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**Cambridge English**



# Objective Advanced

**Teacher's Book**  
with Teacher's Resources CD-ROM



**For revised exam from 2015**



**Felicity O'Dell Annie Broadhead**

**Fourth Edition**

**Cambridge English**



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**with Teacher's Resources CD-ROM**

**Felicity O'Dell   Annie Broadhead**

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**Cambridge University Press**

[www.cambridge.org/elt](http://www.cambridge.org/elt)

**Cambridge English Language Assessment**

[www.cambridgeenglish.org](http://www.cambridgeenglish.org)

Information on this title: [www.cambridge.org/9781107681453](http://www.cambridge.org/9781107681453)

First published © Cambridge University Press 2002

Second edition © Cambridge University Press 2008

Third edition © Cambridge University Press 2012

Fourth edition © Cambridge University Press and UCLES 2014

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First published 2002

Second edition 2008

Third edition 2012

Fourth edition 2014

Printed in Italy by L.E.G.O. S.p.A

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-68145-3 Teacher's Book with Teacher's Resources CD-ROM

ISBN 978-1-107-67438-7 Student's Book without answers with CD-ROM

ISBN 978-1-107-65755-7 Student's Book with answers with CD-ROM

ISBN 978-1-107-64727-5 Class Audio CDs (2)

ISBN 978-1-107-68435-5 Workbook without answers with Audio CDs

ISBN 978-1-107-63202-8 Workbook with answers with Audio CDs

ISBN 978-1-107-69188-9 Student's Book Pack (Student's Book with answers with CD-ROM and Class Audios (2))

ISBN 978-1-107-63344-5 Interactive ebook: Student's Book with answers

Additional resources for this publication at [www.cambridge.org/objectiveadvanced](http://www.cambridge.org/objectiveadvanced)

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Cover concept by Tim Elcock

Produced by Hart McLeod

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# Map of Objective Advanced Student's Book

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<b>Unit 3</b> <b>In the public eye</b> 22–25 In the media	Paper 1 Reading and Use of English: 5	Wishes and regrets	Idioms (verb + <i>the</i> + object)
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<b>Unit 15</b> <b>In my view ...</b> 94–97 Family life	Paper 1 Reading and Use of English: 5 Paper 4 Speaking: 3 Paper 3 Listening: 4	The infinitive	Expressing opinions
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<b>Exam folder 7</b> 104–105	Paper 1 Reading and Use of English: 7 Gapped text		

TOPIC	EXAM PRACTICE	GRAMMAR	VOCABULARY
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<b>Unit 18</b> <b>Telling the truth</b> 112–115 Truth and lies	Paper 4 Speaking	Emphasis	Academic language
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# Content of Cambridge English: Advanced

Cambridge English: Advanced, also known as Certificate in Advanced English (CAE) consists of four papers. It is not necessary to pass all four papers in order to pass the examination. There are three passing grades: A, B, C. As well as being told your grade, you will also be given a statement of your results which shows a graphical profile of your performance on each paper.

## Extended certification

Cambridge English: Advanced is set at Level C1 of the Common European Framework of Reference for Languages (CEFR). Extended certification can give you additional credit for the language skills you demonstrate in the exam. It works in two ways.

- If you perform particularly well, you can get credit at a higher level on the CEFR. If you get grade A in the exam, you receive a certificate indicating that you are at C2 level.
- You can also receive credit for your English language skills, even if you do not achieve a passing grade. So if you do not get enough marks for a grade C in the exam, you can still be awarded a certificate showing performance at level B2 if you show this level of ability in the exam.

Results	CEFR level
Grade A	C2
Grades B and C	C1
B2 level	B2

## Paper 1 Reading and Use of English 1 hour 30 minutes

There are eight parts to this paper and they are always in the same order. Parts 1–4 contain texts with accompanying grammar and vocabulary tasks. Parts 5–8 contain a range of texts and accompanying reading comprehension tasks. The texts used are from newspapers, magazines, journals, books, leaflets, brochures, etc.

Part	Task Type	Number of Questions	Task Format	Objective Exam folder
1	Multiple choice cloze	8	A text with eight gaps, each with four options. This mainly tests vocabulary: idioms, collocations, fixed phrases, etc.	1 (14–15)
2	Open cloze	8	A text with eight gaps which must be filled with one word each.	2 (26–27)
3	Word formation	8	A text with eight gaps. Each gap corresponds to a word. The stems of the missing words are given and must be changed to form the missing word.	3 (44–45)
4	Key word transformation	6	Six questions, each with a gapped sentence which must be completed in three to six words, including a given key word.	4 (56–57)
5	Multiple choice	6	A reading text followed by multiple-choice questions.	5 (74–75)
6	Cross-text multiple matching	4	Four short texts, followed by multiple-matching questions. You must read across texts to match a prompt to elements in the texts.	6 (86–87)
7	Gapped text	6	A text with missing paragraphs. You must use the missing extracts to complete the text.	7 (104–105)
8	Multiple matching	10	A text (or several short texts) with multiple-matching questions.	8 (116–117)



## Paper 2 Writing 1 hour 30 minutes

There are two parts to this paper. Part 1 is compulsory and you have to answer it in 220–260 words. In Part 2 there is a choice of tasks. You must write an answer of 220–260 words to one of these tasks.

Part	Task Type	Number of Tasks	Task Format	Objective Writing Folder
1	essay	1	You have to write an essay based on two points in given information. You need to decide which of the two points is more important, and to explain why.	<b>2</b> Formal writing (32–33) <b>3</b> Essays (1) (50–51) <b>6</b> Essays (2) (92–93) <b>9</b> Persuasive writing (140–141) <b>10</b> The Writing Paper: general guidance (152–153)
2	report review letter / email proposal	Choose 1 from a choice of tasks.	You are given a choice of tasks which specify the type of text you have to write, your purpose for writing and the person or people you have to write for.	<b>1</b> Formal and informal writing (20–21) <b>2</b> Formal writing (32–33) <b>4</b> Reports (62–63) <b>5</b> Letters / emails (80–81) <b>7</b> Reviews (110–111) <b>8</b> Proposals (122–123) <b>9</b> Persuasive writing (140–141) <b>10</b> The Writing Paper: general guidance (152–153)

## Paper 3 Listening approximately 40 minutes

There are four parts to this paper. All the recordings are heard twice. The recordings are set in a variety of situations. In some parts you hear just one speaker; in others more than one speaker.

Part	Task Type	Number of Questions	Task Format	Objective Exam Folder
1	Multiple choice	6	You hear three short extracts and have to answer two multiple-choice questions on each. Each question has three options, A, B and C.	<b>9</b> (134–135)
2	Sentence completion	8	You hear a recording and have to write a word or short phrase to complete sentences.	<b>9</b> (134–135)
3	Multiple choice	6	You hear a recording and have to answer multiple-choice questions with four options.	<b>9</b> (134–135)
4	Multiple matching	10	You hear five short extracts. There are two matching tasks focusing on the gist and the main points of what is said, the attitude of the speakers and the context in which they are speaking, etc.	<b>9</b> (134–135)

## Paper 4 Speaking 15 minutes

There are four parts to this paper. There are usually two of you taking the examination together and two examiners. This paper tests your grammar and vocabulary, interactive communication, pronunciation and how you link your ideas.

Part	Task Type	Time	Task Format	Objective Exam Folder
1	Three-way conversation between two students and one of the examiners	2 minutes	The examiner asks you both some questions about yourself and your interests and experiences.	10 (146–147)
2	Individual 'long turn' with brief response from partner	4 minutes	You are each given some visual and written prompts and the examiner will ask you to talk about these for about a minute. You are asked to give a short response after your partner has finished their 'long turn'.	10 (146–147)
3	Collaborative task	4 minutes	You are given some spoken instructions and written stimuli for a discussion or decision-making task and you discuss these prompts with your partner.	10 (146–147)
4	Three-way interaction between students and one of the examiners	5 minutes	The examiner asks you and your partner questions relating to topics arising from Part 3.	10 (146–147)

# Getting to know you

Speaking	Getting to know you
Vocabulary	Describing people; Collocations
Grammar	Conditionals
Reading	Culture shock
Listening	Meeting new people

## Workbook contents

Reading	Putting paragraphs into gaps
Vocabulary	Collocations
Grammar	Conditionals
Writing	An essay

## Student's book pages 10–13

Throughout the Teacher's Book, guidance is given relating to the length of lesson: **SV** (short version) and **LV** (long version). The **SV** gives an indication of what can be cut out of the lesson if time is short or which parts could be set for homework. The **LV** gives suggestions on what could be developed and provides extension activities where appropriate.

### Lesson planning

- SV** Conditionals exercises 3 and 4 could be set for homework.
- LV** See extension activities in the Speaking and Vocabulary sections.

## Speaking

Introduce Unit 1 by asking students questions such as the following.

- *Which English-speaking country do you know the most about?*
- *Are you curious about other countries and cultures?*
- *To what extent is learning about countries and their cultures part of learning a language?*

Generate a class discussion using these questions and establish that in order to appreciate a language fully, some knowledge of the culture of the country where it is spoken can be an advantage. However, do not spend too much time on the discussion at this point as it is important to move on to the questions in the Student's Book and establish a lively pace.

- 1 The aim of this Speaking section is to allow students to begin talking about themselves, and to introduce themselves to each other. It allows students to talk to the group about their own experiences and opinions, which is similar to what they will do in Part 1 of the Advanced Speaking test.

Put students in pairs to discuss the first question. If necessary, explain that if you *get to know* someone, then it means that you spend enough time with that person to become familiar with him or her. You can also *get to know* a place or a thing.

- 2 Ask the students to read the questions individually and to decide which questions might be useful in finding out about someone they don't already know. Encourage students to discuss their opinions in pairs and to guess what kind of information each question would elicit. At this point, do not ask students to answer the questions.
- 3 Ask students to work with a different partner. They take turns to ask five of the questions from Exercise 2. Encourage them to give full answers, not short, simple ones.

### Teaching extra

In the Speaking test, if candidates give answers which are too short, the examiner will often encourage the candidate to give a fuller answer by asking *Why?* or *Why not?* For example:

**Examiner:** *Do you prefer to work or study on your own, or with other people?*

**Candidate:** *With other people.*

**Examiner:** *Why?*

If you notice your students giving rather short, simple answers when doing pair work, encourage the student listening to ask *Why?* or *Why not?* to develop the conversation more.

### Extension activity

If you would like to give students more speaking practice, write these questions on the board and ask the class to discuss three or four of them.

- 1 *Were you named after anyone?*
- 2 *Do you like your handwriting?*
- 3 *What was the last thing you ate?*
- 4 *What's your favourite smell?*
- 5 *Who was the last person you talked to on the phone?*
- 6 *What was the last film you watched?*

- 4 Focus students on the photos and elicit answers from the whole class, asking students to say something interesting about who the people might be, and what kind of people they are.

## Vocabulary

- 1 In Part 2 of the Advanced Speaking test, candidates are asked to compare two photos, and to describe and speculate upon what they see. In many cases, the photos will feature people. This section features words to describe people's personalities.

Ask students to work alone to complete the sentences. Point out that there may be more than one possible answer. If necessary, explain the meaning of *pretensions* (when you try to be better or more knowledgeable than you really are).

When they have finished, ask students to compare their answers in pairs, before giving feedback to the whole class.

### Suggested answers

- 1 conscientious
- 2 competent / knowledgeable
- 3 decisive
- 4 courageous
- 5 down-to-earth
- 6 outgoing
- 7 unconventional
- 8 narrow-minded
- 9 persuasive
- 10 competent / knowledgeable

### Teaching extra

Begin to teach students the value of paying attention to context and collocation, which are useful in many parts of the Advanced exam.

For example, we can say that a decision is *brave* or *courageous* but it would be highly unconventional to say a *knowledgeable* or *competent decision* (these adjectives are used to talk about people). We would never say a *decisive decision*.

There are only a few words in this exercise which can collocate with *speech*: *unconventional*, *competent*, *knowledgeable* and *persuasive*. The last adjective, *persuasive* would seem to be the most likely if the person making the speech is making a request for money (*the need for more funding*).

Similarly, the only word which collocates with *attitude* in this exercise is *narrow-minded*, a negative adjective which would fit with the context of *small communities*.

- 2 **1.01** Point out that it is useful, when learning new words, to record how they are pronounced. In longer words (e.g. *conscientious*, *knowledgeable*, *persuasive*) this includes knowing which syllable is normally stressed.

Play the recording and ask students to mark the main stress in each word.

### Answers

conscientious	down-to-earth
narrow-minded	outgoing
courageous	decisive
unconventional	knowledgeable
competent	persuasive

### Extension activity

Play the recording again and stop after each word. Ask students to repeat each word, paying attention to the main stress in each one.

- 3 Ask students to work in pairs to discuss the people in the photos. Encourage them to use adjectives from Exercise 1. When they have finished, get feedback from the whole class.

### Extension activity

The Exam spot draws attention to the fact that speculating about photos is a common feature in Part 2 of the Advanced Speaking exam.

Elicit other phrases which could be used when speculating, and write them on the board. For example:

*He/She could be ...*

*Perhaps ...*

*He/She might be ...*

*I'd say that he/she is ...*

*He/She looks as if he/she is ...*

*I suppose he/she could be ...*

## Conditionals

The Grammar folder at the back of the Student's Book provides explanations and further examples. The grammar here is covered on page 162.

- 1 Read out the two examples. Ask students to comment on the grammatical differences, and what each sentence means.

### Answers

*If she's an international lawyer, then she needs to be very knowledgeable in her job.*

This sentence is an example of the Zero conditional. We can form this kind of sentence by using present simple verbs in both clauses. It is used to talk about things which are generally true.

*What would be your ideal way to spend a weekend?*

This sentence is an example of the Second conditional. We can form this kind of sentence by using *would* in one clause, and past simple verbs in the other. It is used to talk about hypothetical situations – to imagine and speculate about things which probably won't happen.

- 2 Ask students to complete the rest of the table.

### Answers

Type	if clause	main clause	Use for ...
zero	present simple/continuous	present simple/continuous	common states or events
first	present simple/continuous	will / to be / going to / present simple or continuous	possible states or events
second	past simple/continuous	would + infinitive without to	hypothetical or very unlikely situations
third	past perfect	would have + past participle	the past and say that now it is impossible to do anything about it

- 3 This exercise introduces some of the more advanced forms of conditionals.

### Possible answers

- 1 If you experience any problems, I'll be available to help.
- 2 If it hadn't been for Jane, the manager would have got the wrong impression of me and my work.
- 3 If it makes the situation easier, I'll keep my real opinion to myself.

- 4 Ask students to work on their own and then check their answers with a partner.

### Answers

- 1 If so
- 2 otherwise
- 3 Given
- 4 unless
- 5 Provided

## Corpus spot



Corpus spots throughout the book highlight some of the typical errors that students at this level make in the exam. Go through the Corpus spot with students. As in other Corpus spots in this book, this language area has been identified in the Cambridge English Corpus as an area in which learners often need extra practice. The Corpus is a collection of over 1 billion words of data, and it includes the Cambridge Learner Corpus developed in collaboration with Cambridge English Language Assessment, and shows the real mistakes candidates have made in their exams. The mistakes the authors focus on are typical of learners at C1/C2 level and that is why the course provides further practice in using these features of the language accurately.

## Reading

- 1 This exercise encourages cross-cultural awareness. Ask students to discuss the questions with a partner. Ask them to make notes of the main points of their discussion so that they can report back to the rest of the class when they have finished.
- 2 Ask students to read the extract and then answer the questions.

### Answers

- 1 Some cultural differences are easy to see; they are 'on the surface'. This is the *tip of the iceberg*. However, below the surface are many deeper differences, beliefs and attitudes, which are more difficult to understand. This is the larger part of the 'iceberg' which is under the surface.
- 2 Find out as much as you can before going, and then try to make contact with real people.
- 3 Ask students to discuss the questions in small groups. It can be dangerous to make sweeping statements about a nationality, as every nation is made up of a wide range of individuals. General statements will probably be untrue for at least some of the people. If the characteristics are negative, it may be offensive to voice them.

## Vocabulary

Go through the Vocabulary spot, which explains what collocation is.

- 1 Ask students to comment on what parts of speech (i.e. nouns, verbs, adjectives or adverbs) each collocation is made from.

### Answers

*culture shock* = noun–noun

*make a decision* = verb–noun

*incredibly exciting* = adverb–adjective

*acceptable behaviour* = adjective–noun

- 2 Ask students to work in pairs and find some more examples of collocations in the text.

### Suggested answers

- 1 (gain) insight, experience, confidence
  - 2 way of life, ways of behaving, in a very natural way
  - 3 sense of humour, self-deprecating humour
  - 4 made the decision, make friends
  - 5 deeply held (values and beliefs)
- 3 Ask students to work with a partner or in small groups to discuss the question. Give students two minutes to discuss what types of personality are more likely to be affected by culture shock. Encourage students first to list personality types, then to compare them and say how they might be affected. Then, give students an extra minute to decide and agree on which personality type might be most affected.

### Teaching extra

Encourage students to notice and record collocations when they read or listen to a new text. Knowing about collocations is an important skill in the Advanced Reading and Use of English test.

## Listening

Go through the information in the Exam spot. This task is different from the actual exam, as here students can do each matching task separately. Also, in the exam, candidates do not match speakers to photos, but match the speakers to two sets of eight criteria.

- 1 **102** Ask students to look at the photos of places and as a class, speculate about where these places might be and what it would be like to live there.

Go through the instructions. Play the recording and ask students to match the speakers to the photos.

### Answers

1 D 2 E 3 B 4 A 5 C

### Recording script

**Speaker 1:** We went to this incredible place, a place which has one of the largest mosques in the whole of North Africa. We went in and then some boys came and they wanted to show us around. Well, we weren't so sure, but they did anyway. After that, they asked us to come to a carpet museum, and they said, really, you have to see – it's wonderful, there are old Tunisian carpets. So we decided to go with them. And guess what! The museum turned out to be a carpet shop, owned by the father of one of the boys. And of course, he wanted to sell us a carpet. We actually didn't want to buy one because we didn't have enough space in our backpacks, but finally he managed to persuade us to buy one. So my friend, yeah, she bought one. To thank us for that, the boys guided us around the town and we ended up going down these really narrow alleyways, and we had no idea where we were because this whole city was like a maze. Then we came to a house and we realised it was the house of one of the boys and we were invited in by his family and we had tea, coffee, nice biscuits, and it was a really, really good experience.

**Speaker 2:** My story is actually a bit bizarre. I was going to Florida and during the flight I had to go to the bathroom. And in front of me there was a woman, she was about, maybe 50, who went into the bathroom, but she didn't lock the door, it was still on the er, ... it wasn't completely locked. And I thought that maybe I should knock on the door and tell her that her door wasn't completely closed, but I didn't. And I also had a funny feeling that this wouldn't turn out well. And I was right because a little later the door flew open and there she was, and she gave out a loud shriek and me and the rest of the line just stood there in disbelief, totally in shock.

**Speaker 3:** Four years ago I was in Indonesia. First, I went to Sumatra and er, there I met a man who wanted to show us his village. So we went off with him. The village was very small, perhaps 500 inhabitants, maybe less. They had these houses, wooden houses, with the roof shaped like a boat. And it was very special because the people there had never seen tourists before. So they acted like, yeah, they treated us like very special people, which we aren't, of course. They were a bit shy at first but then somehow we managed to communicate, and what I realised is that people, good people, are the same perhaps the world over.

**Speaker 4:** Well, it was supposed to be a weekend trip with the rowing club. It was in the middle of winter. When we got there we couldn't even get out on the water, it was way too cold and we were in this big, er, shed, the size of a football pitch. There was no heating, the water was coming through the roof. The whole time it was windy and terrible. We went there by bike and it took us about three hours to get there, I think. And we just, you know, went on automatic pilot and went on and on and on. And in this shed we couldn't get warm and people started getting really irritable and we started fighting over stupid, stupid things, for example, who has to cook dinner, who has to do the dishes, and we were really nasty to each other. And we had to sleep all together in one corner otherwise we'd freeze to death. There were about 25 of us all huddled together, trying to sleep and hating each other.

**Speaker 5:** Whenever people talk about dolphins, they always say they're very intelligent creatures but I never really grasped the idea of how intelligent they are until recently. There's this place in Zanzibar, off Africa, where it's possible to go swimming with dolphins. When you go down to the bay, you can meet up with people you go on a boat with, and even before you've seen anything, their enjoyment really rubs off on you. They're laughing all the time and when they find some dolphins, they're really proud of themselves because they've found some dolphins and they know that you're really going to love it. What you have to do then is, you have to jump in the water, when the boat stops you jump in the water, and if you're lucky, the dolphins come straight at you, and then they dive really deep in the water so you can't see them any more. They hide themselves and then they come back. And when you see the look in their eyes, you see they're just making fun of you! And for me, that's proof of how smart dolphins really are.

