mentioning students' names who used phrases well and/or participated well in the discussion. Read out any errors you noted and ask students to call out the correction. Add the correct language to the board.

Language focus 1

Modals

Page 18

- 1 Ask students to volunteer to read one of the messages – they should read out both of the options in italics. After each message, ask the class to describe what the purpose of each message is (1: *make an apology*; 2: *provide an explanation*; 3: *express an opinion/give a criticism*; 4: *make a request*).

Ask students to look at message 1 again and ask if the sentence with the first set of options shows a logical deduction or an obligation (*a logical deduction*), and ask which option is correct (*must have*). Ask if the next sentence refers to a willingness or an obligation (*a willingness*) and what the correct option is (*would*).

Put students into pairs to complete the task.

Check answers as a class, by asking students to again read out the messages, this time with the correct options in place.

Answers

- 1 must have, would
- 2 needn't
- 3 shouldn't have, Haven't you
- 4 can't, can

- 2 Go over message 1 again and ask students what the use of the first modal is (*logical deduction*) and the second modal (*willingness*). Ask students to do the same for the other messages and check their ideas with their partner or in a small group. Tell the class that they can also use the Grammar Reference on pages 116–118 to help them.

Check answers as a class. Explain any answers that students struggled with.

Answers

- 1 logical deduction (must have), willingness (would)
- 2 lack of obligation/necessity (needn't)
- 3 criticism (shouldn't have), annoyance (Haven't)
- 4 inability (can't), request (can)

- 3 Ask students to look at the options under sentence 1 and ask:

- Which option, **A** or **B**, shows a lack of obligation? (**A**)
- Which option, **A** or **B**, shows an obligation? (**B**)

Ask students to then look at sentence 1 and choose which option is closest. Remind students to look for the meaning that is the closest – the meaning does not have to be exactly the same.

Alternatively, and for **stronger classes**, you may wish to do this as a pairs race with the first pair to get all six sentences correct as the winner.

Confirm answers and ask the class to explain why the other option is not correct.

Answers

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

- 4 Speculate about the photos by giving your own examples, with modals, such as *I think he really needs to love the animals to do this type of work. It must be an extremely challenging job*. Elicit an example from a stronger student and then put students into new pairs to answer the questions.

Monitor and correct any errors on the spot.

Get feedback from the class by asking pairs to share their ideas.



Workbook Unit 2 Page 12: Language focus



Reading and Use of English Part 1

Multiple-choice cloze

Page 19

- 1 Ask the class to look at sentence 1 and to 'try' each verb in the gap. Do a class vote on which option students think is correct. If opinion is divided, encourage students to explain their vote. Remind students that each option is very similar, but only one is relevant to the exact topic and also fits grammatically. Confirm the answer and ask students to work in pairs to do the same for sentences 2 and 3. Check answers and ask students how they reached their decision. Ask which description **a–c** fits each sentence and correct option. Allow students time to think about their answers.

Explain that Part 1 will test this type of vocabulary knowledge and refer students to the Help box for details of what questions typically focus on.

Answers

1 D, a 2 A, c 3 C, b

- 2** Say the title of the text and ask students to predict what the text could be about. Encourage all ideas. Then ask students to work alone and read the text to check their ideas. Find out if anyone's ideas were correct.

Help

Tell students they are now going to complete the text in a similar way to exercise 1. For **stronger classes**, and as an alternative, you may wish to ask students to try covering the options and noting some possible answers before they look at the options. Ask students to consider each of the four options and to 'try' each word in the gap to see which fits grammatically and makes sense.

- 3** Students work alone to do the task and compare answers in pairs. For **weaker classes**, and as this is the first time students have come across Part 1, allow them to work in pairs. As in exercise 1, encourage students to explain the reasons for their answers.

Answers

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

- 4** Ask students to discuss the questions with their partner. Alternatively, put students into groups or have a class discussion. Monitor and make a note of any language errors for correction.

Draw the discussion(s) to a close and write any errors that you noted on the board for the class to correct.

 **Workbook Unit 2 Page 14:** Reading and Use of English Part 1

Reading and Use of English Part 7

Gapped text

Pages 20 and 21

- 1** Give your own brief opinion on one of the questions and ask the class if they have a similar or different view; remind students they do not need to agree with you and that expressing their own ideas is important. Ask the class to discuss the questions with their partner or in small groups.

Get brief feedback from the class.

- 2** Elicit some ideas about the text – but tell students not to read any more than the title and first line. Students can work in pairs or as a class.

Suggested answers

Subject – relationships between humans and animals
Audience – people with an interest in animals/popular science

- 3** Students work alone to skim read the main text, without reading paragraphs **A–G**, to check their ideas. Encourage students to read as quickly as possible and assure them they will read the main text in more detail later. Set a time limit of about **three minutes**.

Get brief feedback from the class and check if anyone was surprised (or had other reactions) to the text.

- 4** Introduce Part 7 to students by checking they understand how many paragraphs are missing from the main text (*six*) and how many paragraphs they have to choose from (*seven – one extra*).

Help

Ask students to now re-read the main text and quickly summarise each paragraph for themselves (leave **A–G** for now). Do this as a class for weaker students.

Look at the first paragraph together and ask what information could be in gap **1** (*more information on the ecotourism studies*).

Ask students to now skim read paragraphs **A–G** and identify the ones that include information related to studies/research (**A** describes what researchers have identified about ecotourism; **C** gives an explanation about the major outcome of some research and what research teams did).

Ask students to look at their summary for the second paragraph and to discuss in pairs whether paragraph **A** or **C** fits the gap, and why. Ask for ideas from the class and discuss **A** (e.g. *same topic but **Having said that** introduces a contrast, which isn't suggested at the end of the paragraph before the gap*) and **C** (*same topic and seems to continue details about the research*).

Ask which paragraph looks likely to be correct (**C**) and ask students to read the next paragraph in the main text to see if there is any reference or link between the two (*yes – C: The research teams/next paragraph: They found that*). Tell students that checking the development of ideas through the paragraphs is one of the keys to success with this task type.

Ask students to work in pairs and continue the same process. Encourage students to identify all of the paragraphs **A–G** that could fit the gap and then re-read the main text before and after the gap to check which paragraph is a more logical fit. Encourage students to fully discuss their ideas and reasons for choosing paragraphs so that they can become more aware of text cohesion and development, and the importance of finding evidence to support their answers.

Ask students to compare answers with another pair. Allow them to revise any answers based on the discussion. Remind the class to check that the paragraph they haven't used definitely does not fit into any of the gaps.

Check answers as a class. Ask students to explain why they chose each paragraph.

Answers

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

- 5** Put students into groups for this task. For **multinational classes**, decide whether you would like groups of students from the same country (to see how their views differ) or groups of students from different countries (to share their different cultures). Monitor and correct any language errors on the spot. If appropriate, ask questions or contribute your own ideas.

If the discussion is progressing well in groups, open this out into a class discussion.

- 6** Put students into groups and explain that they need to think like government ministers, and consider both the wild animals and the country. Elicit a few points for discussion, e.g. *animal charities, educating people, research and findings, tourism, finances*, etc. Give groups **five minutes** to discuss and choose their policies, then give groups another **five minutes** to finalise the details. Monitor and help, as necessary. Groups take turns presenting their policies to the class. Ask the class to vote for their favourite.

 **Workbook Unit 2 Pages 10–11:** Reading and Use of English Part 7

Language focus 2

Relative clauses

Page 22

- 1** Elicit the difference between a defining relative clause (*a clause that contains essential information to help with our understanding*) and a non-defining relative clause (*a clause that contains non-essential information that isn't necessary for our understanding*). Ask the class to look at sentence **1** and identify which type of clause it is (*defining relative clause*) and what the essential information is (*live in urbanised areas*). Ask which explanation **a–d** fits sentence **1 (c)**. Then students work in pairs to complete the task.

Answers

1 c	2 b	3 a	4 d
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- 2** For **stronger classes**, students can work alone. For **weaker classes**, ask students to work in small groups to discuss their ideas. Keep this activity quite short and then get ideas from the class.

Answers

The pronoun can only be replaced with *that* in sentence **1**. *That* can only be used in defining relative clauses to replace *who* and *which*.