- 2 Ask students to read through the topic headings. Play the recording again and ask students to match the speakers to the topics. In the exam, students have to do both tasks as they listen to the text twice.

**Answers**

1 E   2 C   3 F   4 A   5 D

- 3 Ask students to discuss this question in small groups or as a class. If you have extra time, you could encourage students to talk about some of their own adventures.



# Exam folder 1

Student's book pages 14–15

## Paper 1 Part 1

### Multiple-choice cloze

Remind students that there is a full description of the exam on pages 7–9 of the Student's Book. The Advanced Reading and Use of English test has eight parts. The Exam folders can be studied by students on their own outside class, but notes are given below for a mini-lesson in class.

Explain that the test focus in Reading and Use of English Part 1 is vocabulary. Point out that the general area of vocabulary can be subdivided into categories such as phrasal verbs, collocations and idioms and that the exam tests a range of different vocabulary areas.

Go through the examples of the types of words and expressions which can be tested. If you have a dictionary of collocations and a dictionary of phrasal verbs, it would be useful to show them to the students at this point. Then go through the Exam information box. This gives students strategies for tackling this part of Paper 1.

- 1 Go through the task *Social-networking sites and personality*, asking students to follow all the steps in the Exam information box.

#### Answers

- 1 A (*reveal* = to show what was previously hidden)
- 2 B (*gain* collocates with *insight*)
- 3 D (*research* needs the dependent preposition *into*)
- 4 B (*rich* collocates with *source*)
- 5 C (*complex* is used when we talk about things with many parts, such as a *network*)
- 6 A (*solely* = not involving anything else)
- 7 C (*consistent* needs the dependent preposition *with*)
- 8 B (*find* collocates with *evidence*)



<b>Speaking</b>	Doing new things
<b>Writing</b>	Informal letters/emails
<b>Grammar</b>	Dependent prepositions
<b>Vocabulary</b>	Multiple meanings
<b>Listening</b>	Note taking
<b>Speaking</b>	Developing what you want to say

## Workbook contents

<b>Writing</b>	Informal letters/emails
<b>Listening</b>	Multiple choice
<b>Grammar</b>	Dependent prepositions

## Teaching extra

Point out to students that we are more likely to use formal language when we are writing to someone we don't know well, or have never communicated with before. If the relationship becomes closer over time, we usually develop a more informal tone. Therefore, formal language has much to do with the 'distance' between two people: the greater the distance, the more formal the tone.

The formality of language does not necessarily depend on whether we are writing a letter or an email. Both emails and letters can be very formal or highly informal. What matters most is how close the reader and the writer are to each other.

## Student's book pages 16–19

### Lesson planning

- SV** Dependent prepositions, exercises 1 or 2 could be set for homework.
- LV** See extension activities in the Reading and Listening sections.

## Speaking

- Before students discuss the questions, ask the class to explain the meaning of the phrase *living life to the full*. Possible explanations include: not wasting time; making the most of opportunities; taking advantage of situations to do as much as you can.

Ask students to work with a partner to discuss questions 1–4, which introduce the topic of the unit. Leave time for a class round-up of the students' discussions.

- Focus students on the email. Encourage them to speculate on who the writer and reader are, as well as the tone of the language used. Ask students to give examples of the language to support their opinion.

### Answers

- Ms Bryant seems to be in charge of running tennis courses. Amanda is writing to ask about what the course includes, and whether certain equipment is available.
- The email is written in a formal tone (*Dear ...; in which you confirm; I apologise for the delay in replying; I very much look forward to ...; Yours sincerely.*)

## Writing

Go through the information in the Exam spot. Explain that if you know who the intended reader is, it should be clear which style, formal or informal, is suitable for the letter. It is also important that the purpose for writing is clear to the reader.

- The aim of this question is to raise awareness about the reasons for writing informal letters or emails. Ask the students to read the email quickly and answer the questions. Elicit the answers from the whole class.

### Suggested answers

- beginnings: *To whom it may concern, For the attention of;* endings: *Yours faithfully, ...; Regards ...; Best wishes ...*
- The vocabulary does not resemble spoken English, and is much more formal. For example, *I apologise for* rather than *I'm sorry for; I am delighted* rather than *I'm happy*.
- Contractions are used less in formal English. Using contractions would give the letter a tone which would resemble spoken English.
- In formal styles, there is less 'personal' language. For example, less use of the word 'I', and more use of passive forms. There are fewer phrasal verbs used. Ideas are expressed more indirectly, for example *Can I assume that ...* rather than *Will you give me ...?*
- Paragraph 1: Thanking for the previous email.  
Paragraph 2: Explaining a delay.  
Paragraph 3: Expressing pleasure at taking part in the course.  
Paragraph 4: Introducing the questions.  
Paragraph 5: Asking about equipment.

- 2 The aim of this question is to raise awareness about the differences between informal and formal language. Ask the students to read the email quickly and answer the question. Elicit the answer from the whole class.

#### Suggested answers

The email is currently too informal. It is bad style to write like this to someone you don't know well.

- 3 Students do the exercise alone before comparing their answers in pairs.

#### Answers

- 1 As part of my Management course ...
- 2 The course covers such subjects as ...
- 3 Customer care is an area that particularly interests me.
- 4 I hope to be able to develop my understanding of ...
- 5 I have some experience of working as a waitress.

- 4 Exercise 4 is very similar to the type of question candidates could find in the Advanced Writing test (Paper 2). Here, the points to be included in the reply are very clearly indicated with bullet points. The number of words required in the examination is between 220 and 260, so it is important that students are able to write to this length. Students could work with a partner, in small groups, as a class with you writing up their sentences on the board, or the question could be set as homework, depending on how much guidance your students need.

## Dependent prepositions

The grammar here is covered on page 162 of the Grammar folder.

### Teaching extra

Explain that many verbs in English take an object, and these verbs take the structure *verb + preposition + object*. This preposition is called a *dependent preposition* and always goes before the object. For example, we say *thank you for the email*, not *thank you the email*.

- 1 Go through the extracts with students. Encourage students to find other dependent prepositions in Amanda's email.

#### Answers

Thank you for your email in which you confirm my place on the Tennis coaching course starting 5<sup>th</sup> July.

I apologise for the delay in replying but I have been sitting my final exams in Sports Psychology at university. As soon as my results are available, I will forward them to you. I am sure I will be able to draw on the knowledge that I have acquired at university during my coaching course.

I am delighted that I have been assigned to the group specialising in coaching 11–18 year olds as this is the age range I am particularly interested in. I believe in the importance of encouraging participation in sports especially for teenagers because this is a period in their lives when they opt for what I consider to be life choices. If a person engages in sport as a young person, they are more likely to continue to lead a healthy life in adulthood.

I wonder if I could ask a couple of questions. Is breakfast included in the fee we pay for campus accommodation?

Can I assume that as you have asked me to bring two tennis rackets and my sports kit, I will be provided with any extra equipment necessary for the course, such as a tennis ball cannon?

I very much look forward to taking part in the course.

- 2 Students complete the sentences, and then check their answers in pairs.

#### Answers

- 1 on 2 in 3 for 4 to 5 to 6 in 7 in  
8 with 9 in 10 in

Go through the Corpus spot with students. As in other Corpus spots in this book, this language area has been identified in the Cambridge Learner Corpus as an area in which learners often need extra practice.

#### Answers

- 1 She is recovering **from** a bad illness.
- 2 I'm doing research **into** children's behaviour.
- 3 I like reading, so I have very good background knowledge **of** history and geography.
- 4 I wish I could travel back **in** time.
- 5 We put a lot of effort **into** organising the party.
- 6 I have the pleasure **of** inviting you to our presentation in July.

## Reading

- 1 Give students one minute to skim the article. Point out that skimming new texts is a useful way to check what it is about, and how it is organised. Skimming does not mean reading each line of a text in detail, but just looking over the whole text to get a first impression. Ask students not to focus on the gaps at this point.

#### Suggested answers

The internet helps us get information quickly, and enables us to keep in contact with more people in more places.

However, many people are spending more time in front of a screen, and may feel lonely as a result. Also, we are spending more time working than doing other things.

- 2 Point out that although there are 16 gaps in this task, there will only be 8 gaps in the exam. Ask students to focus on the gaps and to decide which verb each gap goes with. Students complete each gap with a preposition.

#### Answers

1 on 2 with 3 in 4 to 5 in / among 6 for  
7 to 8 for 9 in 10 of 11 to 12 between  
13 with 14 with 15 from 16 for

### Extension activity

Encourage students to read in English. They could read either graded readers or authentic texts such as novels, magazines or online articles. Students can then use these sources for extension activities such as the one above.

- 3 These questions round off this section by personalising the topic for students. Get feedback from the whole class once students have finished their discussion.

## Vocabulary

Go through the Vocabulary spot, which explains what is meant by multiple meanings. Point out that an awareness of this can help students to build up a richer vocabulary. Encourage them to check for multiple meanings when they look up words in a dictionary.

- 1 If your students find this exercise difficult, you could give them the first letter of the missing word and/or the number of letters in the missing word.

#### Answers

1 in 2 By 3 at 4 on 5 by 6 for

## Listening

- 1 The aim of this task is to provide a model of authentic speech similar in topic to Part 1 of the Speaking test (Paper 4). Encourage speculation about the two students' lives based on the photos.
- 2 **1.03** Ask students to work with a partner; one should listen to Yolanda's answers and the other to Martin's. Play the first part of the recording. When they have finished making notes, students exchange information. Encourage them to write key words, not full sentences. Accept any correct details. The aim is for students to see that answers are usually developed. Point out that it will not be possible to write down everything students hear, so notes will be sufficient.

### Recording script

**Yolanda:** Hi, I'm Yolanda. I'm from Spain.

**Martin:** Hi, nice to meet you. I'm originally from Germany, but I live in France now because my dad works there.

**Yolanda:** Wow, that's interesting. I've lived about 50 kilometres north of Madrid all my life.

**Martin:** Your English is pretty good.

**Yolanda:** Thanks, that's what I'm studying at the moment. I studied Russian for a while but I found it very difficult and gave up.

**Martin:** I did French and Italian at school and then I learnt a little bit of Spanish when I went on holiday in Spain.

#### Answers

**Yolanda**

**Where are you from?**

Spain, 50km north of Madrid

**What languages have they studied?**

Russian, difficult – gave up

**Martin**

**Where are you from?**

Germany, now lives in France

**What languages have they studied?**

French and Italian

Spanish when he went to Spain on holiday

- 3 **1.04** Play the next part of the recording and ask students to take notes.

**Yolanda**

**hobbies**

- concerts and cinema
- not much time for hobbies
- likes thrillers/suspense because you can get lost in a good plot

**future hopes**

- travel to Australia
- recommended by a friend – good lifestyle, can do sporty things

**living or working abroad permanently**

- not sure, likes living in Spain because of the weather in summer, relaxed lifestyle

**earliest memories of school**

- school report, opened it instead of parents, parents pleased with report

**Martin  
hobbies**

- watching DVDs
- wants to take up karate
- invites friend round and watch DVDs together
- doesn't go to cinema – too expensive, there isn't one nearby
- karate trains the body and the mind

**future hopes and dreams**

- finish studies, get a job, have a family, job in large multi-national so that he can travel

**living or working abroad permanently**

- yes, northern Europeans live to work, people in Mediterranean countries work to live

**earliest memories of school**

- a maths task
- wasn't doing task, others went to watch TV, then he completed the task quickly – made him a good student

**Recording script**

**Martin:** What do you do in your spare time?

**Yolanda:** Mm. My hobby is going to concerts and going to the cinema. I know it's not much but I don't really have a lot of time for hobbies. Do you like going to the cinema?

**Martin:** Well, I don't go to the cinema that often, partly because it's quite expensive and partly because there isn't one close to where I live. But what I like doing is getting a DVD and then inviting friends round to watch it with me. What sort of films do you like watching?

**Yolanda:** I like thrillers, suspense, that kind of thing. I like it when you get totally involved with a good plot. What else do you do in your free time?

**Martin:** I've just taken up karate because I think it trains both your body and your mind.

**Yolanda:** I think that's a good aim. What other aims have you got for the future?

**Martin:** Well for the short-term future I'm going to finish my studies and then the idea is to get a job in a large multinational company where I'll have the opportunity to travel for my job. I sometimes wonder if that doesn't match my other more long-term ambition, which is to settle down and have a family. Would you like to travel?

**Yolanda:** Absolutely, I'd love to go to Australia because I have a friend who went on holiday there and she said the lifestyle is great. People are really into sport and the climate's perfect for lots of outdoor things. But I don't know how I'd feel about living or working abroad permanently. Could you do that?

**Martin:** Yeah, I can see myself ending up in a foreign country for a long time. But I think in England, Germany and all of northern Europe, people like, work all the time, and people, especially in Mediterranean countries, people work to live and we live to work and we need to get back to that same kind of philosophy that they have.

**Yolanda:** I don't know if I could live abroad permanently and I must admit I like living in Spain with its warm, sunny summers. And I think you're right, the people are more relaxed. Like you say, you can get stressed out if you're studying or working, but then when you've finished, you know, you've got a good few hours of sunshine left and you can go outside. I remember when I was at primary school, I loved going home to play in the garden in summer.

**Martin:** Wow, you've got a good memory if you can remember being at primary school. What's your earliest memory of school?

**Yolanda:** My earliest memory is when I was in primary school, and every term you got a report to take home. And I remember the teacher saying, whatever you do, you must not open this report, it must go home to your parents. And I remember I was dying to open it but I was scared of disobeying the teacher. Anyway, when I gave it to my parents, they were pleased because it was a good report.

**Martin:** Actually, I think my earliest memory is in primary school as well. And I was supposed to be doing this maths task but I was being lazy and couldn't be bothered to start it. And everyone else had gone off to watch this TV programme that we were allowed to watch once a week. And the teacher said, you've got to stay here and finish this. And I thought, right then, and I did the maths problem in about 10 seconds. And I remember thinking, I should have just done my work in the first place. Perhaps realising that at an early age turned me into a good student!

**4 Ask students this question to round off the activity.**

# Speaking

The aim here is to encourage students to develop their spoken answers.

- 1 If possible, elicit answers from the class as a whole and write up students' suggestions on the board.

**Suggested answer**

A good communicator asks questions, takes turns, listens, develops answers and uses appropriate body language.

- 2 Ask students to work with a partner and suggest how answers to questions 1–4 could be developed.

**Suggested answers**

- 1 talk about the size of the city, its facilities/amenities
- 2 pleasure, future job, studies
- 3 places visited/cinema/theatre/concert – why it was interesting
- 4 work, study, family, travel, ambitions

- 3 Ask students to work in groups of three. Go through the instructions in the Student's Book. Draw the table below on the board and ask Students A to fill it in as Students B and C are speaking.

Main idea Student A	Main idea Student B	Extra information Student A	Extra information Student B

Make sure time is allowed for feedback either within groups or to the class as a whole.

- 4 This question is included so that students know how they are going to be assessed for the Speaking test. See the Teaching Extra on this page for further information.

## Teaching extra

The assessment criteria for the Speaking test are as follows.

**Grammatical resource**

Students are awarded marks for the accurate and appropriate use of a range of both simple and complex forms.

**Lexical resource**

Students are expected to use a range of vocabulary to meet the task requirements, for example, to speculate and exchange views.

**Discourse management**

Examiners are looking for evidence of the candidate's ability to express ideas and opinions in coherent, connected speech.

**Pronunciation**

Students are assessed on their ability to produce both individual sounds and prosodic features (i.e. linking of words, stress and intonation to convey intended meaning).

Examiners are looking for the production of comprehensible sentences and communicative ability.

**Interactive communication**

Examiners are looking for the use of strategies to maintain interaction (e.g. conversational turn-taking).

# Writing folder 1

Student's book pages 20–21

## Formal and informal writing

- 1 This activity can be done with the whole class or in small groups.

### Answers

- A informal, a friend writing to a friend – giving news about holiday plans – promising to tell him/her about the holiday when he/she returns
- B formal, a college writing to a course applicant – apologising for the delay in replying and confirming the applicant's place on the course and that information will be sent out soon
- C informal, a friend writing to a friend – regretting the fact that the friend could not go to a party as he/she was ill – giving news about who was at the party and hoping the friend will get better soon
- D formal, a film club confirming receipt of a member's application form and information that a receipt will be sent once the membership fee has been paid.

- 2 The aim is for students to become aware of the features of informal letters.

### Answers

- 2 opening sentence, referring back to a previous letter (formal)
- 3 apologising for delay in replying (informal)
- 4 apologising for delay in replying (formal)
- 5 thanking for a previous last letter (informal)
- 6 thanking for a party invitation (formal)
- 7 thanking for a wedding invitation (informal)
- 8 finishing a letter (formal)

- 3 Ask students to do this task alone before comparing their answers in pairs.

### Suggested answers

#### Refusing an invitation

Oh no! I'm sorry I can't come to your party because I'll be on holiday. (informal)

I'm afraid I am unable to attend due to a prior arrangement. (formal)

#### Congratulating

Wow, well done you – you passed your driving test first time! (informal)

Congratulations on passing your examination. (formal)

#### Giving your opinion

I think ... (informal)

In my opinion ... (formal)

#### Giving advice

Why don't you ... (informal)

I think you should ... (formal)

- 4 It can be very useful for students to build up a stock of set phrases to use or adapt in the Writing test.

### Answers

- 1 would, grateful, could, further
- 2 acknowledge, receipt
- 3 attached
- 4 would, appreciate, response
- 5 forward, hearing, earliest, convenience

Go through the introduction in the Corpus spot. Then put students in pairs to discuss sentences 1–8.

### Suggested answers

- 1 ? (*totally disinterested*) might sound a little strong in some situations
- 2 X (it is not good to call people 'stupid')
- 3 X (the language is too critical and should be softened)
- 4 ✓
- 5 X (the writer could request a refund in a more polite way)
- 6 ✓
- 7 ✓
- 8 ? (the language is a little too direct, and could be seen as being critical)

- 5 Encourage students to read the task carefully and to underline the main points. Students should always be clear about what the task is asking. In the exam, candidates will be assessed on how well they have achieved the task.

- 6 Students plan their answer carefully in pairs.

- 7 Students prepare the first draft of the letter. Point out that students should write between 220 and 260 words in the exam, so they should be used to writing at this length.

When students exchange their first drafts, encourage constructive criticism and a keen eye for errors. Draw their attention to the Exam information box.



Speaking	Interviews with famous people
Reading	Interview with Michelle Obama
Grammar	Wishes and regrets
Listening	Interview with a soap opera star
Vocabulary	Idioms (verb + <i>the</i> + object)
Speaking	Role play

**Workbook contents**

Listening	Becoming a celebrity
Writing	A letter to a magazine
Grammar	Wishes and regrets
Reading and Use of English	Parts 1 and 2

**Student's Book pages 22–25****Lesson planning**

SV	Wishes and regrets, exercises 1 or 4; Vocabulary exercises 2 or 4 could be set for homework
LV	See extension activities in the Speaking and Grammar sections

**Speaking****Extension activity**

If you have copies of different kinds of magazines, bring them into the class to generate interest. If a story concerning a famous person has recently broken, you could refer to it and discuss it.

- 1 Ask students to work in pairs to discuss the questions. Allow time for class feedback, if possible.

**Reading****Teaching extra**

Prediction exercises help bridge the gap between the classroom and real life. In real life we usually have impressions of people before we really get to know them, or we can have a good guess at the content of an interview. Prediction exercises help students bring this ability or knowledge to their second-language learning.

- 1 If necessary, give an example of the sort of question we might expect an interviewer to ask Michelle Obama (e.g. *How did you feel when your husband became president of the US?*).

Ask students to predict some other questions the interviewer might ask Michelle Obama. When students have run out of ideas, write their suggestions on the board and leave them there until you have read the text.

- 2 Ask students to read the interview. Ask them which questions on the board were asked. Even if a question is not the same, if it covers the same topic, tick it off. Then ask students what other questions were asked.
- 3 Ask students to work in pairs and to discuss their answers and then go through them with the class.

**Answers**

- 1 A
- 2 B
- 3 A
- 4 B

- 4 Students discuss the questions.

**Answers**

- 1 To change things in society you need to work hard and have concrete ideas not just emotion. Nothing will get done, or expectations may be unrealistic, if we get too emotional.
- 2 The leader is a person too. People have to change at an individual level if they want to bring about changes in society.

- 5 Ask students to work with a different partner and discuss the questions.

## Wishes and regrets

The grammar here is covered on page 163 of the Grammar folder.

- 1 In order to establish the grammatical forms which can follow *wish* or *if only*, ask students to complete sentences 1–7. If necessary, go through the first sentence as an example.

### Answers

- 1 had met
- 2 had / could have
- 3 to inform
- 4 were / was
- 5 would give / had given
- 6 wouldn't ask / hadn't asked
- 7 had known

## Extension activity

If you would like to spend more time on *wish* or *if only*, write the following headings on the board and go through sentences 1–7, completing the table.

	Form	Time reference	Feelings
1	past perfect	past	regret
2	past simple	present/past	a wish for change; regret
3	infinitive	present and future	–
4	unreal past	present	regret
5	<i>would</i>	present/future	regret, dissatisfaction, impatience
6	<i>wouldn't</i>	present	dissatisfaction, impatience
7	past perfect	past	regret

- 2 This exercise establishes which structures are possible after *would rather* / *would prefer*.

### Answers

- A:** Would you prefer to watch an interview with someone, or read it in a magazine?
- B:** Well, I think I'd prefer to see the person, because when they're asked an awkward question, you can see if they'd prefer not to answer it.
- A:** I don't like it when people are asked awkward questions. For example, why did this interview ask so many questions about Michelle Obama's personal life?
- B:** You mean you'd prefer it if she'd focused more on questions about politics?

- 3 Students do the exercise alone and then compare answers in pairs.

### Answers

- 1 to start
- 2 started

- 4 This exercise could be set for homework. Ask students to quickly read through the whole text first to get the gist of it. Point out that we can say *It's high time ...* and *It's about time ...* to emphasise that something should have been done already.

### Answers

- 1 had / would have
- 2 read
- 3 woke up
- 4 had been born
- 5 to do

- 5 Encourage students to use the language they have studied in this section.

## Listening

- 1 **1.05** Elicit the meaning of the phrase *to have skeletons in the cupboard* (= to have secrets which would cause embarrassment if they were known) and ask students what kind of past they think David Burns might have had. Write up suggestions on the board and generate interest in hearing about this actor. Suggested skeletons in the cupboard could be:

- *unhappy relationships*
- *problems at school*
- *crime*
- *problems in childhood.*

Leave the suggestions up on the board until you have listened to the interview.

Listen to the interview and then check which problems David Burns talks about. Check what was said against the suggestions on the board.

### Answers

school life; a person who helped him; fans; his working relationship with a director; his marriage; his daughter



- 2 Ask students to listen again for how expressions 1–10 are used in context.

Have some English–English dictionaries available for students to check the meanings.

#### Answers

- 1 a person in the public eye is written about in newspapers and seen on TV
- 2 a person who hurts or frightens others
- 3 an unkind remark made intentionally to annoy and upset someone
- 4 a situation where things go wrong and it feels as if nothing can be done to prevent it
- 5 having a difficult time when you were growing up
- 6 playing the role of bad people who harm others or break the law
- 7 a nervous/anxious person
- 8 it can become very unpleasant
- 9 unable to stop thinking about something
- 10 wanting all the attention for yourself

- 3 Students work with a partner to discuss the meaning of any phrases they don't know.
- 4 Ask students to discuss the questions.

#### Recording script

**Interviewer:** With me today in the studio is David Burns, who freely admits that he's had a troubled past. And when I read through this biography – a difficult childhood, married to a fellow soap-opera star, a relationship with a famous actress, an 11-year-old daughter from a subsequent relationship – all I can say, David, is that your life has been a roller coaster. It's no wonder you're constantly in the public eye. Do you think it all started in your teenage years?

**David:** I think it all stemmed from when I was at school. When I was about 14, I was picked on by a bully. One day, he went too far, saying something about my mother. I snapped. I really laid into him.

**Interviewer:** What happened?

**David:** Oh, there was a big fuss at school and I was branded a troublemaker. My mum began to think she couldn't cope with me. Things went from bad to worse. I started avoiding lessons.

**Interviewer:** And how did you get out of that downward spiral?

**David:** I was lucky. A drama teacher we had really understood me. She said I could choose to go in whichever direction I wanted. I could continue getting into trouble or I could make something of myself. She was the one who recognised that I had talent.

**Interviewer:** I wonder if directors see that tough upbringing, because the irony is that you've specialised in playing villains ...

**David:** I've always been an edgy person. I can bring that out if the part demands it. I've got a dark side. People say they can see an element of that in my eyes.

**Interviewer:** Does that mean people think they don't like you as a person, because you always tend to play bad people?

**David:** Er, I get a very mixed reception. There are fans that write very complimentary letters, saying I'm good-looking and that sort of thing, but then there are those who can't seem to tell fiction from reality, and it can turn nasty.

**Interviewer:** What do you mean?

**David:** Well, for example, one fan became obsessed, sort of jealous, and she caused me a lot of problems. She didn't like anyone in the TV series getting near me. She'd send 50 letters every week and pictures from the show with everyone cut out except me. Then she wrote to another cast member saying she knew I had a daughter. That's when I went to my producer who contacted the police.

**Interviewer:** Tell us about your experience in *Joseph And The Amazing Technicolor Dreamcoat* ...

**David:** I played the lead role. I did it for two years – and then I got sacked. The director saw I was getting a lot of attention. I think it was thought I was hogging the limelight. It may have been internal politics, but I wasn't even given the chance to give my final performance.

**Interviewer:** And tell us about your marriage to your fellow soap opera star Julia Watts. Do you wish things had worked out better between you?

**David:** Looking back, I don't think we were destined to spend all our lives together. We just didn't know it at the time. But she's a great actress. She could be in the soap for another 20 years. She's brilliant in it. I've been offered a lot of money to tell my story, but I'm not interested. It's just a pity she's said all those bad things about me in interviews. But if she wants to do that, well, that's her business.

**Interviewer:** And what about your daughter, Sarah?

**David:** She's 11 and she's very beautiful and she's talented, too. Her mother, Carol, was a model. When we separated, we always said we'd put Sarah first. She lives with Carol and I see her every other weekend.

**Interviewer:** Will you ever marry again?

**David:** I'm in a relationship with someone right now. She's not in show business. But my lips are sealed. I do believe in marriage, but that's all I'll say on the subject.

## Vocabulary

Refer students to the Vocabulary spot, pointing out the pattern of the idiom (verb + *the* + object). Point out that, in general, students should look up the verb (e.g. *hog*) in a dictionary.

- 1 Students can check the answers and meaning with each other, in a dictionary or with you.

### Answers

1 d   2 a   3 f   4 b   5 c   6 e

- 2 This exercise could be set for homework.

### Answers

- 1 put the record straight
- 2 addressing the issue
- 3 to face the music
- 4 to tell the difference

- 3 Ask students to work with a partner or in small groups to discuss these questions. The aim is to encourage students to check the meaning of unknown words and phrases, to be more independent and to develop good learning strategies.

- 4 This exercise could be set for homework.

### Answers

1 c   2 e   3 a   4 d   5 b

## Speaking

- 1 Students should work with a partner. Make sure that students do not all choose the same person.

If your class is quite big, you may prefer to have two interviewers working together and two famous people together. As the students are working on their questions, go round and encourage a variety of question styles, such as direct questions, open questions and polite questions. Remind students that they should not mention the interviewee by name because the other students are going to try to guess who is being interviewed.

Set up the role play. Ask students to do their interview in front of the class. You could also either record or video the interviews, telling students that they can vote on the best 'chat show'. Ask students to guess who they think the interviewees are.

To round up, ask the class which interview they liked best.

# Exam folder 2

Student's book pages 26–27

## Paper 1 Part 2

### Open cloze

Go through the introduction to this task type.

**1 & 2** Ask students to first decide what type of word is missing in each gap. They can discuss this in pairs. Then they complete the sentences.

#### Answers

- 1 other
- 2 as
- 3 around / round
- 4 whereas / while / but
- 5 every
- 6 which / that
- 7 if / whether
- 8 its
- 9 out
- 10 is

**3** These exercises give students a strategy for dealing with this task type. Possible words that might be gapped in Paper 1 Part 2 are underlined below. Obviously not all these words would be tested in this text.

#### Suggested answers

Many famous people find themselves in the public eye as soon as they step out of their front door.

However, most celebrities have their own way of dealing with the paparazzi. One strategy can be to adopt a reserved personality. Some actors in particular say that this helps them ignore the photographers. Another strategy is to take on a victim mentality and simply to accept that there is nothing that can be done about the unwanted attention, so it is pointless getting upset about it. It should be seen as a part of the job.

However, some people who are related to famous people – members of the celebrity's family – may well have problems with having attention from the press. It may take years for them to get used to it. If they have a group of photographers following them around when they are trying to carry on with their normal daily life, it can be hard to block it out and pretend it is not happening.

**4** Ask students to look back at the gaps they made. Get feedback from the whole class on their choices.

**5** Encourage students to look at the task and discuss the questions, to get the gist of what it is about, without filling in any of the gaps.

**6 & 7** Go through the Exam information box with students, then ask them to complete the task.

#### Answers

- 1 makes
- 2 they
- 3 its / their
- 4 out
- 5 for
- 6 whether
- 7 from
- 8 being

<b>Listening</b>	Following instructions
<b>Reading</b>	Tips and techniques for improving memory
<b>Grammar</b>	Modals and semi-modals
<b>Listening</b>	Instructions over the phone
<b>Vocabulary</b>	Prefixes and suffixes

## Workbook contents

<b>Reading and Use of English</b>	Part 1
<b>Listening</b>	Choosing a university
<b>Vocabulary</b>	Prefixes, suffixes, irregular plurals
<b>Grammar</b>	Modals and semi-modals (1)

## Student's book pages 28–31

### Lesson planning

- SV** Modals and semi-modals, exercise 3 could be set for homework.
- LV** See the extension activity in the Listening section.

## Listening

- 1 Use the first question to introduce the unit. Discuss with students how people feel in situations like the ones illustrated in the pictures.
- 2 **1.06** Play the recording once and ask students to say what the situation is.

### Suggested answer

It's a supervisor giving instructions to candidates at the beginning of an exam.

### Recording script

Come into the room quietly and put your bags at the front of the room here. If you have a mobile phone or any other electronic device, please switch it off and leave it in your bag. Only take your pens and pencils to your seat. Can you look for your candidate number on the desk and sit there? That's your place. Good.

Now, I'm going to hand out this form along with the papers. Would you mind filling it in? It's the candidate information sheet. Please ask if there's anything you don't understand.

Right. Could I ask for silence now, because I'm going to hand out the papers?

- 3 Point out to students that the imperative form of the verb is used in sentence 1. In sentence 2, a modal verb (*Can you ...?*) is used to front a question.
- 4 Play the recording again and ask students to identify other phrases used for giving instructions. Point out that imperative forms are common for giving simple, clear instructions but can often sound strict. Modal verbs (e.g. *Can you ...?*, *Could you ...?*, *Would you ...?*) are often used to soften instructions and sound more polite.

### Suggested answers

Put your bags at the front of the room.

If you have ..., please switch it off and leave it in your bag.

Only take ...

Would you mind filling in ... ?

Please ask if there's ...

Could I ask for ... ?

Imperative verbs (like *put ...*) sound more direct.

Other structures (like *would you mind ...?*) sound more polite.

## Extension activity

Elicit from students what makes good, clear instructions. This can act as a useful link to the next speaking activity.

Good instructions need to be precise, use exact words and the order must be clear. Linking devices are very important. Elicit the type of linking words which would be appropriate (e.g. *Firstly, secondly, then, next, finally, while*).

Good instructions have to bear the listener in mind. If you do not want to appear strict or impolite, it might be better to use modal verbs.

- 5 Students could work with a partner or in small groups to discuss these questions. Take feedback as a whole-class activity when they have finished.

## Reading

- 1 Ask students to work with a partner and discuss the questions. Leave time for class feedback before going on to the next exercise.
- 2 Read through the topics and then ask students to discuss which they might expect to find.

- 3 Ask students to skim the article in one or two minutes to find the answers. Point out that they should not spend more time than this – the object of the task is to find out the general content of the text, rather than to read it in detail.

#### Answers

1, 2, 3, 6

- 4 Students discuss the questions in pairs. Get feedback from the whole class.

## Modals and semi-modals (1)

The aim here is to draw attention to a range of uses of some common modal verbs. The grammar here is covered on page 163 of the Grammar folder.

- 1 Ask students to work with a partner and go through exercise 1.

#### Answers

- 1 *might* is used when making a tentative suggestion – the speaker doesn't want to be too direct or assertive, and wants to give the listener more choice about what to do.
- 2 *could* is used to show that the speaker is requesting action. It shows that the listener has some choice about whether to act in the way the speaker wants.
- 3 *must* is used here to describe an ideal or desired situation. It is stronger than *should* and shows that the listener has less choice about what to do.

- 2 Elicit the different meanings of the modal verbs in bold.

#### Answers

- 1 ability
- 2 offer
- 3 negative certainty
- 4 request
- 5 instruction
- 6 theoretical possibility
- 7 permission

- 3 Ask students to work in pairs and discuss the different uses in each pair.

#### Answers

- 1 a The use of *could* suggests a general or physical ability – the person could get into the house by climbing through the window.  
b The use of *was able to* suggests that the person is referring to one specific achievement/occasion.
- 2 a *may* is used for possibility  
b *may* is used for asking for permission (formal)
- 3 a *might* is used for possibility (smaller possibility than *may*)  
b *might* is used for making a suggestion, or tentatively offering advice (formal)

- 4 a *must* is used for an obligation which comes from the speaker (internal obligation)  
b *have to* is used for an obligation which is imposed on us by someone else (external obligation)
- 5 a *need* is used to express the idea that it is necessary to do something  
b *didn't need to* is used when someone has done something, but it wasn't necessary to do it
- 6 a *needn't have* is used to tell someone that an action they did wasn't necessary  
b *don't need to* is used to say that an action is not necessary

- 4 You might like students to work in pairs and prepare this writing task in class first. Alternatively, you could set it for homework. Encourage students to choose a subject which they find interesting.
- 5 Point out the perfect form *could have* + past participle and the continuous form *could be* + *-ing*. Go through the two examples which relate to the pictures and elicit other possibilities from students.

#### Suggested answers

- B She might have fallen over.  
C They might have just had an accident.  
D She might be doing her homework.  
E They might have got lost.

## Listening

- 1 As a lead-in, elicit students' experiences of talking to recorded messages when they phone a company.
- 2 **1.07** Students listen to the recording and go through each of the questions.

#### Answers

- 1 press 1 followed by the hash key
- 2 press 3
- 3 press 001
- 4 bring a passport or a driving license
- 5 enter the last three digits of the code
- 6 press 4

### Recording script

- 1 Hello and welcome to H4 mobile pay and go, top up, tariff and bolt-on service.  
If you want to top up your credit, press 1 followed by the hash key and have your credit or debit card handy.  
If you want to check your call time, remaining tariff or bolt-on balance, press 2.  
If you want to change your tariff, add or cancel a bolt on, press 3.  
And to hear more about what H4 mobile can offer you, press 4.
- 2 Thank you for calling Riverside dental practice. The practice is now closed. Our phone lines are open from 8 a.m. to 12.30 p.m. and from 1.30 p.m. to 6.30 p.m.  
If you would like to make an appointment for a dental check-up, please press double oh one now. Remember that if you are a new patient, you will need to bring proof of identity to your first appointment. This must have your photo on it so a passport or driving licence would be ideal. We will also need proof of your address and ask you to bring a utility bill with this information on it.
- 3 Thank you for calling Dexter Bank. Please listen carefully to the following options so that we can provide you with the service you require. If you already have an account with Dexter Bank, please enter your account number. Thank you. Now, please enter the last three digits of your security code.  
Thank you. Please select from the following options: to open a new account, press 1, to change an existing account, press 2, to enquire about interest rates, press 3, to check your balance on any of your accounts with us, press 4. For any other questions, please hold the line and one of our advisors will speak to you as soon as possible.

## Vocabulary

### Teaching extra

In Part 3 of the Reading and Use of English test, the words which candidates have most difficulty with are often those which require them to add a prefix or suffix. In many cases, this may be because candidates have not read the text for meaning.

- 1 Refer students to the Vocabulary spot, then go through the introduction with the class.

Ask students to work with a partner and put the words under the correct headings. Check the meaning of any unknown words before students do the exercise. Sometimes, you need to add a hyphen when you add a prefix (e.g. *non-smoker*). Tell students that it is best to check in a dictionary if they are not sure.

#### Answers

**dis:** disappear, discontinue, distrust  
**non:** non-smoker  
**il:** illogical, illiterate  
**mis:** mislead, mistrust  
**im:** immature, impersonal, impolite  
**un:** unavoidable, unconventional, unjustified  
**in:** inaccessible, insensitive, inconclusive  
**ir:** irresistible, irregular

- 2 Use the table to elicit the rules for the use of *im-*, *il-* and *ir-*.

#### Answers

1 *im*    2 *il*    3 *ir*

- 3 Ask students to work with a partner and put the words with the correct suffixes. Check the meaning of any the words before students do the exercise.

#### Answers

(The words in bold show where the spelling of the original word has changed.)

**able:** photocopiable, countable, employable, **arguable**, recommendable, respectable, **reliable**

**ation:** exploration, **dramatisation**, recommendation

**ency:** efficiency, frequency, tendency

**ful:** deceitful, careful, respectful

**ly:** timely, rudely, frequently, calmly

**less:** countless, timeless, speechless, careless, pointless

**ment:** judg(e)ment, employment, **argument**

**ness:** rudeness, awareness

# Writing folder 2

## Student's book pages 32–33

### Formal writing

Point out to students that in Part 1 of the Advanced Writing test, they will have to write an essay. The style of this essay should not be informal – it should be formal or neutral in tone.

- 1 Go through the two introductory sentences to point out the difference between formal and informal language.

#### Suggested answers

*Give us a ring soon* is informal English, probably spoken and used with someone who the speaker knows well. *We look forward to hearing from you at your earliest convenience* is formal English, almost certainly written and probably used with someone who the speaker does not know well.

- 2 Discuss the question with the class. If necessary, explain what a *proposal* is (a suggestion for a plan).
- 3 Ask students to read through the advice. With a partner, they should then modify the pieces of advice if necessary to make them more appropriate.

#### Suggested answers

- 1 It is not usually appropriate to use verb contractions in formal writing.
- 2 Try to avoid phrasal verbs in formal writing, although sometimes there is no alternative or the alternative would sound too stilted to be appropriate.
- 3 Avoid slang or colloquial expressions in formal writing – if they are included, it will be done for some special effect.
- 4 Layout is more fixed in formal contexts.
- 5 Structure is always important, but because you are more likely to be writing formally to someone whom you do not know and with whom you do not have so much shared knowledge, clarity of structure is particularly important.
- 6 Again, this is important in all kinds of writing but may perhaps be particularly so in formal writing (as one way of clarifying structure).

- 4 Put students in pairs and ask them to rewrite each sentence. Point out that the sentences are all grammatically correct but could be improved stylistically. Get feedback from the whole class.

#### Suggested answers

- 1 Moreover, we are content with your staff. Having kind and helpful personnel is important – people expect this kind-of-stuff level of service.
  - 2 Lastly, I would like to say that the discount seems a bit rather / slightly smaller than the ten percent originally promised.
  - 3 I am writing this letter to your newspaper because I think you guys made there was a mistake in your Thursday edition the other day.
  - 4 Interviewees' responses depended on how old they were, whether they were male or female, their age, gender, occupation and educational background.
  - 5 And some more things With regard to other matters, I would like to make a few suggestions, which I hope you can take into consideration.
- 5 The three texts provide further practice in using linking devices. Remind students to read through each text as a whole before filling in the gaps.

#### Answers

- 1 Firstly 2 Secondly 3 Moreover 4 Finally
  - 5 although 6 So that 7 However 8 Consequently
  - 9 then 10 Firstly 11 when 12 Gradually
  - 13 After that 14 especially 15 because 16 Finally
- 6 Students can prepare this writing task in class or it could be set for homework if time is short. Encourage students to bear in mind all the work they have just done on formal writing.



<b>Speaking</b>	Dream jobs
<b>Reading</b>	How to find a dream job
<b>Writing</b>	A job application
<b>Vocabulary</b>	Connotation
<b>Grammar</b>	Relative clauses
<b>Listening</b>	A dream job

## Workbook contents

<b>Grammar</b>	Relative clauses
<b>Writing</b>	A formal letter
<b>Listening</b>	The work of a tour guide
<b>Reading</b>	Four trainee lawyers

## Student's book pages 34–37

### Lesson planning

- SV** Writing exercise 4 and Vocabulary exercise 4 could be set for homework
- LV** See the extension activity in the Writing section

## Speaking

- Students discuss their answers in pairs. Get feedback from the whole class.
- Ask students to read the blog extracts and to discuss the questions.

### Answers

- A** a pilot or flight attendant (getting on the course was harder than expected)
- B** a surgeon (it is still exciting to see people getting better)
- C** a writer (the financial insecurity prevents this person from working effectively)

- Discuss this question with the whole class. Then ask students to check their answers on page 160.