The relative pronoun cannot be omitted from sentences **1, 3** and **4**. Relative pronouns can be omitted in defining relative clauses if the relative pronoun is the object of the verb in the relative clause.

- 3** Briefly elicit which relative pronoun in the box is used with places (*where*), people (*who, whom, whose*) and things (*which, why*). Students then work alone, before comparing answers with a partner. Remind students that they can use the Grammar Reference on pages 118–119 to help them.

Answers

1 whom, where	4 who
2 which, whose	5 why, which
3 which, which	6 who, which, where

- 4** Students discuss their ideas with a partner. Monitor and help, as necessary.

Check answers as a class. Ask students to read out the sentences with the *that* replacements and where the relative pronoun/adverb *can be omitted*.

Answers

- a**
3 ... is something which/that we haven't ...
4 ... a woman who/that said ...
5 ... reason why/that so many ...; it's a city which/that offers a lot ...
6 ... the town that she had grown up in ...
- b**
3 ... is something we haven't done for ages.
5 ... reason so many ...
6 ... the town she had grown up in ...

 **Workbook Unit 2 Page 12:** Language focus



Listening Part 4

Multiple matching

Page 22

Ask the class to read the exam rubric and elicit some ideas about what makes some places challenging to live in due to physical conditions (e.g. *a different culture or an extreme natural environment*) and mental conditions (e.g. *away from family and friends or a difficult job*). Put students into pairs to describe the most challenging place they have lived in and what made it challenging. Get brief feedback from the class.

Ask the class to scan read Task One and Task Two, and tell you what these numbers relate to:

- five (*the number of extracts; the number of speakers – one speaker per extract; the number of questions in each Task*)
- ten (*the total number of questions – five in Task One and five in Task Two*)
- eight (*the number of options, A–H, in each Task*)

Help

Elicit what techniques students can use before they listen to the recording (e.g. *read the exam questions and options to find out what the topic is, underline the key words, predict language they might hear on the recording*). Remind them of the importance of using this time to help them prepare and focus.

Ask the class to look at Task One and Task Two, and ask what the focus of the questions is for each (*Task One: the main challenge being described; Task Two: how the speaker responded*). Then elicit the key words for Task One options A–C. Put students into pairs to underline the key words for the remaining options in Task One and the options in Task Two.

Get brief feedback.

Ask students to look at their first underlined word (*loneliness*) and elicit ideas for other words or phrases that express that idea (*being away from others, isolation, solitude, not seeing anyone*). Put students into pairs to quickly brainstorm ideas for the other underlined words.

Students work alone to do the task. Explain that they need to listen for information relating to both tasks at the same time. They should note down possible answers to both on the first listening. Then allow them to compare their possible answers in pairs before the second listening, when they should check their answers or decide which is the correct answer. (For **weaker classes**, you may wish to let them listen twice before comparing answers, and then play the audio for a third time to let them decide on their answers.)

Answers

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

Listening script 1.06–1.10

Speaker 1

It's true that the isolation can have an incredible effect on you, psychologically. There were times when being so far from anyone and anywhere could make you feel profoundly miserable. But these feelings were often fleeting, and they were overcome after a while. What I hadn't necessarily appreciated from the outset were the inherent risks involved

in the work. Mountain gorillas are big, powerful beasts, but sadly they are endangered due to poaching. Sometimes they are killed for bush meat, but more often people want to use body parts in traditional medicines. Nearly every month there were incursions into the national park by hunters seeking trophies. They could be extremely hostile and were often heavily armed. As the risk grew, I couldn't cope with it. In the end, I made a request for a transfer out. Sometimes I regret it, but you have to take these things seriously.

Speaker 2

We'd moved to the city the year before, not long after we'd got married. My husband's job had taken us there. I felt so far from my parents and sisters. It would have been good to have that level of family support around. I wasn't always as self-assured as I am now and back then I was absolutely petrified of going out on my own. Not being able to express myself clearly was the fundamental issue. When I did go out I never really got much from it because I couldn't say what I wanted to. Then one day I met up with a neighbour about the same age as me. We started with the basics, and after that, we were chatting away in no time. Through Zhung Li I met more and more people, and soon we had a close-knit group. We used to meet up and cook together – sharing stories and recipes.

Speaker 3

When I told my family and friends about my plans to head into the rainforest, they thought I was insane. I'd always been fascinated by nature, so the chance to join a research team there seemed too good to miss. All that stuff you see on nature documentaries – the beautiful birds, the dangerous animals – they make you feel so alive. There are some drawbacks though. After a week of solitude, I used to wish I could talk to someone. One time I was standing on the edge of a lake and all the stars were out above me, but they were also below me because of their reflection on the water. I thought 'I really want to share this with someone'. That sense of isolation provided the spark I needed. It inspired me to reflect on the important things in this world and how our actions can impact on it. It certainly helped me to focus on my conservation goals.

Speaker 4

When I first arrived there, the locals were a bit suspicious. I think that they questioned my motives. You often get that as a research scientist. Perhaps they thought we were intending to mine under their village. Despite their reservations, they were extremely helpful – giving invaluable advice on the best way to cope with the day-to-day difficulties. But it was relentless. Any exposed skin got frostbitten immediately, and trying to keep our basic equipment from freezing was a real struggle. Basic actions took forever. We tried to wrap up warm and stay inside as much as possible, but then I felt a bit enclosed and it started to get me down pretty quickly. I kept in regular contact with my family ... I couldn't wait till my contract was up and I could see them again.

Speaker 5

Although I'd spent several months in advance learning the local dialect, there were times when even getting something remotely edible for dinner proved a challenge. And coming from a sprawling city, it was a bit disconcerting to have these vast expanses all around the village. It really was in the middle of nowhere. But I wouldn't have changed things one bit.

The steepest part of my learning curve was coming to terms with the local flora and fauna. Gathering samples could be problematic due to the high incidence of toxic plant varieties. And it was necessary to keep a lookout for predators while we conducted field work. Actually, while I was there, I became quite interested in animal behaviour. I used to spend a good deal of my spare time observing them. I'm thinking of using my notes as the basis for an article in a scientific journal.

 **Workbook Unit 2 Page 13:** Listening Part 4

Writing Part 2

Letter/email

Page 23

- 1** Ask the class to read the task and say who they have to write to (*the HR department – Human Resources: the department that hires and trains employees – of a zoo*) and what they need to do (*provide details for an ex-colleague about his/her work experience, relevant personal skills and qualities, suitability for the role of Qualified Animal Keeper*).

Then ask students to skim read the model answer and say if the answer fulfils the task (yes). Students work alone to read the answer again and cross out the incorrect words/phrases. Allow students to check in pairs, before confirming answers with the class. Ask students why we use the opening line *TO WHOM IT MAY CONCERN* (when we do not know the person's name and/or haven't met the person, and when we are writing a formal letter) and *Yours faithfully* (when we do not know the person's name). Ask when we use *Yours sincerely* (when we do know the person's name).

Answers

Correct options:

- | | |
|----------------------|---------------------------------------|
| 1 reference | 5 I feel I must also point out |
| 2 Whilst | 6 also |
| 3 In addition | 7 hope |
| 4 Aside from | 8 faithfully |

- 2** Ask the class to look at the letter again and say how many paragraphs there are (*four*) and what the purpose of each is. For **weaker classes**, ask prompt questions, such as *Which paragraph describes the candidate's personal skills?* (paragraph 3).

Suggested answers

Paragraph 2: describing candidate's work experience

Paragraph 3: describing candidate's personal skills and qualities

Paragraph 4: closing comments, request for action, summarising main point(s) of the letter, final recommendation

- 3** For **stronger classes**, ask students to work alone and then share their ideas with a partner. For **weaker classes**, you may wish to call out one of the phrases (from the answers below) and ask which feature it demonstrates. Provide an extra example for each feature and then tell students how many examples remain. Students then work in pairs to find the remaining examples.

Answers

a *I had the pleasure; would not hesitate to recommend; I feel; I have no doubt; I very much hope; I am certain*

b *which was essential when working ...; when it came to showing tour groups ...*

c *have a (particular) affinity for; driven; will go that extra mile; personable; diplomatic*

Check students understand the characteristics:
have an affinity for something (have a natural understanding of something)

driven (determined to achieve something)

will go that extra mile (will make a special extra effort in order to achieve something)

personable (behaving in a pleasant way)

diplomatic (able to deal with people in a sensitive way that does not upset or offend them)

- 4a** Ask students to look at the exam task and say who they have to write to and what they need to do.