## Reading

- Ask students to skim the article in one minute to answer the question.

### Answers

For. The writer says *you can achieve your dream job ... you must never give up.*

- Explain that 'scanning' is reading in more detail, to find specific information. Ask students to look more carefully at each paragraph to find out which option (A, B or C) describes it best.

### Answers

- 1 B   2 C   3 A

- Students work alone to summarise the fourth paragraph. Ask them to compare their summaries with a partner and to discuss any differences.

### Suggested answers

You need a (short-term and long-term) plan. Find out as much as you can about the job.

- Students make notes on the fifth paragraph. Collect ideas from the whole class.

### Suggested answers

- Don't be disappointed by the inevitable rejections.
- You will get your dream job if you're determined.
- Accept that you may have to work long hours without getting a promotion.
- It's an advantage to learn a job from the bottom up.
- You probably won't earn a lot at first.
- The best jobs will be challenging.

## Writing

- 1.08** Tell students to imagine that a friend has just told them he's got a dream job. Ask them what might be a dream job for a young man who loves sport and travel and is interested in ecology. Play the recording and ask students to discuss the questions in pairs.

### Answers

- Caretaker of the Islands of the Great Barrier Reef; Hamilton Island, part of the Great Barrier Reef in Australia
- A\$150,000, that's \$103,000, or £70,000 for six months and a rent-free three-bedroom villa, complete with pool.



### Recording script

**Leo:** Look at this advert.

**Silvia:** What is it?

**Leo:** They want someone to be the 'Caretaker of the Islands of the Great Barrier Reef'. It's a completely new job.

**Silvia:** What would you have to do?

**Leo:** Just live on a beautiful island for six months and watch the fish swim by!

**Silvia:** I can't believe that's for real. It sounds like a holiday!

**Leo:** Well, there's more to it than that. The Great Barrier Reef is a World Heritage Listed natural wonder – and the islands of the Great Barrier Reef have, it says here, an 'abundance' of wildlife so it's an important site for naturalists. This sounds just my thing. It says the Island Caretaker will be based on Hamilton Island – that's the largest inhabited island in the region.

**Silvia:** So if that's off the coast of Queensland, it'll be warm all year round and then there'll be the blue skies, crystal-clear waters and ... What's the catch?

**Leo:** No formal qualifications needed but ideal candidate must be able to swim, snorkel, dive, sail ... I can do all that. The successful applicant will receive a salary of A\$150,000 – not bad – for six months and get to live rent-free in a three-bedroom villa, complete with pool. Wow!

**Silvia:** What are you waiting for? Who do you have to write to?

- 2 Go through the Exam spot and point out that in the Advanced Writing test, students may be asked to write an informal and/or formal letter so it is very important that they can distinguish between the two.

Students plan the letter of application with a partner. They could compare plans and decide on the best ideas.

Ask students to write the first draft of the letter in pairs. Monitor them as they work, checking layout, punctuation and language. Then, students swap first drafts with another pair. Finally, students write the final draft in class if time permits, so that a good final version is produced which can then be kept as an example. Alternatively, this could be set for homework.

### Extension activity

Before students plan the letter of application for the job in Australia, play the recording again and tell students to note down what skills are needed for the job. They should then discuss what sort of personal qualities the caretaker will need (for example, being interested in marine life, self-reliant, able to self-motivate, able to use initiative, well-organised and self-disciplined).

## Vocabulary

Go through the Vocabulary spot with students to make sure that they understand the concept of connotation.

- 1 Ask students to work in pairs to do the exercise.

### Possible answers

- 1 I have successfully completed a first-aid course ...
- 2 I can speak English fluently. (Or indicate the correct level or course attended.)
- 3 I am able to attend an interview at your earliest convenience.
- 4 I am willing to work shifts.
- 5 I have excellent communication skills.

- 2 This exercise shows how certain words can be inappropriate in certain situations because of their connotation, even though they may be grammatically correct, or the meaning is generally understood.

### Answers

- 1 experience (*experienced* = having skill or knowledge; *wise* = having the ability to make good judgements – usually older people are *wise*)
- 2 challenges (*challenge* has a more positive connotation than *problem*)
- 3 new (*novel* = new and original, unlike anything seen before)
- 4 competitive (*competitive* has a more positive connotation than *aggressive*)
- 5 flexible (*easy-going* suggests something too relaxed to be appropriate in a business-related environment)

- 3 Ask students to work with a partner to find an equivalent for each word or phrase.

### Answers

- 1 eliminate
- 2 exceed
- 3 funds
- 4 my predecessor
- 5 therefore
- 6 install
- 7 delayed
- 8 repeat
- 9 out of order
- 10 In addition

- 4 This exercise could be set for homework.

### Answers

- |               |                      |
|---------------|----------------------|
| 1 in response | 5 similar business   |
| 2 appeared    | 6 enjoyed enormously |
| 3 attaching   | 7 am available       |
| 4 provides    | 8 convenient to      |

## Relative clauses

Most students at this level will have studied relative clauses before, but the omission of the relative pronoun and the position of prepositions provide advanced practice. The language here is covered on page 164 of the Grammar folder.

- 1 Use these sentences as a diagnostic tool to assess your students' knowledge of these structures.

### Suggested answers

- 1 There was only one advert and it appeared on Jobline yesterday. (defining relative clause)
- 2 There were several adverts and the person is writing about the one which appeared yesterday. (non-defining relative clause)

- 2 Ask students to work with a partner if they find this exercise difficult.

### Suggested answers

- 1 The company gave the job to the person who showed determination.
- 2 The applicant, who graduated from Bologna University, has a degree in biology.
- 3 The Head Office, which is in New York, employs 2,000 people.
- 4 The manager who interviewed me was kind and helpful.

- 3 Elicit from students that we can leave out the relative pronoun when it is the object of its clause.

- 4 This exercise could be set for homework.

### Answers

- 1 I worked in a building which had no air conditioning.
- 2 The clothes ~~that~~ she wore to the office were too scruffy.
- 3 The place ~~where~~ she works has a gym for staff.
- 4 The place ~~that~~ I worked in last summer was great.
- 5 He has an inspirational quality which defies analysis.
- 6 Her colleagues are also the people ~~that~~ she socialises with.

- 5 Point out that in more formal English, we tend to put the preposition before the relative pronoun, instead of at the end of the sentence. We use *which* not *that*, to refer to things. We can use *whom*, not *who/that* to refer to people when they are the object of the main clause.

### Answers

Sentences 1a and 2b are more formal.

Go through the Corpus spot. Then ask students to rewrite the sentences in formal style, paying particular attention to the position of the prepositions.

### Answers

- 1 This is the area of research on which he is working.
- 2 Here are some new statistics in which you can have confidence.
- 3 This is a theory for which there is little support.
- 4 Is this the person with whom you spoke? / Is this the person who you spoke to?
- 5 Unfortunately, the conference in which you enrolled has been cancelled.

## Listening

- 1 The aim of the pre-listening questions is to get students thinking about the topic and to make the interview more interesting and accessible. After students have had enough time for their discussion, get some class feedback. Then go through the Exam spot and explain that sentence completion is one of the task types in the Advanced Listening test.
- 2 Ask students to try to predict possible words which could fill the gaps.
- 3 **1.09** Play the recording once and then ask the students to compare their answers. Play the recording again and remind students to check that the whole sentence makes grammatical sense.

### Answers

- 1 coach
- 2 a camera crew
- 3 calm
- 4 sixth
- 5 petrol
- 6 sponsors
- 7 boat
- 8 jobs

### Recording script

**Interviewer:** The darkness refuses to lift over the racetrack and the rain is beating against the windows of the motor home. A tiny race suit is hanging in the corner, but the young man sat back on the sofa is not ready for it yet as he rubs his eyes and comes to terms with the fact that he could still be snuggled up in bed instead of putting himself on display – yet again – at such an unearthly hour. Cesar, how did you get yourself into this business?

**Cesar:** Well, it's all down to my coach. He took a calculated risk with me when I was completely unknown. And then, as you know, it was a rapid change for me as I suddenly became famous.

**Interviewer:** How has your family coped with your fame and, I suppose, their fame too?

**Cesar:** Well the fame thing doesn't bother me, most people don't disturb me when they see me eating in a restaurant or something like that but I think my mother finds it a bit disturbing, you know, having to deal with a camera crew every time she comes out of the house. And in fact, my sisters now, they don't come down to the track to see me race, they watch me on TV at home.

**Interviewer:** Your father has shown great faith in you, hasn't he?

**Cesar:** Well, I think both of us have had many doubts at times about my talent but he reckons it's being calm which makes the difference between champions and the rest. He's amazing too – he's become really hardened to the constant attention. And he's the one who has to watch from the sidelines. I think that must be a lot worse than doing the race.

**Interviewer:** Yes, you had a scary moment in Australia, didn't you?

**Cesar:** Yeah, I'd qualified twenty-first and in the race got up to sixth position before my car gave out. It was real scary. You've only got split seconds to make life and death decisions. In an instant I knew something had gone wrong with the car and then you've got to get off the track and out of the way of the other drivers as fast as you can.

**Interviewer:** And you did it. But from an early age you proved that you've got what it takes.

**Cesar:** Oh, I don't know. When I left school as a teenager it was just hard work. I went from track to track. And, yeah, I suppose when I had to live in Italy and Belgium on my own it was a bit tough, but my dad was a great support. I remember he had to borrow money so that I could afford petrol money, just to get to a race once. And that's only a couple of years ago.

**Interviewer:** Things are very different now – you've got sponsors queuing up to take you on and make you a millionaire.

**Cesar:** And I've already got more money than I'd ever dreamed of, but I'm trying to be sensible with the money.

**Interviewer:** I've heard about the Ferrari in the garage and the BMW sports car. What's next on the list?

**Cesar:** I'm not irresponsible, even though to many people it must seem like I am. But it's strange what money and fame can do to you. I mean it just seems normal to me now to have all those things and, in fact, if I had to say, I would like a boat. I'd love that, to have it somewhere hot.

**Interviewer:** Does this mean that you have nothing or little in common with your old friends back home?

**Cesar:** When I go back home I still meet up with my old friends but lots of them have moved on too, they're living different places, or they have new family lives, so I don't get to see them so often. I suppose at our age, people are moving around a lot and doing different things. I don't think my situation is any different. It's just that I've changed jobs. But when we meet up we still talk about the same things. Like we never changed.

**Interviewer:** He might not have changed among his friends, but on Sunday he will be the new young star of Formula One, driving in front of five hundred million TV viewers.

### 4 Round off the Listening section with a class discussion.

# Units 1–5 Revision

## Student's book pages 38–39

### Topic review

- 1 Ask students to work with a partner to discuss the questions. The aim of this exercise is to encourage students to recycle the vocabulary and structures they have covered in the preceding units in a personalised way.

### Grammar

- 2 If you think your students will need more guidance to complete the text, you could give them the root of the verb required.

#### Answers

- 1 could
- 2 hadn't
- 3 get / be
- 4 were / was
- 5 thought
- 6 had

### Vocabulary

- 3 When checking the answers, check that students have understood what type of word is required.

#### Answers

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

- 4 Students do the exercise alone, before checking their answers in pairs.

#### Answers

- 1 came to
- 2 take on
- 3 totally
- 4 set off
- 5 incredibly
- 6 shock

- 5 Ask students to complete the sentences with an appropriate word formed with a prefix or suffix.

#### Answers

- 1 misled
- 2 waterproof
- 3 judgement
- 4 tendency
- 5 efficiency
- 6 justified
- 7 impolite

- 6 Ask students to do this exercise in pairs. Get feedback from the whole class.

#### Possible answers

- 1 she got a reply – she received a reply/response
- 2 at a time that is good for you – at your convenience
- 3 I'm looking forward to – I look forward to
- 4 but – however
- 5 a job like that – a similar job
- 6 I'm writing about the advert in ... – I am writing regarding/in connection with ...
- 7 I'm always on time – I am punctual
- 8 I'd like the chance to – I would welcome the opportunity

- 7 Students do this exercise alone before checking in pairs.

#### Answers

- 1 to
- 2 when
- 3 which
- 4 across
- 5 like
- 6 up
- 7 for
- 8 but / though / although

<b>Speaking</b>	Telephone technology
<b>Listening</b>	Answer-phone messages
<b>Grammar</b>	Phrasal verbs (1)
<b>Vocabulary</b>	Collocations ( <i>have, do, make</i> and <i>take</i> )
<b>Reading</b>	The Immobile Phone

**Workbook contents**

<b>Listening</b>	Note completion
<b>Grammar</b>	Phrasal verbs (1)
<b>Vocabulary</b>	Collocations ( <i>do, have, make, take</i> )

**Student's book pages 40–43****Lesson planning**

- SV** Grammar exercise 3 could be set for homework.  
**LV** See extension activities in the Grammar and Vocabulary sections.

**Speaking**

- 1 Ask students to discuss these introductory questions in pairs or small groups. Allow time for feedback relating to each of the questions.
- 2 **1/10** Ask students to read through the questions, then play the recording once. Students should compare their answers in pairs.

**Suggested answers**

- 1 Her boyfriend had decided he had got tired of her and wanted to end their relationship.
- 2 She dialled an automatic recorded message from his phone while he was away for a month and then left the phone off the hook.
- 3 Students' own answers.

**Recording script**

Oh, talking of revenge, I read about a great one once. There was this girl, she'd been dumped by her boyfriend, 'cos he'd decided he'd gone off her and he told her to move her things out of his flat before he got back from a business trip. I think he was going to the States for a month or something. Anyway, she moves her stuff out straightaway but before she leaves, she picks up the phone and dials the speaking clock. Then she leaves the phone off the hook while the clock goes on telling the time to an empty flat. 'At the third stroke, it'll be 10:25 and 30 seconds ...' So the boyfriend finds it when he returns four weeks later. You can imagine what the bill was like after a solid month of this. Huge! That must have been really satisfying for the dumped girl!

**Phrasal verbs (1)**

- 1 **1/11** Play the messages all the way through once and ask students to take down as much information as they can. Play the recording again message-by-message for students to complete the information and then check their answers.

**Answers**

- 1 For: Andy  
From: Eddie  
Number: 07930 245 908  
Message: What website? Please call back before two.
- 2 For: Michael Removals  
From: Robert Smith  
Number: 0207 562 495  
Message: Recommended by Richard Johnstone. Wants to know charges for moving a few things on 21st or 22nd. Is moving beds, chests of drawers, fridge, washing machine, etc. out of house (moving about one mile). Also could you fix in the washing machine for him?
- 3 For: Nicky  
From: Leila  
Number: not given  
Message: Just wants a gossip. (Jo's resigned – wants to tell you why!)

- 4 For: Nicola  
From: Olga  
Number: not given  
Message: Calling from Omsk. Not back till 19th (has to do extra workshop). Will get bus home from airport – flight gets in 10.15 so should be home by midday. May try calling again later.
- 5 For: Piotr  
From: Jens  
Number: not given  
Message: Leaving party tonight meeting in the King's Pub next to the station, 6:30 NOT 7:30.
- 6 For: Matt  
From: Alex  
Number: not given  
Message: Has new game. Do you want to go round and play it?

### Recording script

**Speaker 1:** Hi Andy. I wanted to know about our homework. This history project. What was that website you said I should look up? Can you ring me back? Oh, this is Eddie by the way, I don't think I said. In case you've lost my number, it's 07930 245 908. I've got my seminar at two, so if you can call back before then. Bye.

**Speaker 2:** Hello, is that Michael Removals? Richard Johnstone gave me your number and suggested I contact you. I was wondering if you could move some stuff on the 21st or 22nd. It's just some beds and chests of drawers and bits and pieces into a house. I'm only moving about a mile away. Oh yes, and there's a fridge, and a washing machine too. Would you be able to fix those in for me as well, to the new place? Could you get back to me and let me know your charges? My name's Robert Smith, on 0207 562 495.

**Speaker 3:** Hi Nicky, it's Leila. Just ringing for a bit of a catch up of the latest gossip. There's some news you might be interested in. Jo's decided to resign. And wait until you hear why. There'll soon be nobody left at all here. Anyway, give me a ring when you can and I'll fill you in on all the details. Bye.

**Speaker 4:** Hi Nicola, it's Olga. I'm calling from Omsk, and it's taken me ages to get through to you. Are you OK? I tried ringing you at work a couple of times but kept getting cut off before they could put me through to you. Anyway, I just wanted to let you know that I won't be back till the 19th. They want me to do an extra workshop on the 18th and they've managed to rearrange my flights for me. Don't worry about meeting me. I'll just catch the bus home from the airport. The flight gets in at 10.15, so I'll probably be home after midday. OK, I'm going to try calling again later. Bye.

**Speaker 5:** Hi Piotr, it's Jens. I left my mobile at home so I'm calling from the street. Haven't used one of these for ages so hope I can tell you everything before my coins run out. OK. So we're meeting for the leaving party at 6:30 tonight not 7:30. Hang on a moment. I'll just find the address. Yes, here it is. It's the King's Pub next to the station. OK, see you there later. Bye

**Speaker 6:** Matt? This is Alex. I've downloaded version two. The graphics are just amazing. Do you want to come round and play it? I've got to get my homework done first but that'll only take ten minutes. I'll ... Oh – I think I'm breaking up. I'm going to hang up. I'll text you.

- 2 **Play the recording again. Ask students to note any phrasal verbs they hear. Write them on the board. Note that some of them are repeated in several conversations. Point out that there is quite a high concentration of phrasal verbs because the English used is fairly informal spoken English, where phrasal verbs are typical.**

### Answers

- look up; ring me back; showing up; call back; fix those in; get back; catch up; give me a ring; fill you in; get through; cut off; put me through; gets in; run out; Hang on; come round; breaking up; hang up
- when a phone signal starts to go bad during a call – break up  
connect a caller with someone else – put through to wait – hang on  
end a phone call – hang up  
achieve a phone connection – get through to  
lose a phone connection – cut off

### Extension activity

Rather than playing the recording, give students a copy of the recording script and ask them to read through it to find phrasal verbs. Students may find this easier than listening, and this will encourage them to look for phrasal verbs whenever they read a new text.



- 3 Students work through the exercise individually or in pairs.

#### Answers

- 1 your battery runs out
- 2 get through
- 3 them to speak up
- 4 put you through
- 5 Hang on a moment
- 6 pass you over

## Speaking

- 1 Ask students to match the two parts of the dialogues, then check the answers together. To get students practising more, ask them to improvise and extend each dialogue for up to one minute.

#### Answers

b 1 c 6 d 7 e 4 f 10 g 9 h 3 i 8 j 5

## Vocabulary

- 1 Check that all students are clear about the concept of collocation (words that are frequently used together). Students can work individually or with a partner on this exercise. Suggest that they do the ones they are sure about first and leave the rest for the moment. When they have done all the ones they are sure about, check the answers as a class. Then suggest students use dictionaries to deal with any remaining items (if necessary).

#### Answers

make / take / have a phone call  
take / have a bath  
make a cake  
take / have a chance  
have a go  
make a mistake  
have a party  
take a photo  
have / take a shower  
make an effort  
make an excuse  
have / make dinner (note that *take dinner* sounds quite old-fashioned and is rarely used)  
have / make fun  
take hold of  
take part in  
do the cooking  
do someone a favour  
do your best  
take someone seriously

take an exam  
take a course  
take someone's word for it  
do work  
make sure

Go through the Corpus spot with students. Point out that mistakes with *have*, *make*, *do* and *take* are very common among learners.

#### Answers

- 1 course I recently ~~had~~ took
- 2 ~~have~~ take a driving test
- 3 ~~take~~ have a light breakfast
- 4 jobs mainly ~~made~~ done by men
- 5 ~~make~~ take some pictures
- 6 ~~do~~ take a decision
- 7 ~~make~~ do business with us
- 8 ~~do~~ make some changes
- 9 correct some mistakes you have ~~done~~ made

### Extension activity

As homework, students prepare more sentences with gaps using some of the collocations they have been working with. These can then be used by other students in the class as a follow-up or revision of the collocations practised in this section.

## Reading

- 1 You might want to point out to students that this is a more difficult text than usual. The writer demonstrates a particularly playful use of English, using irony and satire. Rather than pointing out facts, the writer is offering a particular opinion, and students will have to read 'between the lines' to understand what that opinion is. Ask students to look through the text quickly to get a general sense of what it is about, and then to answer the questions.

#### Answers

- 1 A – the writer feels that the best way to communicate is to talk to someone directly.
  - 2 satirical
- 2 Ask students to discuss the questions with a partner. Take feedback on any items that caused discussion.

#### Answers

- 1 texting
- 2 texting for long periods
- 3 a Museum of Texting
- 4 the invention of the 'Immobile Phone'
- 5 person-to-person conversation
- 6 phone-free conversation

- 3 Students discuss their answers in pairs. Then discuss suggestions with the class as a whole.