- 4b** You can start the students' discussion by asking which characteristics from exercise 3 would be relevant.

Get ideas from the class about what experience or qualifications may be necessary and write all relevant examples on the board, checking students understand the meaning of each one and correcting any errors in pronunciation.

Help

Revise the purpose of each paragraph and encourage students to use four paragraphs as in the model answer.

Ask students whether the letter should be formal or informal (*formal*) and why (*we do not know the person and the context is business, not pleasure*).

Remind students to use the language from exercise 3 and on the board, when appropriate.

- 5** As students start writing their letter, go round and help as necessary. Allow the class to use the Writing Bank on page 135 to help them. Set a time limit of **thirty five** minutes.

When students have finished, ensure they've checked their letter by asking:

- *Is there a correct opening line?*
- *Is there a correct closing line?*
- *Are there four clear paragraphs? Does each have a clear purpose?*
- *Is there information on the ex-colleague's personal qualities?*
- *Is there information on the ex-colleague's qualifications and experience?*
- *Is there information on the ex-colleague's suitability for the role of Conservation Research Assistant?*
- *Is the letter between 220–260 words?*
- *Is all of the spelling and grammar correct?*

Sample answer

Dear Dr Schmidt,

I am writing in response to your letter asking for a reference for Nathan Fallon. I worked with Nathan for five years at the Antarctica Climate Research Centre and it is a pleasure to recommend him for the role of Conservation Research Assistant at your centre.

Firstly, I would like to state that Nathan is an ambitious and intelligent individual, who is always there to lend a helping hand to his colleagues. He has the confidence to work alone but is also very friendly and works well within a team. Furthermore, he often helped to resolve conflicts and disputes within the team with his calm and reasonable manner. He has a real passion for protecting the environment and has dedicated his career to this.

In terms of experience, I doubt whether you will find another candidate as highly qualified. Nathan graduated from Harvard University with a Masters in Environmental Studies. In addition to this, he has ten years' work experience in Antarctica and in Sarawak, Borneo. Whilst we were working together, Nathan led a small team investigating the causes and effects of climate change.

I trust that you will make the right decision and hire Nathan. You could not ask for a more professional employee. If you have any further questions, please do not hesitate to contact me.

Yours sincerely,

Matthew Higgins

 **Workbook Unit 2 Pages 14–15: Writing Part 2**

 **Progress test 2 Pages 123–124**

Review Units 1 and 2

Pages 24–25

Reading and Use of English Part 4

Key word transformation

- 1 no account should you
- 2 sooner had I finished than
- 3 no need for Tom to make
- 4 does not/doesn't/will not/won't allow pupils to
- 5 no circumstances are you/do I want you
- 6 had known each other for

Reading and Use of English Part 3

Word formation

- 1 significant
- 2 civilisations
- 3 modification(s)
- 4 innovative
- 5 alterations
- 6 enable
- 7 inaccessible
- 8 interactive

Vocabulary

- | | |
|-------------------------|----------------------------|
| 1 close knit, obstacles | 5 brought, follow |
| 2 hit it off, get | 6 make, drifted apart |
| 3 after, failure | 7 see eye to eye, driven |
| 4 set, quarrel | 8 reach, rubbing shoulders |

Language focus

- 1
 - 1 could may/might
 - 2 correct
 - 3 have to might/could
 - 4 won't can't
 - 5 shouldn't must
 - 6 correct
 - 7 need have
 - 8 correct
 - 9 would must
 - 10 must can/could
- 2
 - 1 has (just) become
 - 2 have had
 - 3 has been
 - 4 had been beating/had beaten
 - 5 had been driving
 - 6 has been living/has lived
 - 7 has said
 - 8 has been planning/has planned
- 3
 - 1 which
 - 2 whom
 - 3 who/that
 - 4 which
 - 5 who/that
 - 6 which
 - 7 when
 - 8 whose