**Answers**

*come out (wrong)* = were typed inaccurately  
*came out (right)* = were typed accurately  
*leave out (all the vowels)* = omit  
*texted back* = responded  
*(message had) got through* = reached its destination  
*drawn out* = extended  
*dress up* = wear fancy dress  
*came up with (the bright idea)* = had  
*(battery) running down* = losing its charge  
*walking around* = walking (the around is not strictly necessary)  
*switch off* = unwind  
*come up with (a way / solution)* = devised  
*(PFC has) taken off* = become a great success

- 4 Find the answers with the class as a whole.

**Answers**

**take** time  
**have** no way (of knowing)  
**reach** a destination  
**take** place  
**come up** with a (bright) idea  
**feel** the need to (do something)  
**give** (people an) opportunity  
**make** progress  
**come up with** a way of (doing something)  
**come up with** a solution  
**have** no idea

- 5 Focus students on the photos. They discuss their ideas in groups of three or four. Round up with the whole class when everyone has finished.



# Exam folder 3

Student's book pages 44–45

## Paper 1 Part 3

### Word formation

This section aims to help students cope with Part 3 of the Reading and Use of English test.

- 1&2** The parts of speech are provided in brackets below together with the words that were originally in the text. Although it should be possible to identify the required part of speech, it is unlikely that students will identify all the original words and several alternatives may be equally possible.

#### Answers

- 1 (adverb) surprisingly
- 2 (adjective) military
- 3 (noun) travellers
- 4 (noun) literature
- 5 (verb) describes / described (both would be possible – we often use the present simple when talking about the plots of books or films, even if they were made in the past)
- 6 (adverb) suddenly
- 7 (verb–past participle) entered
- 8 (noun) conversation

- 3** Ask students to think back to the work done on prefixes in Unit 4.

#### Answers

Verbs	Adjectives	Nouns
unwrap	unsafe	disappearance
de-ice	disloyal	insecurity
untie	insane	discomfort
disengage	uncomfortable	unbalance
misunderstand	irresponsible	immobility

Go through the Corpus box on negative prefixes. Point out that we can talk about ourselves as being *dissatisfied* or *unsatisfied* with something (for example, a hotel). However, we can only say *have dissatisfaction with*. The thing which caused us to feel this way is *unsatisfactory*.

- 1 dissatisfaction
- 2 unsatisfactory
- 3 inadequate
- 4 disorganised
- 5 inexpensive

- 4** You may wish to add other words to the list in addition to those suggested.

- 1 **law:** lawyer, lawful, unlawful, lawless, law-abiding
- 2 **hope:** hopeful, hopeless, hopelessness, hopefully
- 3 **act:** action, actor, react, reaction, enact, enactment
- 4 **press:** pressure, pressing, depress, oppress, repress, oppression, oppressive, oppressor
- 5 **centre:** central, centrally, centralise, decentralise, centralisation, concentrate, concentration
- 6 **head:** heading, header, subhead, behead, heady, big-headed, pig-headed
- 7 **office:** officer, official, officiate, officious, officially
- 8 **broad:** breadth, broaden, broadly, broad-minded

- 5** This exercise is similar to the one students will need to do in the exam.

- 1 being
- 2 incoming
- 3 currently
- 4 participated
- 5 steadily
- 6 reliability
- 7 inconsiderable
- 8 introduction

- 6** This provides further practice of the exam task.

- 1 happily
- 2 skilled
- 3 recognition
- 4 unfamiliar
- 5 injury
- 6 discharged
- 7 fortunately
- 8 psychologically

<b>Speaking</b>	Work and business
<b>Reading</b>	A successful young entrepreneur
<b>Vocabulary</b>	Collocations
<b>Grammar</b>	Reason, result and purpose
<b>Writing</b>	Reports
<b>Listening and Speaking</b>	People and their jobs

## Workbook contents

<b>Reading</b>	Zoo management
<b>Grammar</b>	Reason, result and purpose
<b>Writing</b>	A report
<b>Reading and Use of English</b>	Part 1

## Student's book pages 46–49

### Lesson planning

- SV** Reading exercise 2 and Vocabulary exercises 2 or 3 could be set for homework.
- LV** See extension activities in the Vocabulary and Listening and Speaking sections

## Speaking

- 1 Ask students to discuss these questions in small groups to arouse their interest in the topic.

## Reading

- 1 Give students one minute to scan the article quickly without worrying about what words might fill the gaps. Then ask them questions 1–4.

### Teaching extra

This exercise helps to train students in the skills needed to do Part 2 of the Reading and Use of English paper. Questions 1–4 show that it is possible, indeed necessary, to understand what the text is about before filling in the gaps. Use this procedure whenever you are working with a similar exercise type in class. Encourage students to read the text through first, check their comprehension by asking a few comprehension questions and only then begin to think about how to fill the gaps in the text.

### Answers

- 1 13
- 2 selling scooters
- 3 family and friends
- 4 companies were happy to give him advice

- 2 Encourage students to look at the words on either side of each gap to help them. If they have problems, remind them that it is useful to decide what kind of word (preposition, pronoun, determiner, etc.) might fill the gap.

### Answers

- |                 |            |
|-----------------|------------|
| 1 with          | 8 in       |
| 2 come          | 9 case     |
| 3 one           | 10 a       |
| 4 neither / nor | 11 them    |
| 5 if            | 12 of      |
| 6 which         | 13 do, did |
| 7 did, sold     | 14 what    |

- 3 Students should do the exercise, then discuss their answers with a partner.

### Answers

- 1 A 2 B 3 D 4 B

## Vocabulary

- 1 Students should work on this exercise individually or in pairs. The focus here is on strong collocations, so although various answers are possible, students should choose the strongest pairings.

### Answers

do business  
a gap in the market  
make a profit  
take action  
stocks and shares  
competitive prices  
daily commute  
overwhelmed by problems  
stuck in traffic

- 2 Deal with this exercise as a class.

#### Answers

- 1 doing business
- 2 daily commute; stuck in traffic
- 3 a gap in the market; make a profit
- 4 stocks and shares
- 5 overwhelmed by problems; took action
- 6 competitive prices

### Extension activity

Ask students to write down all the words and expressions from the article that are directly related to work (e.g. *importing, profitable*). Students could head a page in their folder or vocabulary notebook *The language of work* and write relevant expressions from the article there.

Some words and expressions that they could note down are given below, but students may, of course, add any others that they feel are personally useful.

*entrepreneur*

*importing*

*manufacturing*

*executives*

*product*

*presentations*

Students then work in pairs. Each pair should write sentences that are true for at least one of them using some of the words and expressions they wrote down (e.g. *Marco's brother set up a business last year importing wooden toys from Russia.*)

- 3 Students do the exercise alone before checking in pairs.

#### Answers

- 1 freedom
- 2 profitable
- 3 variety
- 4 competitors
- 5 explosive
- 6 childish

## Reason, result and purpose

The language here is covered on page 166 of the Grammar folder.

- 1 Read the article and discuss the question with the class as a whole.

#### Answers

- 1 be a consequence of ...
- 2 in order to get ...
- 3 because of ...

- 2 Ask students to do the exercise individually and then compare their answers with a partner.

#### Answers

- 1 so
- 2 because
- 3 Having had
- 4 so
- 5 so as to
- 6 because
- 7 As a result of
- 8 with the result that

- 3 Ask students to work in pairs to do the exercise. When they have finished, round up by asking the class why they think people become successful.

## Writing

- 1 Students might have the choice of writing a report in Part 2 of the Writing test. Ask students to very quickly skim the report to decide whether or not it is positive.

#### Answers

The report is generally positive.

- 2 Ask students to think about the questions as they read the report. They can discuss answers with a partner. Questions 1 and 2 may be set for homework or done in class.

#### Answers

- 1 The headings are appropriate and useful in that they state clearly what each paragraph includes. The report is clear and unambiguous and uses headings to inform and guide the reader. The report therefore follows a fairly standard pattern.
- 2 Some students may feel that some other words and expressions also have a linking function in the text (e.g. *there, in a number of ways*, etc.). Allow anything to be included that students can justify. However, make sure that the listed below are highlighted and discussed by all the class. Ask students what the function is of each of the words and phrases in the box.  
*Firstly, Secondly, Thirdly, Finally* – listing points  
*For example* – giving an example  
*In conclusion* – drawing a conclusion  
*However* – making a point that contrasts in some way with what has gone before
- 3 *thanks to, as a result of, Consequently*

## Listening and Speaking

- 1 Brainstorm ideas and write them on the board.
- 2 **1 12** Ask students to answer questions 1–3.

### Answers

- 1 hairdresser
- 2 private detective
- 3 stunt woman
- 4 window cleaner
- 5 fitness instructor
- 6 journalist
- 7 psychologist
- 8 sports commentator

**Speaker 1:** When I was at school, I decided I definitely wanted a career and I thought about what I could do working with other people. I got a part-time job in a salon, and it was only until I got an apprenticeship that I really thought this is what I want to do. I love the work because you meet different people every day. You can be creative, which is important to me. If there is any downside, it's that you're on your feet all day, but at the end of the day, it's something I really love doing.

**Speaker 2:** Well this job found me, really. A friend recommended me and so I did a job for someone and it seemed to work out OK. I never fancied doing a run-of-the-mill job, nine-to-five, and I quite like the secrecy of what I'm doing now. There is a lot of boring paper work – it's not as dramatic as you see in the films – but the best part is when I'm out on the street. I'm a private man by nature, so it sort of suits me.

**Speaker 3:** Initially, I wanted to be an actor and then I realised, eventually, that wasn't going to happen. I've always been sporty and I used to go to judo class every week, and then got more and more interested, and sort of started going more often. It was my teacher who sort of suggested I get into it. So he introduced me to someone, and I've been on film sets ever since, really. There's a lot of travel, which sometimes gets me down, but I do get to meet famous people – including the ones I'm supposed to be.

**Speaker 4:** I got into it by accident really. I needed extra money, and I've always liked, you know, the outdoors and getting out and all that sort of thing, so I just decided to give it a try and keep on going. It's not been bad – lucrative even. And it's hard work. It's harder work than you imagine, especially when you're out in the cold. You've got to have a head for heights, too. The nice thing is the satisfaction on people's faces, looking at people's faces afterwards when they realise they can actually see outside again.

**Speaker 5:** I'd always been interested in fitness. I was, actually, a gym champion when I was young. Then I decided what to do when I grew up and, yeah, it was, it was a really good choice in the end because what I really like is helping other people get fit, and to actually bring out the best in them. I can advise them what to do and what not to do, what's best for their muscles and, yeah, it's really worthwhile.

**Speaker 6:** First of all, well, I did an English degree and then I didn't know what to do really, after that. I wanted to get out and, you know, do a job where you sort of meet a lot of people and so I fell into it, really. It's great, you know, because you meet a lot of interesting people. What I really like about it is you're always breaking a story, so whatever you get involved in is, you know, always going to be interesting. I suppose the thing I don't like is the public's perception of us as being like the paparazzi, never reporting the truth, always up to no good. But I think we do a very important job. If someone's famous, then it's in the public interest to sort of find out as much as possible about them, you know, and that's what I do.

**Speaker 7:** I think it was clear to my family what I was going to be from an early age. I'm the eldest of five and my brothers and sisters always came to me for advice, and in the end, actually, my mother used to come to me for advice, or she'd talk things over, or as a family, we liked to try and find out why things happened as they did. I didn't really learn anything about it at school, but as part of biology, we did look at the way people behaved and why they do what they do. It was a long training, but something that's absolutely worthwhile. My belief in people, I suppose, is what made me choose this career. If there's anything I find disappointing, it's that if I've helped someone, I can't necessarily see the changes in their everyday lives.

**Speaker 8:** Yes, I was an only child, no brothers or sisters. My mother left my father when I was about seven so every holiday, I went to be with my father. I used to follow him everywhere and his job was a sports commentator. He travelled all over the place, following the races, and I went with him. It must have had a huge effect on me. I met all the famous drivers and the smell of the track, the noise from the cars and everything was a very powerful thing that led me into this profession. Now I'm actually doing it myself, I feel under pressure. I don't see enough of my own family, I'm travelling all over the world. So it's not the dream I thought it would be.

- 3 Check that the students know what the jobs are and ask them to discuss which are the most valuable to society.
- 4 Organise students so that they are now working with a different partner. Students compare the jobs they chose in the previous activity and explain their choices.
- 5 If necessary, explain that *perks* are features which may attract people to particular jobs. Ask students to brainstorm other advantages to add to the list.
- 6 Students prepare questions alone or in pairs. Write on the board all the different ideas that come from the students. Ask each person in the class to select one or two questions from the board.

Students should now mingle around the classroom, conducting a survey in which they interview as many students as they can and keep a note of the answers. If mingling is not possible, they can work together in large groups.

Students should give feedback to the rest of the class on the results of their survey. Wherever possible, they should comment on trends and tendencies rather than simply reporting the answers of individual students.

When discussing how to present the class findings, remind students of the desirability of having about five headings including an introduction and a conclusion. The information must be presented as clearly and unambiguously as possible. One of the easiest ways of ensuring clarity is to include paragraph or section headings.

### **E**xtension activity

Students write up their reports for homework.

# Writing folder 3

## Student's book pages 50–51

### Essays

- 1 Point out to students that in the Advanced Writing exam, they will always be asked to write an essay in Part 1. Focus students on the questions and essay task, and ask them to discuss the questions in pairs.

#### Answers

- 1 Between 220 and 260.
- 2 the impact of technology on employment opportunities
- 3 The opinions in inverted commas comment on the topics in the bullet points.
- 4 two
- 5 You have to explain which is more significant, giving reasons.
- 6 You can use the opinions, but you should express them in your own words.

- 2 Ask students to read the sample essay, which has been written in response to the task on page 50.

#### Answers

- 1 four
- 2 (paragraph 1) to introduce the essay's theme  
(paragraph 2) to describe one of the arguments in the bullet point in the task  
(paragraph 3) to describe an alternative argument  
(paragraph 4) to conclude the essay, giving the writer's own opinion

- 3 Focus students on the language in the model essay. They discuss their answers in pairs.

#### Answers

*ever since* – to explain a time relationship  
*while* – to indicate a contrast  
*others* – to avoid repeating *some people*  
*the former group of people* – to refer back to the people who think technology will have a negative impact  
*as* – to explain a reason  
*these prophets of doom* – to refer back to the people who think technology will have a negative impact  
*as a result* – to explain a reason  
*on the other hand* – to indicate a contrast  
*when* – to explain a time relationship  
*because* – to explain a reason  
*although* – to indicate a contrast  
*my opinion is* – to explain a reason  
*than ever before* – to explain a time relationship

- 4 Encourage students to read the essay task carefully, and to think about which points they will write about. Ask them to complete the table. Then, students work in pairs to explain what they have decided, and why.
- 5 Ask students to work in pairs or small groups to brainstorm vocabulary. When they have finished, get feedback from the whole class. Write their suggestions on the board to create a list of vocabulary and key phrases. Explain the meaning of any unknown phrases.
- 6 Ask students to work in pairs or small groups to discuss any further tips. Once again, write whole-class suggestions on the board.
- 7 Students write their essay individually or for homework. Encourage them to use the vocabulary and the tips you all discussed. When they have finished, pairs could exchange their writing and feed back on how well they followed the tips for essay writing outlined in exercise 6.

<b>Speaking and Reading</b>	Modern inventions
<b>Vocabulary</b>	Positive and negative adjectives
<b>Listening</b>	What we can't live without
<b>Grammar</b>	Modals and semi-modals (2)
<b>Speaking</b>	Exclamations and fillers

## Workbook contents

<b>Reading and Use of English</b>	Parts 2 and 3
<b>Grammar</b>	Modals and semi-modals (2)
<b>Reading</b>	Short texts
<b>Listening</b>	Note completion

## Student's book pages 52–55

### Lesson planning

<b>SV</b>	Vocabulary exercise 3 could be set for homework
<b>LV</b>	See extension activities in the Vocabulary and Grammar sections

- 3 Students discuss their answers to the questions with a partner, using an English–English dictionary if necessary.

### Sample answers

- 1 *courting* = the early stages of a romantic relationship  
*contours* = shape  
*suction pad* = piece of rubber that fixes itself to a smooth surface using suction  
*treadmill* = wide wheel turned by people climbing on steps around its edge (used in the past to provide power for machines or as punishment)  
*mop* = stick with material on one end for washing floors  
*pivotable* = can be moved about a fixed point
- 2 *mini-* = small (e.g. *minimal*, *mini-series*, *miniskirt*)
- 3 *-able* = can or able to be (e.g. *disposable*, *regrettable*, *comparable*)  
*-less* = without (e.g. *hopeless*, *thoughtless*, *careless*)
- 4 *common* ≠ *separate*  
*flexible* ≠ *inflexible*, *rigid*  
*inner* ≠ *outer*  
*drives* ≠ *halts*, *stops*  
*mess up* ≠ *keep tidy*  
*stowed* ≠ *unfolded*

## Speaking and Reading

- 1 Students should work with a partner to put the objects in the order in which they were invented.

### Answers

- 1 wristwatch (1904)
- 2 electric dishwasher (1914)
- 3 sliced bread (1928)
- 4 the toaster (1937)
- 5 the biro (1938)
- 6 video recorder (1956)
- 7 ring-pull can (1962)
- 8 personal stereo (1979)
- 9 computer mouse (1984)
- 10 wi-fi (1985)

- 2 Ask students to read about the inventions and then discuss the questions with a partner. You could ask students to give a score to each invention (1=terrible, 10=fantastic). As a class, compare the scores given for the different objects.

You may like to point out that all the inventions were patented (i.e. their inventors thought that they could become commercially successful).

## Vocabulary

- 1 Refer students to the Vocabulary spot and ask them to give other examples of adjectives conveying strong positive or negative feelings. Then ask students to work on this exercise with a partner, using a dictionary if necessary.

### Answers

- 1 breathtaking
- 2 hideous
- 3 ingenious
- 4 hackneyed
- 5 stunning
- 6 appalling
- 7 ridiculous; delightful



- 2 Ask students to first decide which adjectives are positive, and which are negative.

#### Answers

##### Positive

absorbing  
breathtaking  
brilliant  
delightful  
enchanted  
engrossing  
ingenious  
inspired  
ravishing  
stunning

##### Negative

grotesque  
hackneyed  
hideous  
ill-conceived  
impractical  
monstrous  
pointless  
repulsive  
ridiculous  
trivial

- 3 Point out that students can write about the inventions on pages 52–53 or any other inventions that they choose.

### Extension activity

Write the following adjectives on the board: *absorbing, breathtaking, delightful, enchanted, engrossing, grotesque, hackneyed, hideous, inspired, monstrous, ravishing, repulsive, ridiculous, stunning*. Ask students to suggest a noun that collocates with each of them.

## Listening

- 1 **1 13** Before looking at the photos, ask students to name some things that they could not live without.

Ask students to look at the pictures and listen to identify which things are mentioned by the speakers. Which other inventions or devices are mentioned?

#### Suggested answers

- A:** they're indispensable; a brilliant invention  
**B:** it's just so convenient  
**C:** brilliant for getting from A to B  
**D:** great design  
**E:** an inspired design; ingenious  
**F:** makes it so easy to find information; make contact easily with people all over the world

- 2 If necessary, play the recording again in order for students to hear the whole context in which each word was said.

#### Answers

**Positive:** brilliant, stunning, inspired, ingenious, indispensable, extraordinary

**Negative:** vain, hideous

### Recording script

**Simon:** OK, so the question is 'What couldn't you live without?' Is there anything that you just couldn't imagine life without?

**Caroline:** Yes, that's easy. Though it's something I used to think was a waste of money before I actually got one.

**Ben:** Don't tell me – it's your car. You spend most of your time driving.

**Caroline:** Nearly. It's my SatNav. We got it last year. It was just brilliant for getting from A to B. When we went on holiday last year, we programmed it to avoid the main roads and it took us on all sorts of back roads through the countryside. It's much better than stopping all the time, looking at the map, discovering you're lost and arguing. It took us to some stunning places we wouldn't have found otherwise. The air-conditioning in the car is useful but I wouldn't say I couldn't live without that. Just open the window if it gets hot. What about you?

**Annie:** Well, because of the kids, the one thing I really couldn't do without is my washing machine, especially because we've got so much laundry to do. Nappies, as well, because we use washable nappies, which are more eco-friendly than the disposable ones.

**Caroline:** Oh yes. That's something most of us take for granted.

**Annie:** And ours is an inspired design, because it's got lots of features like the half-load button, for example, and it's ingenious the way it can do that. And the other thing I really couldn't do without is my hair-dryer. Oh I love my hair-dryer! I think that's another piece of great design. Yeah, those are the things I really couldn't cope without.

**Simon:** I think I could easily do without mine.

**Ben:** That's only because you're getting a bit bald on top! I couldn't live without contact lenses. They're indispensable. Apart from being a brilliant invention, they – well, I couldn't see without them. I don't like wearing glasses – I'm quite vain – so I do need them. I mean, I think they're an absolutely extraordinary and inspired invention. But the other thing that I couldn't possibly live without is my microwave. The one I've got – it's a big hideous thing in the corner – is great because it can heat things up at the last minute. Cold cups of coffee suddenly become hot again, so ... without those two, with those two things, I'm fine. Without them, I'd be lost. But what about you?

**Simon:** Me? Well, the first would have to be my mobile, of course. It's got lots of features – though I still mainly use it for phoning and texting and taking the odd photo if I don't have an actual camera to hand. It's just so convenient when you have to change arrangements at the last minute or when you want to keep in touch with people who aren't at home much. I wish its battery lasted longer – but apart from that, I've no complaints. My second thing would be the internet. Does that count?

**Ben:** As an invention? Why not?

**Simon:** OK, so that's what I'd go for then. It just makes it so easy to find information, to buy things – I get most of my books online and download most of my music, and movies. You can also make contact easily with people all over the world. I've done some great online courses, studying and meeting people who I'll probably never see face-to-face. I love it!

- 2 Students should do this with a partner and then compare their answers with those of other students. It is not necessary to use any of the modals in the box more than once. As a follow-up, ask students the meaning of each modal used.

#### Answers

- 1 must (obligation)
- 2 should / ought to (advice)
- 3 should have; must have (deduction)
- 4 would (past habit)
- 5 mustn't (prohibition)
- 6 should / ought to (advice)
- 7 Will (willingness)
- 8 shouldn't have (criticism)

## Modals and semi-modals (2)

- 1 The language here is covered on page 166 of the Grammar folder. Ask students to identify the modal verbs in the sentences.

#### Answers

- 1 Someone really ought to invent a machine to do the ironing for you. (suggesting something would be a good idea)
- 2 This key ring bleeps when you whistle – that should help you next time you lose your keys. (suggesting something is likely)
- 3 You must get yourself a mobile phone – everyone else has got one. (giving advice)
- 4 My hair dryer's missing – my flatmate must have borrowed it again. (making a deduction)
- 5 You should have kept the instructions for the DVD recorder! (disapproval)
- 6 He submitted his request for a patent ages ago – he must be going to hear from the department soon. (probability)
- 7 You shouldn't have pressed that button before switching the power off. (he thinks the person did do something wrong)
- 8 The design has been approved and we should be starting production next week. (probability)
- 9 Even when he was still at school, he would spend hours in the shed designing weird and wonderful inventions. (frequently)
- 10 You will accept this design or else. (no choice)
- 11 We must light a fire somehow but no one's brought any matches – what shall we do? (suggestions)

### Extension activity

Ask students what kind of invention they would like an inventor to design for them. They write some instructions, using modals. For example, *I'd like you to design a machine which will do the ironing for me. It must be able to recognise what type of material the clothes are made of and it should be able to adjust the temperature accordingly. It shouldn't cost more than £500 but it must be totally reliable ...*

In a follow-up lesson, students could read out the descriptions of their inventions which they wrote in exercise 4 and the other students could award the inventions a mark out of ten as they did for the inventions in Reading exercise 2.

Focus students on the Corpus box. Point out that these modals are commonly confused.

#### Answers

- 1 would
- 2 should
- 3 would
- 4 would
- 5 should
- 6 could

## Speaking

- 1 Students often do not know quite what to say in English when they need to put in a supportive exclamation or word to show that they are listening attentively. Elicit the exclamations or attentive words that they have found useful and draw their attention to the Exam spot.

Before students do this, point out that different intonation can give these expressions quite differing meanings. They can all be made to sound ironic or bored, for example. In this exercise the aim is to go for the most usual use.

### Answers

expressing agreement: 1, 9

expressing admiration: 2, 7

expressing surprise or disbelief: 3, 5, 8, 11, 12, 14

expressing sympathy: 4, 6, 10, 13

- 2 Ask students to match exclamations from exercise 1 to sentences 1–8.

### Suggested answers

- 1 Brilliant!
- 2 Poor you!
- 3 You must be joking!
- 4 Oh dear!
- 5 Fantastic!
- 6 Surely not!
- 7 Me too!
- 8 What a shame!

- 3 **1-14** Play the recording all the way through to allow students time to think about how they might respond. Then play the recording again, stopping after each snippet to allow students time to respond. Note that there are several different possible responses to each item.

### Recording script (possible answers in brackets)

- 1 The safety pin was invented in 1849. (No, really?)
- 2 I've got dreadful toothache! (Poor you!)
- 3 When Mrs Lincoln, the wife of President Lincoln, had her photograph taken after her husband had been assassinated, the photograph included a ghostly image of the President. (How interesting!)
- 4 You have been selected to advise the Prime Minister on the problems of education in this country. (You're joking!)

- 5 My grandfather, my mother, my sister and I were all born on the same date – the 6th of June! (What a coincidence!)
- 6 There are 400 billion stars in the Milky Way. (That's incredible!)
- 7 From 13th June 1948 to 1st June 1949, one person in Los Angeles hiccuped 160 million times! 60,000 suggestions for cures were received before he eventually stopped. (You must be joking!)
- 8 King Gustav II of Sweden thought that coffee was poisonous. He once sentenced a man to death by ordering him to drink coffee every day. The condemned man in fact lived to be very old! (How amazing!)
- 9 The first alarm clock was invented by Leonardo da Vinci. It woke the sleeper by gently rubbing the soles of his feet. (Fantastic!)
- 10 The common housefly may be the biggest threat to human health. It carries 30 different diseases which can be passed to humans. (No, really?)

- 4 Allow students a few moments to think of what they are going to tell their partner. As they talk, their partner is only allowed to use the exclamations worked on in this section.

# Exam folder 4

Student's book pages 56–57

## Paper 1 Part 4

### Key word transformation

Read through the introduction to Part 4 of the Reading and Use of English test and draw attention to the example.

- 1 Make sure students have gone over the introduction before you check the answers.

#### Answers

- 1 Sam's essay made an impression on his tutor.
- 2 He insisted on (only) speaking English with the visitors.
- 3 There was a sharp increase in the price of petrol last month.
- 4 I caught sight of the postman for a second as he passed by.

- 2 Ask students to work with a partner to discuss the mistakes.

#### Answers

- 1 The phrasal verb is *to hand something down to someone* – *to* is missing.  
The secret recipe is handed down to each new generation.
- 2 The given word is in the past tense and cannot be changed.  
The present came as a complete surprise to me.
- 3 We say *overcome with*, not *for*.  
The child's mother was overcome with emotion when he was found.
- 4 The idiom for *to help someone* is *to give someone a hand*.  
Could you possibly give me a hand with this suitcase?

- 3 Go through the introduction to fixed phrases and collocations. Ask students to work with a partner.

#### Answers

- 1 b   2 e   3 a   4 f   5 c   6 d

- 4 As examples, elicit the prepositions that are needed after *make an impression (on)*, *insist (on)*, *to be overcome (with)*.

#### Answers

- 1 in
- 2 of
- 3 from
- 4 in
- 5 with
- 6 in

- 5 Elicit examples of sentences containing the passive form, conditional forms, reported speech.

#### Answers

- 1 If we don't get the 8 o'clock train, it will mean missing lunch.
- 2 Italian football players are said to get the highest salaries.
- 3 The tour operator apologised for not emailing the details earlier.
- 4 Your accountant should have given you better advice.

- 6 This exam practice could be set as homework.

#### Answers

- 1 A medical certificate isn't required for a US visa.
- 2 The island is rich in natural resources.
- 3 Gina does nothing but complain.
- 4 The candidate gave honest answers to the questions.
- 5 If the tennis court hadn't been so wet, the match wouldn't have been called off.
- 6 I'd be on your side even if you weren't my friend.
- 7 Sam flatly refused to give me a hand.
- 8 Would you mind getting some milk on your way home?

<b>Speaking and Reading</b>	The perfect city
<b>Vocabulary</b>	Cities
<b>Listening</b>	Living in large cities
<b>Grammar</b>	Future forms
<b>Speaking</b>	Cities or the countryside

**Workbook contents**

<b>Listening</b>	Living in the city
<b>Writing</b>	A proposal
<b>Grammar</b>	Future forms
<b>Vocabulary</b>	Useful phrases
<b>Use of English</b>	Parts 1 and 4

**Student's book pages 58–61****Lesson planning**

- SV** The Vocabulary exercises and Grammar exercises 1 or 2 could be set for homework.
- LV** See extension activities in the Grammar and Speaking sections.

**Speaking and Reading**

- Discuss the warm-up questions with the class as a whole.
- Ask students to skim read the article quickly, in about two minutes. Then, ask them to match each sentence to a paragraph.

**Answers**

1 g 2 f 3 c 4 a 5 h 6 d 7 e 8 b

- 3 & 4** Students read the article in more detail. When they have finished making notes, ask students to compare their answers in pairs.

**Suggested notes**

- Streets did not have to be so wide. Pollution from traffic fumes was less of a problem.
- They have a lot to offer because they have a lot of vitality and energy but they leave much to be desired because they also have many problems – inadequate housing, traffic problems, crime.
- history; cultural life; prosperity; exciting physical features; at least one comfortable season; well-managed; clean; no congestion; can get around easily.

- Because people do not know their neighbours in the way they do in smaller places and because the stresses of life in a megacity makes it harder for people to pay attention to other people. (Students may well come up with other good answers than these.)
- Because the speed and scale of developments mean that there are plenty of exciting opportunities there.
- transport
- The way cities have developed in the past has shown us that we need greater awareness of environmental issues, especially in connection with energy use. We can also learn from the negative results of allowing market forces to determine how cities develop as well as from our greater awareness of how a beautiful location may have been spoilt by uncontrolled development
- economic prosperity, a just society, a thriving cultural life and government support

**Vocabulary**

- Students make collocations based on the article. Remind students that they can look in the text if they are not sure.

**Answers**

1 h 2 g 3 f 4 b 5 a 6 e 7 c 8 d

- Students complete the sentences with the collocations they have identified in Exercise 1.

**Answers**

- hustle and bustle
- traffic congestion
- unique character
- standards of living
- beyond all recognition
- environmental concerns
- modern amenities
- rich in history

- Give students up to ten minutes to write a short paragraph about the place they live. Encourage them to use the collocations they have learned. When they have finished, students take turns to read each other's paragraphs.

## Listening

- 1 **Focus students on the photos. Invite the class to comment on the cities, and to say what they know about each place. Encourage students to speculate about how each city might have changed recently.**
- 2 **1/15 Students listen and match the speakers to one of the places in the photos.**

### Recording script

**Speaker 1:** I'm originally from Sri Lanka but I've been living in Dubai for almost ... oh three years? I'm working for a British company here. I come from a small town in Sri Lanka called Negombo – it's near the capital. So living in Dubai is a rather different experience for me. But it still feels pretty comfortable here. There are lots of other Sri Lankan families here, although I don't often mix with them. Most of my colleagues are from the UK. What's interesting is that my kids, who are still quite young, they are growing up speaking English, because that's what they hear around them all the time. I think it's the same for a lot of the other expat families living here. So, this will create a new generation of English-speaking foreign workers living here, I suppose. Dubai, I have to say, has a very good infrastructure. The airport is very easy to get to, and it connects with many other cities. There are taxis everywhere, and of course the shopping is first-class. It's actually not as bustling as Colombo, the Sri Lankan capital, but it does have a similar energy. So, I do like living here, yes.

**Speaker 2:** I've been in Kuala Lumpur for about ten years now. It's incredible how much the city has changed. There are many parts of the city that have been completely developed, or modernised. It's all been given a make-over. There are new skyscrapers, shopping malls, transportation systems, everything. And this has solved a lot of problems, actually. It's much easier to get around, and the air does feel cleaner. I would say, however, that I do miss some of the old Kuala Lumpur – the city I knew when I first came here. When you could have a snack on the street in a little market, or see a real old Chinese bakery with old gentlemen chatting inside. Those places still exist, although they are sometimes hard to find.

**Speaker 3:** I was born in New York, but I've spent a lot of time here in Delhi. I think it's been about 15 years since I first arrived. My wife and kids live here, too. And I have seen a lot of development here. Many things have improved. But there's also a lot of congestion. Luckily, we live in one of the greener parts of the city, but when I have to get around, it can be slow and difficult. But I love it here. We adore the food – we can't get enough of it. The variety is incredible. That's always been the case, though. The best thing, I think, is the people here. It's a big, crowded city, but it's also very human. And it's great to belong to a city like that.

**Speaker 4:** When did I first come to Bangkok? It must have been ten years ago. I currently work in an English school here, but I also do a lot in my spare time. I'm still trying to learn Thai, but not with very much success. Things have changed a lot since I first came. There are more modern, air-conditioned buildings now. More hotels. Certainly, there are more tourists, especially coming from China. I think that's possibly one reason why the prices have gone up. But another thing that's changed is that the city has got cleaner. There are still lots of cars everywhere, but you don't see as many *tuk tuks* as you used to – the little three-wheeled vehicles people used as taxis. This means that there is far less pollution. And the older buildings and canals are really being cleaned up, too. Most people are surprised that there are canals in Bangkok – but there are! And this means that a lot of the traditions have come back, like the floating markets, where people sell fruit, flowers and so on on boats. It's amazing.



3 Students listen again and make notes in the table.

#### Answers

Speaker	1	2	3	4
City	Dubai	Kuala Lumpur	Delhi	Bangkok
Length of time there	3 years	10 years	15 years	10 years
Change(s) mentioned	new generation of English-speaking foreign workers	new skyscrapers, shopping malls, transportation systems	a lot of development; congestion	more modern buildings, hotels, tourists; prices have gone up; cleaner
Favourite aspect of the city	good infrastructure; airport is easy to get to; taxis everywhere; shopping is first-class	easier to get around; air feels cleaner	the food; the people	traditions, like the floating markets

## Future forms

The grammar here is covered on page 167 of the Grammar folder.

- Before looking at the section with students, brainstorm as many ways of talking about the future as possible and elicit the point that the choice of form made will depend on the meaning the user wants to convey (e.g. degree of certainty in the user's mind) and grammatical constraints.

Students then discuss the exercise with a partner before checking their answers. Deal with any issues that arise as difficulties for the class as a whole.

#### Answers

1 e 2 a 3 f 4 d, f 5 e 6 i 7 g 8 c  
9 j 10 b

2 Work through this exercise with the whole class.

#### Answers

- I'm going
- get
- we'll be lying
- he'd leave
- to get
- leaves / is leaving
- are, are going to spend
- gets, she's going to study
- will have set foot

3 Students practise the questions in pairs. Monitor as they do so, to check that they are using the correct forms.

### Extension activity

Do some quick class practice of the questions in Future forms exercise 1, choosing students at random to answer each of the questions and some variations on them. For example, ask:  
*What are you doing this weekend?*  
*What will you be doing this time next week?*

## Speaking

- Briefly find out how many people in the class are originally from big cities, and how many are from the countryside. Conduct a brief survey to find out who prefers city life. Then put students in small groups to discuss the questions.
- Get feedback from the whole class.
- Encourage students to think about how to present their discussion. If you have a small class, ask each group to present their ideas. If your class is larger, put students into large groups and ask them to take turns to listen to each other. After each presentation is given, invite a student to present the notes he or she made while listening. The group who made the presentation should then comment on how accurate those notes were.

In their original groups, students discuss the presentations they heard. They can decide which was the most effective, and which ideas seemed best.

### Extension activity

Ask students to write up their discussions in the form of a report. The reports should be approximately 25 words. This can be done in class or for homework.



# Writing folder 4

Student's book pages 62–63

## Reports

- 1 Elicit from the class what a report is before doing the exercise. (A report is a formal written description of an event or situation. It may sometimes comment on positive and negative aspects and recommend possible improvements.)

### Answers

- 1 F. They begin with a title and (usually) a statement of their purpose.
- 2 T
- 3 F. This is not essential but it is a good idea to do this as you probably would when writing a report in 'real life'.
- 4 F. The aim of a report is more to inform than to interest.
- 5 T
- 6 F. Both reports and proposals are likely to have these.
- 7 F. Reports do not always make recommendations but they often do.
- 8 F. They will usually be written in neutral or formal language.
- 9 T.
- 10 F. It is important for any task to spend time planning what you are going to write.

- 2 Students should do the exercises individually before discussing as a whole class.

### Answers

Your college has asked students to report on the sports facilities which students can use in their leisure time. Write a report for the college principal, commenting on the extent to which the facilities meet students' needs. You should also make recommendations about what you think the college should do to improve the facilities.

- 3 Go through the questions quickly with the class as a whole.

### Answers

- 1 The principal of a college where you are studying.
- 2 Neutral or formal.
- 3 Information about leisure (sports and music) facilities at the college.
- 4 A report.

- 4 Go through the Exam information box with students. Emphasise that these are precisely the questions that examiners ask themselves as they read any candidate's answer. Go through the questions, checking that students understand what they mean in practice. Students read the two responses and discuss them in pairs.

### Suggested answers

Both answers are in accurate English. However, B would get an excellent mark while A would not. The problems with A are that:

- its language is too informal.
- it is a letter and not a report.
- it is not organised into paragraphs.
- it introduces irrelevant material (e.g. about the library, which is not a leisure facility).

- 5 Ask students to write their report for homework. In a follow-up lesson, they should exchange answers with each other. Each student should check someone else's work using the questions listed in the Exam information box.

If appropriate, students can rewrite their work before submitting it to you for marking.

Speaking and Reading	Studying abroad
Vocabulary	Word formation
Grammar	Participle clauses
Speaking	Contrastive stress

**Workbook contents**

Reading	Multiple-choice questions
Listening	Multiple-choice questions
Vocabulary	Matching meanings to definitions; word formation
Grammar	Participle clauses
Writing	A report

**Student's book pages 64–67****Lesson planning**

- SV** Vocabulary exercises 1 or 2 could be set for homework
- LV** See extension activities in the Vocabulary and Speaking sections

**Speaking and Reading**

- The aim of these questions is to raise interest in the topic of studying abroad, something which many students may be likely to do in the future. Students discuss the questions in pairs. Encourage them to support their answers with reasons and examples. Round up ideas with the whole class.
- These texts are rather more sophisticated than usual, as the subject matter is specialised. Encourage students to read the texts as quickly as possible to get an idea of what they are about, and to answer the questions.

**Answers**

1 D    2 C    3 A    4 B

- Students read the extracts in more detail before answering the questions.

**Answers**

1 B    2 C    3 D    4 B

- Point out that academic language – whatever the subject – often uses language that is rather different from everyday spoken language. Encourage students to look at the words and phrases in their context and try to work out the meaning before choosing their answers from the options in the box.

**Answers**

looks for – seeks  
main – primary  
choose – opt for  
replied – responded  
views – perspectives  
develop – acquire  
do – accomplish  
methods – strategies  
before – prior to  
given – administered

- Set this for homework if time is short and check the answers in a follow-up lesson.

**Answers**

- |                |                |
|----------------|----------------|
| 1 acquire      | 6 seeks        |
| 2 strategies   | 7 prior to     |
| 3 administered | 8 perspectives |
| 4 primary      | 9 opt for      |
| 5 responses    |                |

**Vocabulary**

- Students do as much as they can first and then use a dictionary to complete the table, if necessary.

**Answers**

Verb	Noun	Adjective
accept	acceptance	accepted
assume	assumption	assumptuous
attend	attention / attendance	attentive
compete	competition	competitive
conclude	conclusion	conclusive
contribute	contribution	x
determine	determination	determined
establish	establishment	established
opt	option	x
signify	significance	significant

- 2 Ask students to try this exercise individually before discussing it with the class as a whole.

#### Answers

- 2 In my opinion the research made certain false assumptions.
- 3 The idea was initially controversial but it rapidly became accepted / but people rapidly accepted it.
- 4 There is a lot of competition for places at this university.
- 5 The government's inadequate response to the economic crisis was a contributory factor in their election defeat.
- 6 Attendance at the last lecture of the course was poor.
- 7 The party's aim was to establish a fairer distribution of wealth in society.
- 8 I admire this student because of her determination to succeed.

### E xtension activity

Students prepare sentences for each other from the words in the table in exercise 1, using the format of the word formation question in the exam. For example:

*Prices have gone up \_\_\_\_\_. (SIGNIFICANT)*

When you have checked the sentences, students give them to other students in the class to complete.

## Participle clauses

- 1 Discuss the examples and the introduction with the class as a whole. The language here is covered on page 167 of the Grammar folder.

Focus students on the examples and make sure they understand that *analysing* is a present participle, *concerned* is a past participle and *having administered* is a perfect participle.

### T eaching extra

Point out that using a participle phrase often sounds more sophisticated in style and is, therefore, appropriate for an academic text.

**England having been knocked out in the first round**, I decided to support the Irish team.

**There only being two entries to the competition**, the judges decided that they should both share the prize.

- 2 Do the exercise as a whole class.

#### Answers

- 2 were concerned about the lack of cultural awareness of their staff
- 3 we had administered a questionnaire

- 3 Ask students to complete the exercise in pairs before comparing answers with the whole class.

#### Possible answers

- 1 Because he hoped to encourage people to respond, the researcher offered the chance to win a prize ...
- 2 Since it was a Sunday, most of the shops were shut.
- 3 Charles I, who was generally considered a weak king, was eventually beheaded.
- 4 Although Charlton's work was ignored until recently by many scholars, it is at last getting the recognition it deserves.
- 5 If it is seen from a distance, the castle looks like something out of a fairy tale.
- 6 As Picton had previously learned their language, he was able to communicate with the tribe.

- 4 Ask students to complete this exercise individually. Then check the answers with the class as a whole, discussing any problems that arise. While doing this exercise, draw attention to the three basic types of participle phrase: those beginning with an *-ing* word; those with a past participle; and those with *having* + a past participle.

#### Suggested answers

- 1 Walking round the exhibition, I caught sight of an old school friend at the far end of the gallery.
- 2 Having made so many mistakes in her homework, Marti had to do it all over again.
- 3 Being only a child, she can't understand what is happening.
- 4 Not knowing anyone in the town to spend the evening with, Jack decided to have an early night.
- 5 Looked at from a sociological point of view, the problem can be seen as one of tension between social classes.

- 5 Students work with a partner to complete the sentences in any way that they wish. Write two or three of the best answers for each on the board.

#### Possible answers

- 1 Having studied English for some years now, I feel quite confident about using the language.
- 2 Having spent a lot of time trying to master the piano, I've accepted that I'll never be a great player.
- 3 It being a sunny day today, I think we should go to the beach.
- 4 Not wanting to appear boastful, I must tell you that my English pronunciation has often been praised.
- 5 Knowing what I know now about Mary, I wish I'd trusted her more.

### T eaching extra

Although students may well have few difficulties understanding this structure, they are likely to be rather slow at using it in their own written work. When you mark any free writing from your students over the next few weeks, try to suggest ways in which they could have used it in their work. This may encourage them to use it themselves in future writing.

## Speaking

- 1 Ask students to discuss which words Speaker B would be likely to stress.
- 2 **1.16** Play the recording for students to check their answers. The words which are stressed are underlined in the script.

### Recording script

- 1 A: Did you go to the cinema last night?  
B: No, but I went to the theatre.
- 2 A: Did you go by bike to the theatre last night?  
B: No, Marco was using my bike last night.
- 3 A: Did you go to the theatre by bus last night?  
B: No, I went to the theatre by taxi last night.
- 4 A: Did you go home by taxi last night?  
B: No, I went home by taxi two nights ago.
- 5 A: Anna's wearing a lovely green dress.  
B: It's a green blouse and skirt, actually.
- 6 A: Did you have a good time at the party last night?  
B: Yes, we had a brilliant time.
- 7 A: Are you hungry yet?  
B: I'm not hungry, I'm starving.
- 8 A: Are you hungry yet?  
B: I'm not hungry but Tina is.

- 3 Ask students to work with a partner. Have some initial prompts ready to suggest to students who may find this difficult (e.g. *Does Mary love Bobby? Did you have tomato soup for lunch today?*)
- 4 Students should practise reading the conversations, with each student having the opportunity to be both A and B.

### Extension activity

Students pass their conversations to another pair of students who read them out, stressing the important words to the rest of the class. The other students should note down which words they think are being stressed.

- 5 Refer students to the Exam spot at this point. Practise one or two sentences describing the differences between the pictures with the class as a whole. Then ask students to work with a partner and to take care to stress the important words in an appropriate way. Encourage students to use contrastive word stress where appropriate.

### Suggested answers

In A, there are two men and one woman, but in B, there are two women and one man.

In A, the people are wearing ordinary clothes but in B, they are wearing lab coats.

In A, everyone is smiling but in B, everyone looks serious.

In A, no one is wearing glasses but in B, two of the people are wearing goggles.

In A, one of the people is writing on a piece of paper, but in B, someone is using a laptop.

# Units 6–10 Revision

Student's book pages 68–69

## Topic review

- 1 Ask students to work with a partner to discuss questions 1–6. The aim of this exercise is to encourage students to recycle the vocabulary and structures they have covered in the preceding units in a personalised way.

## Grammar

- 2 Students could prepare their answers to the questions for homework. Encourage students to write two or three full sentences in answer to each of the questions. Students should then work with a partner, taking turns to ask each other questions 1–6.
- 3 & 4 If you are short of time, these exercises could be given for homework. When students have finished their sentences, check their work for correct use of participle clauses.

## Reading

- 5 Check that students know what *telecommuting* is (= working from home rather than going to work in an office and instead communicating with one's office by phone, email, etc.). Refer students to the Exam spot at this point.
- 6 When checking the answers together, encourage students to explain how they knew what the right answer was in each case.

### Answers

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

## Vocabulary

- 7 Students do this individually and then compare their answers with a partner.

### Answers

- 1 inventive
- 2 recognition
- 3 executive
- 4 pointless
- 5 appallingly
- 6 complaints
- 7 satisfaction
- 8 insignificant
- 9 assumptions
- 10 conclusive

- 8 Refer students to the Exam spot. Before doing the exercise, look at the words in the box and discuss what other words could be formed from the same roots. Students then do the exercise and compare their answers.

### Answers

- 1 out
- 2 grow
- 3 to
- 4 of
- 5 symbol / sign
- 6 all
- 7 in
- 8 than

<b>Reading</b>	Talking clothes
<b>Vocabulary</b>	Vocabulary related to clothes
<b>Listening</b>	Dress codes
<b>Grammar</b>	Reported speech
<b>Speaking</b>	Comparing and contrasting

**Workbook contents**

<b>Reading</b>	Putting missing paragraphs into gaps
<b>Vocabulary</b>	Useful expressions
<b>Grammar</b>	Reported speech
<b>Reading and Use of English</b>	Part 3

**Student's book pages 70–73****Lesson planning**

- SV** Vocabulary exercise 1 could be set for homework.  
**LV** See the extension activity in the Listening section.

**Reading**

- 1 Introduce the unit by asking students to discuss questions 1–4 with a partner. Get feedback from the class. You could develop the discussion by asking if there is a difference between men's and women's attitudes to shopping and whether it is better to go shopping for clothes on your own or with a friend.
- 2 Ask students to read the base text first. Then they should read paragraphs A–G and fit them into the gaps 1–6. Remind students to look for reasons for their choices based on meaning and grammar.

**Answers**

1 C 2 F 3 A 4 E 5 D 6 G

- 3 Go through the article and paragraphs, helping students to find reasons for their answers.
- 4 This exercise could be set for homework. Point out to students that they should always try to notice new or interesting vocabulary when they read in English, paying special attention to collocations and fixed phrases.

**Answers**

- |                        |               |
|------------------------|---------------|
| 1 ran (several) trials | 5 allergic to |
| 2 over                 | 6 in mind     |
| 3 the end of           | 7 further     |
| 4 good value for       | 8 into        |

- 5 Students complete the exercise alone, before checking in pairs.

**Answers**

- |                    |                     |
|--------------------|---------------------|
| to suit someone: 7 | a look: 2           |
| designer labels: 8 | a changing room: 5  |
| to fit someone: 3  | item of clothing: 1 |
| a rack: 6          | fabric: 10          |
| out of fashion: 4  | stylish: 9          |

**Listening**

- 1 Refer students to the Exam spot. Then use exercise 1 to introduce the topic of dress codes.

**Extension activity**

Ask students what they would expect the following people to wear (male and female versions): a lawyer, a doctor, an architect, a teacher, a shop assistant in a clothes shop, a bus driver, a flight attendant.

- 2 This prediction exercise will prepare students for the listening. If your students need help, lead the discussion with the following questions.
  - In which jobs is appearance important?
  - What do you think 'dress-down Friday' is?
  - What is body jewellery?
  - Why might some people object to a dress code?
- 3 **1.17** Explain that students will hear the information they need to fill the gaps as you play the recording.

**Answers**

- 1 reception
- 2 a tie and a dark suit
- 3 accountants
- 4 dress-down Friday
- 5 (a) training day(s)
- 6 a nose ring
- 7 civil liberties
- 8 Human Resources

### Recording script

Now, it's been brought to my attention that certain members of staff have been flouting the dress code. So I want to make it crystal clear to everyone just exactly what's expected. Those of you who work at the reception must be – how shall I put it – business-like at all times. That's the look we want to achieve. You are the first person that visitors see when they enter the building. Whether they then go on to the Managing Director or the canteen is irrelevant. You create the first impression of the company, and as we all know, first and last impressions count. Now, for men that means wearing a tie and a dark suit. For women, a suit, that can be a tailored trouser suit, or a smart dress or skirt and jacket. Blouses must be short- or long-sleeved, not sleeveless. It goes without saying that hair and so on needs to be neat and tidy.

Now, as for accountants... You never know when a client may come in to see you. You may think you're not in the public relations business but in a way, you are. And I know most of the time people make appointments, but there are occasions when someone just happens to be in the area and decides to drop in. In this case, you represent us. This is a firm with a good reputation. Clients expect their accountant to reflect this, not only in their work but also in the way they present themselves. Don't forget, in many people's eyes, sloppy clothes means sloppy work, and I must say, I tend to agree.

The only possible exception to this is dress-down Friday. Now, this doesn't mean that you can turn up wearing whatever you like – no shorts and sandals, please! It's got to be 'smart-casual'. That's what it says here. But you can wear smart jeans and a jacket or even a sweater.

Now, something's come to my attention that I'm not at all happy about – training days. It seems as though some of you have got the idea into your head that when you're on a training day, that means you can dress like a student. It does not. You're still a representative of this company. When you go out to Business College, you're judged there too. I've heard remarks about a certain man who turned up there wearing a nose ring. This is not acceptable; it's all in the company's dress code, which you've all had a copy of. What I want to emphasise is that it's a matter of professional pride, the way you dress.

I know some people start complaining about civil liberties and all that, but I'm sorry, as I see it, we're all here to do a job. We are employees of a company, and we have to toe the line, and not only in what we do and how we do our job, but also in the way we dress.

If anyone feels particularly aggrieved by any of this, all I can suggest is that you take it up with the Human Resources Department.

But really, I hope I won't have to refer to this again and I expect to see a dramatic improvement in personal presentation.

#### 4 Ask this question to round up the topic.

## Reported speech

The language here is covered on page 168 of the Grammar folder.

- 1 Ask students to work with a partner, then talk through the 'rules' as necessary. The aim here is to consolidate and extend students' range of reporting verbs and to point out that we do not always change the verb tense.

### Answers

- 1 exactly what was/is expected.
- 2 those of us who work/worked on reception must/had to be businesslike at all times.
- 3 us that in many people's eyes, sloppy clothes meant/means sloppy work.
- 4 she was/is not at all happy about the way some people dressed/dress for training days.
- 5 it seemed/seems as though some of us had/have got the idea into our head that when we were/are on a training day we could/can dress like a student.
- 6 had turned up wearing a nose ring.
- 7 it was/is a matter of professional pride, the way we dress.
- 8 we had/have to toe the line.
- 9 if anyone felt/feels particularly aggrieved by any of that/this, all she could say was/is that we should take it up with the Human Resources department.
- 10 she wouldn't / won't have to refer to this/that again.



- 2 The structures which follow certain reporting verbs can be problematic for students. The aim of this activity is to raise students' awareness of various structures and to provide practice of them.

#### Answers

- 1 He promised to do it
- 2 She suggested doing it / that I (should) do it
- 3 We agreed to do it / that I (should) do it
- 4 They told me (not) to do it
- 5 She asked to do it / me (not) to do it
- 6 He offered to do it
- 7 She advised doing it / me (not) to do it
- 8 He recommended doing it / that I (should) do it
- 9 He denied doing it
- 10 She invited me (not) to do it
- 11 They warned me (not) to do it
- 12 I insisted that I (should) do it
- 13 He threatened to do it
- 14 I regretted doing it

- 3 This gives students practice of reported questions. Ask them to read through the questions on their own and to add two more. Students interview each other and note down the replies they get to questions. They then write a summary of the interview using reported speech. The summary could be set for homework.

Go through the information in the Corpus spot with students. Ask students to focus on the reporting verbs in each sentence and the structures which follow.

#### Answers

- 1 It is **recommended** to book in advance.
- 2 I would recommend asking / that you **ask** for further information.
- 3 **We were** told that the problems **would be solved** / **were going to be** solved.
- 4 It has been suggested that **we have** a film club once a month.
- 5 He suggested **asking** Colin / that you ask Colin to make the opening speech.
- 6 She regrets **not having** enough time to play an instrument.
- 7 We promised (that) **there** would be 35 stalls at the charity day.

## Speaking

- 1 Go through the information in the Exam spot which is about Part 2 of the Speaking test (Paper 4). Explain that when students compare two or more things, they can talk about the similarities and differences between them. Using appropriate linking devices will help students structure their speaking.

#### Suggested answers

##### Talking about similarities

*is similar to the other (picture) in that ...*  
*shows the same kind of ...*  
*like the second (picture), ...*  
*is much the same as ...*

##### Talking about differences

*However,*  
*although*  
*on the one hand,*  
*on the other hand,*  
*while*

- 2 Ask students to answer the questions as they listen to the recording.

#### Answers

- 1 *but, and, in contrast* (and students' own answers)
- 2 flamboyant
- 3 a teacher

### Recording script

**Examiner:** In this part of the test, I'm going to give each of you some pictures. I'd like you to talk about them on your own for about a minute and also to answer a question briefly about your partner's pictures. Angela, it's your turn first. Here are your pictures, A and B. These show people wearing different types of clothes. I'd like you to compare these pictures, and say why these people may have chosen to wear these clothes, and what clothes might tell us about the wearer. All right?

**Angela:** OK. In photos A and B, they are both pictures of men but they are wearing very different clothes. In picture A, we can see a man wearing a suit and in fact the stripes are quite prominent; it's not a subtle sort of stripe that the typical businessman wears. And there's another interesting thing about the suit; it's shiny – that's quite flamboyant. Then this man is wearing a tie – sort of pink with deeper stripes. Again, that's outrageous, some might say. This leads me to think that perhaps he's not a businessman who works in a bank or insurance company but perhaps he's something to do with the arts or in advertising. It's got to be a profession which allows him to express his slightly extrovert personality. In contrast, in photo B, there's a man wearing casual clothes. He's wearing some sort of brown top with a zip and then over that he's got another blue jacket which is undone. It looks as if it's made of that fleece material. He's got a scarf tucked into his top. His trousers have got large pockets on the sides of the legs – quite fashionable, I think. I'm not absolutely sure but perhaps they might be made of corduroy. And then he's wearing walking boots. Looking at this picture, I would say this man is enjoying some time at the weekend, out in the country – he's a man who loves being out in nature and he's quite a free thinker. I can't imagine him working in a bank either – look at his hair. He could be a teacher.

**Examiner:** Thank you. Now, Luciano, which picture shows the clothes that you would be most comfortable wearing?

**Luciano:** Oh, definitely picture B. I feel much better when I'm wearing casual clothes and I would certainly never wear a suit like that!

**Examiner:** Thank you.

### Teaching extra

In the exam, there is often a tendency for the candidate who comments on the other candidate's long turn to talk for too long. However, the comment should be brief – only about 30 seconds are allowed.

- 3 Divide students into groups of three. One student is the Examiner, one is Student A and one is Student B. Give A and B five minutes to prepare for their long turn. They should plan an opening line, consider some of the similarities/differences they want to talk about and think about linking devices to use. During this time, the Examiner should also think about the questions. The group should then go through the whole speaking task. At the end, the Examiner comments on how effective A and B's answers were.

# Exam folder 5

Student's book pages 74–75

## Paper 1 Part 5

### Multiple choice

- 1 In this part of the Advanced exam, candidates have to read one long text, and answer a series of multiple-choice questions, choosing an answer from four options (A, B, C or D).

Focus students on the strategies in the box. Ask them to follow each step, before deciding on the option they think is correct. They then compare their answers in pairs.

#### Answers

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

- 2 Discuss the questions with the whole class.

#### Answers

- 1 former
- 2 If something is *mainstream*, then it is accepted by the majority of the population – it is not unusual.
- 3 principles and viewpoints
- 4 By breaking up the word to find the root, *lie* and the prefix *under*. It means 'real but not immediately obvious'.
- 5 It means the things that you do to make your appearance tidy and pleasant, for example brushing your hair. In this paragraph its meaning may be extended to include a person's concern to look fashionable.
- 6 implication

<b>Speaking</b>	Making decisions
<b>Reading and Writing</b>	How do we make decisions?
<b>Vocabulary</b>	Fixed phrases
<b>Listening</b>	How employers choose job candidates
<b>Grammar</b>	-ing forms

## Workbook contents

<b>Grammar</b>	-ing forms
<b>Listening</b>	Matching options to speakers
<b>Reading and Use of English</b>	Part 6

## Student's book pages 76–79

### Lesson planning

**SV** Grammar exercises 1 and 2 could be set for homework.

## Speaking

- 1 Refer to the title of the unit and ask students whether they are good at making decisions. Ask one or two students *Why?* or *Why not?*

Put students in pairs to discuss questions 1–3. Get feedback from the whole class.

- 2 Ask students to change partners to discuss the questions. When students have finished, ask them to summarise their opinions for the whole class.

## Reading and Writing

- 1 Ask students to scan the article quickly and then to discuss the questions.

### Suggested answers

- 1 student's own answers
- 2 (Paragraph 1) We rarely make rational decisions. Most people think it's best to choose the most expensive thing.  
(Paragraph 2) Our decision making process is easily influenced by the power of suggestion.  
(Paragraph 3) Our decisions are influenced by external and internal / personal factors.  
(Paragraph 4) Our attempts to make rational decisions often fail.
- 3 Decision-making is irrational; it's an instinct or gut feeling.

- 2 Focus students on the writing task. Remind them that they may be asked to write a letter in the Advanced Writing exam. Go through the questions with the class.

### Suggested answers

- 1 neutral / formal
- 2 an opening salutation (or greeting) and a reason for writing

- 3 Ask students to write the letter for homework if time is short in the classroom.

## Vocabulary

- 1 Students complete the exercise alone, and then check their answers in pairs.

### Answers

1 e 2 c 3 h 4 g 5 f 6 a 7 b 8 d

- 2 Students complete the exercise with phrases from exercise 1.

### Answers

- 1 gut feeling
- 2 wide range
- 3 follow
- 4 favourable opinion
- 5 expectations; raised
- 6 playing tricks
- 7 as a result
- 8 positive outcome

## Listening

Refer students to the Exam spot. Explain that in Part 2 of the Listening test (Paper 3), students are required to listen to a text for specific information. Reading the questions before listening is essential so that students can listen out for the relevant information.

- 1 Discuss the questions with the whole class. Ask one or two students who have been to a job interview to share their experiences with the class.
- 2 **119** Students listen to the talk, and compare their ideas with the speaker's. At the end, ask students whether they agreed or disagreed with what Jane had to say.

### Recording script

Good morning everyone. My name's Jane Hurley and I work for Gradbiz Recruiters where I've been matching job seekers to vacancies for over ten years. I'd like to share some of my experience and insights with you today and hope that it may help you find the right job.

The first things you have to think about are your CV, or resume, and your letter of application. These are what count when employers make their initial decisions about you. As you can imagine, companies' vacancies attract a huge number of candidates for top jobs. And while, of course your CV is important, it's your letter of application that the employer will look at first. That's where you'll be able to show how you're different from the other 10 candidates who also have a top class degree in business studies, or whatever the relevant degree may be. Try getting a friend to read it to check that it's got real impact.

Interestingly, while we're on the subject of degrees, I know there've been a lot of articles in the papers saying how hard it is for arts graduates to get jobs in the UK. But actually, over the last ten months I've filled numerous vacancies in marketing with arts graduates. Before that, many were going into publishing, for example; jobs which might seem more immediately suitable for arts graduates. So don't decide to only apply for jobs in statistics because that's what you studied.

I know I've just referred to the UK but don't forget that you should think internationally. Don't limit yourself to looking for jobs in or near your home town, or in the UK. Globalisation means that many companies work on an international level. And as English is often the company language, you may not need to speak another language fluently, although obviously it's an advantage. What will be expected though is for you to be very conscious of issues of culture in this cosmopolitan environment.

Another area I'd like you to be alerted to, and this concerns me greatly, is the high standard of technical skills that lots of companies are demanding in their job adverts. This is given a more prominent position even than communication skills, which personally, I've always seen as very useful. It means being prepared for some searching questions on this area that they're now hot on at interview.

As new graduates, you'll have your paper qualifications but you may not have very much experience. If possible, I'd suggest you do a work placement during your course. I'm sure many of you have that built into the structure of your course. Once a company knows you and sees that you work well and can learn on the job, if they have a vacancy, you might well be offered it. Working as a volunteer is also a possibility but doesn't always give you relevant experience.

It's worth getting the job description for the role you're applying for. Some companies specify very particular skills for particular roles; it could be giving presentations or in the case of one engineering firm I was recently in touch with, they saw teamwork as key to most of the activities their workers were involved in.

As you can imagine, I deal with a whole range of sectors from the hospitality industry to manufacturing, and what I've seen over my years in recruitment is that rather than vague skills like the ability to take the initiative it's the more concrete ability of being able to meet deadlines that is needed in all sectors. An employee will need to show they can do that, otherwise a company may lose their reputation and orders.

### 3 Play the recording again, and ask students to complete the sentences.

#### Answers

- 1 letter of application/application letter
- 2 marketing
- 3 culture
- 4 technical skills
- 5 (work) placement
- 6 teamwork
- 7 deadlines

- 4 Write the words *job* and *work* on the board and ask students if they can explain the difference between these words. If necessary, explain that *work* is what people do to earn money, whereas a *job* is one specific activity. Explain, also, that *job* and *work* appear in collocations with other words, sometimes without logic. Unfortunately, it is sometimes necessary to learn these collocations by heart.

Ask students to complete the phrases with the correct word.

#### Answers

- 2 job
- 3 job
- 4 work
- 5 work
- 6 job
- 7 job
- 8 work
- 9 job
- 10 job

## -ing forms

The language here is covered on page 168 of the Grammar folder.

- 1 Students choose the correct word, and then compare answers in pairs.

#### Answers

- 1 to share
- 2 being
- 3 help
- 4 to read
- 5 getting
- 6 to show

- 2 Ask students to work with a partner to match example uses a–g with sentences 1–7.

#### Answers

- 1 c
- 2 e
- 3 f
- 4 a
- 5 d
- 6 g
- 7 b and e

Go through the information in the Corpus spot with students. Focus students on the verb forms in each sentence (e.g. *laugh*) and ask whether they are correct.

#### Answers

- 1 Some people would probably burst out **laughing**.
- 2 Our generation has grown up in a society which is used to **having** greater access to information.
- 3 **Having** a break to do something different is the best way to solve the problem.
- 4 I am looking forward to **seeing** you again.
- 5 ✓
- 6 It was my fault **not telling** you about our plans. You must have been very puzzled.
- 7 ✓

## Speaking

- 1 Focus students on the diagram, and make sure they understand the points it includes. Then, ask students to discuss the questions in pairs. Make sure students speak for at least three minutes in this exercise. Leave time for whole class feedback before going on to Exercise 2.
- 2 Put students with a different partner to discuss these questions.

# Writing folder 5

## Student's book pages 80–81

### Letters / emails

- 1 Ask students to discuss the questions in pairs, before inviting feedback from the whole class.
- 2 Point out that in Part 2 of the Advanced Writing exam, students can choose from different writing tasks, one of which might be to write a letter or email.

#### Suggested answers

- 1 The letter is for the editor of a festival (probably the festival's magazine or newsletter).  
The purpose is to apply to be a host for guests coming to the festival. Potential hosts are required to explain what aspects of their culture they find interesting, and how they can explain or show it to guests.
- 2 The letter is to a college principal. Writers need to explain why they will be late coming back to college, and ask for permission to do so.
- 3 The letter is to an events agency. The writer needs to write a letter of complaint, explaining why a recent dinner and concert failed to meet expectations.

3

#### Suggested answers

Dear Sir/Madam

I am writing regarding my trip to the Vivaldi concert in Chesterton on 14th March, which I booked through your events agency. Travel by coach from Linton to the venue in Chesterton and dinner before the concert were included in the cost of the ticket, £150. This was a significant amount of money especially as the concert ticket itself was only £42 but I was happy to pay this for a special occasion.

However, I would like to draw your attention to the aspects of the trip that did not live up to my expectations. Firstly, what was described as a dinner in your promotional material was no more than a light snack consisting of salad, bread and a drink. I had been looking forward to at least a two-course hot meal. Secondly, an even greater disappointment was my seat. There was a column between me and the stage which meant I was unable to see the orchestra and fully enjoy the event. Finally, after the concert had finished the coach driver had arranged to pick us up at 11pm but the coach did not arrive until 11.30. We were left waiting outside and no apology was offered by the driver.

The quality of these aspects of the trip did not reflect the price paid or indeed the information sent out prior to the trip. As a result, I expect a refund. I feel that your agency should offer this as a gesture of goodwill and to do something to redeem your reputation.

I look forward to your prompt reply.

Yours faithfully

Astrid Pett

- 4 Students read the task, and decide what they would include in it.

#### Suggested answers

The letter should start with a paragraph stating the reason for writing (in this case, that you have some ideas for a TV programme about decision-making). The body of the letter should contain two ideas (preferably different) and explanations of why these might be interesting for viewers. The concluding paragraph could summarise the ideas, and explain how the programme might help viewers make decisions more effectively.

- 5 Students can write their letters either in pairs or on their own. Students then exchange their first draft with another student/pair of students.

Encourage students to use the Exam information box as they check each other's writing.

The final draft could be written for homework.



<b>Speaking and Listening</b>	The effect of colours
<b>Reading</b>	Colour vision deficiency
<b>Grammar</b>	Past tenses and the present perfect
<b>Vocabulary</b>	Verb and noun forms; Adjectives and adjectival order

**Workbook contents**

<b>Use of English</b>	Part 2 – open gap fill
<b>Vocabulary</b>	Evocative adjectives
<b>Grammar</b>	Past tenses and the present perfect
<b>Reading and Use of English</b>	Parts 3 and 4
<b>Writing</b>	An essay

**Student's book pages 82–85****Lesson planning**

SV Grammar exercise 3 could be set for homework.

**Speaking and Listening**

- 1 The aim of this exercise is to introduce the topic of colours. Ask students to work in small groups to discuss the questions. Allow time for class feedback on any interesting points which come up in the discussion.
- 2 Ask students if they have a favourite shop or café. Then, ask if they can remember anything about the colours used in this place. Are they important?

Explain that students are going to listen to a talk about the use of colour in shops, cafés, etc. First, focus them on the outline, and elicit the answers to the questions.

**Suggested answers**

- 1 There will be five sections.
  - 2 student's own answers
- 3 **2.01** Play the recording and check students' answers to exercise 2.

**Answers**

- 1 red means stop, green means go
- 2 80
- 3 familiar
- 4 white = marriage in Western societies; but it symbolises death in China. Yellow is sacred to the Chinese, but it signifies sadness in Greece, and jealousy in France.
- 5 tropics – shades of orange; northern countries – blues
- 6 medieval European bridges were green
- 7 heart rate and blood pressure rises
- 8 feeling tired
- 9 they want customers to eat and leave quickly
- 10 soft

**Recording script**

All retailers, from the corner store to big multinational supermarket chains can gain major psychological influence by making use of colour. Some of the top stores pay huge amounts of money for the advice of design consultants and they are right to do so. Colour can be everything to a successful store, if the palettes work well across the whole shop and complement other elements such as product displays and lighting. The point, according to retail designers, isn't about creating the most beautiful shop, but one that has unity.

Colour is central to our lives because we react instinctively to it. Red means "stop" and green means "go." Our brains are hot-wired to respond to colour and, for modern retailers, the trick to using colour is to understand both its psychological and physiological influences. So, let's start with the psychological influences.

We react at a very fundamental level to colours because they help us make sense of our surroundings; in fact, about 80 per cent of information reaches our brains via our eyes. It means that we're naturally more comfortable when colours remind us of something familiar — for example, a soft shade of blue triggers associations with the sky - an image that we've had almost since birth - and a psychological sense of calm. Prisons and hospitals have started to use colour to influence the behaviour of inmates and patients.

In children, by contrast, those colour associations haven't yet been formed, which is why youngsters respond best to primary colours. As children, we didn't instinctively go for a delicate shade of pink, we chose the bright red. That's why those bold colours are the colours of most toys, clothes and children's books — and the colour schemes of the most successful kids' retailers or sections in supermarkets.

Although we all share similar responses to colour, some cultural variations exist. For example, white is the colour of marriage in western societies but it's the colour of death in China. Yellow is sacred to the Chinese, but signifies sadness in Greece and jealousy in France. You'll probably have noticed that people from tropical countries respond most favourably to shades of orange whereas people from northern climates prefer blues. What's more, attitudes to colour change over time too. If you look at paintings of Medieval European brides, they sometimes wore green wedding dresses.

Now, turning to physiological influences, it has been demonstrated that when we look at intense reds, our heart rate and blood pressure rise. Conversely, by looking at large areas of bright whites or greys we can become tired. In a retail environment, understanding those responses can be crucial to enticing customers inside, and then persuading them to open their wallet or purse.

Colour association also extends into food retailing. For example, most fast-food restaurants are decorated in vivid reds and oranges. These are colours that encourage us to eat quickly and leave — exactly what the fast-food operator wants us to do. Luxurious brands, on the other hand, favour soft colours that appear more sophisticated. In classier restaurants, those are the colours that encourage us to linger — and to order another drink, another coffee.

By recognising how colour influences us, retailers are better able to induce feelings of warmth, intimacy or serenity — or, by using more vibrant palettes, to excite or stimulate. It's about understanding target markets and making sure the product lines appeal to them, and identifying the kind of brand the retailer wants to be known for.

## Vocabulary

- 1 Go through the Vocabulary box with students, and model the pronunciation of *advise* and *advice*.

Ask students to complete the exercise in pairs.

### Answers

bath – bathe  
belief – believe  
licence – license  
relief – relieve  
proof – prove  
loss – lose  
life – live  
practice – practise  
effect – affect

- 2 Get answers from the whole class.

### Answers

The following pairs have the same pronunciation.  
*licence – license*  
*practice – practise*

- 3 Ask students to complete the exercise alone before checking answers in pairs.

### Answers

1a complement = match, go with  
b compliment = something nice you say to another person  
2a council = an organisation which governs an area  
b counsel = to give support and advice  
3a affect = (verb) to change something as a result of something else  
b effect = (noun) the change that happens as a result of something else  
4a principle = an idea or concept  
b principal = main, most important

## Reading

- 1 Go through the questions with the whole class. Make sure that students understand what *colour vision deficiency* means (*deficiency* is a lack of something).
- 2 Give two minutes for students to skim read the blog and check their ideas from exercise 1.

## Past tenses and the present perfect

The language here is covered on page 169 of the Grammar folder.

- 1 The aim is to revise and extend students' knowledge and use of past tenses and the present perfect.

### Answers

I'd got all the ingredients listed in the recipe from the market and I was assured they were really fresh. I had to trust the stall holder because quite honestly, the red peppers, carrots, broccoli and other vegetables I'd bought all looked an unappealing shade of dull green. And I must admit at that point, I was beginning to doubt the wisdom of my offer to cook dinner.

- 2 Elicit the information in the Grammar Folder on page 169.
- 3 This exercise could be set for homework if time is short.

### Answers

- 1 I'd read several recipes before I decided to cook a stir fry.
- 2 I decided that this week I would invite her round to my flat and cook her a meal.
- 3 Kate bought a new computer because she had been accepted on an Interior Design course.
- 4 ✓
- 5 My neighbour owned an interesting collection of antiques.
- 6 ✓
- 7 I finished painting the kitchen just as Karen came in from work.
- 8 ✓
- 9 The first paragraph of the blog seemed very interesting, that's why I read all of it.
- 10 Are you sure Martin cooked the dinner? I thought it was Emma.

- 4 Students should use the present perfect simple or continuous in response to the pictures.

### Suggested answers

- B** She has just hit the ball.  
**C** She's had her hair cut. / She's been to the salon.  
**D** He's done something wrong.  
**E** They've been running for three hours. / They've finished the race.  
**F** He's forgotten her name.  
**G** It's finished the food. / It's been eating its dinner.  
**H** They have just arrived. / They've been travelling.  
**I** He's been working in a garage. / He's fixed the car.

- 5 Go through the information in the Corpus spot before asking students to do the exercise.

### Answers

- 1 has been going out
- 2 went
- 3 haven't used
- 4 has always been
- 5 have been playing

## Vocabulary

Establish the usual order of adjectives with students. You could point out the information in the Exam box at the same time.

- 1 Ask students to put the adjectives in the most usual order.

### Answers

- 1 a delicious vegetarian stir fry
  - 2 a beautiful, red silk dress
  - 3 a shabby black suit
  - 4 an extensive, exciting new menu
  - 5 a small, pale face
- 2 Make sure students understand the words in the box. You could ask them to show examples of the words in the photos. Accept any appropriate answers from students. Encourage them to use a variety of adjectives.

## Speaking

- 1 Put students in pairs to do this exercise. Encourage them to use descriptive vocabulary. If students want to be imaginative, encourage them.

# Exam folder 6

Student's book pages 86–87

## Paper 1 Part 6

### Cross-text multiple matching

Go through the introduction to this folder and the Exam Information box.

- 1 Discuss the questions with the whole class. Encourage students to say what they know about this artist and his work.
- 2 Ask students to read through the Exam information box before they attempt this task.

They should look at the questions first, to get an idea of what they are expected to do. If it helps, they can quickly skim the extracts first, to get a general idea of what they are about. They should not spend more than one minute doing this. Then, students should look carefully at the questions. Point out that students will have to scan each extract several times, looking for different information each time, in order to answer the questions.

#### Which reviewer:

- has a different opinion from the others about the influence of van Gogh's paintings on sunflowers on the art world? (D)
- shares reviewer C's opinion on the impact of seeing the original works? (A)
- expresses a different view from the others regarding the extent to which the paintings should be seen as a metaphor for life? (B)
- takes a similar view to reviewer B on the quality of the colour in the paintings? (D)

<b>Speaking and Listening</b>	The evolution of language
<b>Reading</b>	An essay
<b>Grammar</b>	The passive; <i>to have/get something done</i>
<b>Vocabulary</b>	Word formation
<b>Speaking</b>	Giving a talk
<b>Workbook contents</b>	
<b>Vocabulary</b>	Phrases with <i>talk</i>
<b>Grammar</b>	The passive
<b>Listening</b>	Languages and learning
<b>Writing</b>	A proposal

## Student's book pages 88–91

### Lesson planning

- SV** Grammar exercises 3 and 8 could be set for homework.
- LV** See the extension activity in the Reading section.

## Speaking and Listening

- 1 Ask students to look at the questions and to try and guess the answers. Do not worry at this stage if students don't know the answers. The purpose of this is to allow students to begin thinking about the topic of language development.
- 2 The aim of this pre-listening exercise is to introduce some of the topics in the listening and so make the exercises more accessible. Do not go through the answers until students have done the listening as well as the reading in the next section.
- 3 **2.02** Play the recording for students to check their answers.

### Answers

- 1 A or B    2 B    3 B    4 C

- 4 Encourage students to look at the questions before you play the recording.

### Answers

- |                      |                             |
|----------------------|-----------------------------|
| 1 6,000              | 5 gestures                  |
| 2 9,000; 1.3 million | 6 primitive; basic; natural |
| 3 1.5 million years  | 7 tools; at night (time)    |
| 4 300,000            |                             |

### Recording script

In this lecture on the evolutionary factors of language, I'm going to begin by looking at early language in humans.

Writing began about 6,000 years ago, so it is fair to say that speech preceded that, although estimates of when humans began to speak range from 9,000 years ago to 1.3 million years ago. Primitive tools have been found that date back to 1.5 million years BC – the tools show that our ancestors had at least low level spatial thinking. Later tools, about 300,000 years old, are more advanced, revealing that cognition was on a level that was similar or equal to modern intelligence – tools had been planned in three dimensions, allowing for abstract thought – the cognitive capacity for language was present.

Krantz (1980) argues that language emerged 50,000 years ago because then the fossil records show that significant changes took place. Tools became more sophisticated and specialised, projectiles appeared along with fire and there was a large spread and expansion of the population. According to Krantz, the cause may have been to do with the emergence of full language and a new cognitive competence in humans.

Presumably, initially, people used gestures to communicate, then gestures with vocal communication. Both provided an evolutionary push towards a higher level of cognition, fuelled by a need to communicate effectively and the frustration at not being able to do so. Pettito and Marentette (1991) examined deaf infants, and found that they start to babble, and then because there is no auditory feedback, they stop. Deaf children use manual babbling (an early form of sign language equivalent to the vocalisations of hearing infants) but this manual babbling stage starts earlier than in hearing children and ends sooner. Pettito and Marentette suggest that manual language is therefore more primitive, basic and natural than spoken language, a clue that the first languages were iconic, not spoken.

The emergence of tool use with spoken language is particularly interesting. Possibly, hands were needed to manipulate tools, and humans found it difficult to communicate with sign language and use tools at the same time. Vocal communication, if possible, would allow the hands to do other things. Also, a vocal language would allow humans to communicate at night time, and without having to look at each other.

## Reading

- 1 Allow students time to read the essay extract on their own. Tell students not to worry about unknown vocabulary at this stage. Then ask them to work with a partner and answer the questions.

### Answers

1 B 2 C 3 A

### Extension activity

Make a matching exercise for any unknown vocabulary from the essay that your students might like to explore. Write definitions of the unknown words on the board and get students to match them to words or phrases in the essay.

- 2 Allow time for a discussion to round off the Reading section.

## The passive

The language here is covered on page 170 of the Grammar folder.

- 1 If you consider it necessary, also ask your students how the passive is formed (*to be* + past participle).

### Answers

It is common for the passive to be used in statements like this when the action is more important than the person who carried it out. The passive is also commonly used when we do not know who did something.

- 2 This exercise serves as revision and expansion of the use of the passive.

### Answers

1 e 2 h 3 b 4 i 5 g 6 d 7 c 8 a 9 f

- 3 The text will make students think about whether it is suitable to turn a sentence into the passive or not. Obviously, not every sentence would usually be in the passive in a text.

### Suggested answers

Three important areas have been revealed recently in the study of the evolutionary factors of language, 90% of humans are right-handed and have language in the left hemisphere of their brain. The second is that humans' hands were freed in order to make and use tools, which meant a method of communication other than sign language had to be found. Thirdly, syntax developed which increased the quality and quantity of the message. It is said that chimps can be taught to speak but there are several biological factors which make humans more predisposed to speech. It should be noted that the form of the human teeth, lips, tongue and larynx are all important when it comes to speech.

- 4 The aim is to revise and expand students' understanding of the passive. Students work alone to make notes.
- 5 Put students in pairs to discuss their notes from exercise 4. Monitor for their correct use of the passive.
- 6 Point out that there are alternatives for using the passive, and these are equally appropriate in formal language. One alternative is to use *under* to talk about things which are being, or have been done.

### Answers

- 1 This webpage is being constructed/built.
- 2 The case is being investigated.
- 3 The situation is now being controlled.
- 4 I was ordered not to tell anyone the company's future plans.
- 5 The prime minister was attacked for the statements he made.

- 7 Refer to the Grammar folder on page 170 for the explanations to these questions.
- 8 This gives further practice of the passive.

### Answers

- 1 Have you ever had
- 2 had our wedding photos taken by
- 3 to have/get a suitable illustration produced

## Vocabulary

### **T**eaching extra

Whenever possible, elicit or give the different forms of words when students meet new vocabulary. Develop this habit in the students.

- 1 Refer students to the Vocabulary spot. Ask students to read the whole text first before they begin to write the words. It is important to understand the meaning of the texts. Remind students to check which part of speech is required in the sentence. Students work on their own first and then compare their answers with a partner.

Elicit the correct answers from the class and ask students to write the words up on the board so that the spelling can be checked.

#### **Answers**

- 1 underpractised
- 2 introductory
- 3 reference
- 4 outstanding
- 5 scientific
- 6 relatively
- 7 memorable
- 8 expertise

## Speaking

- 1 Put students into pairs to discuss these questions. Get feedback from the whole class.



# Writing folder 6

## Student's book pages 92–93

### Essays (2)

You might like to introduce this Writing folder by asking your students to think of examples of school/academic essays they have written where they had to express their opinion and argue a case.

**1 & 2** In order to help students to plan essays, first look at the *Content* column of the table, explaining that this is what is typically included at each stage of an essay.

Ask students, in pairs, to choose from the list of purposes and write them in the appropriate place in the *Purpose* column.

Then ask students to read the sample essay quickly and decide which purposes have been included.

#### Answers

Stage of essay	Content	Purpose
Introduction	General statement	<b>1</b> To introduce the reader to the topic ✓
	Definition(s) – optional	<b>2</b> To explain what is understood by some key words/ concepts
	Scope of essay	<b>3</b> To tell the reader what you intend to cover in this essay ✓
Body	Arguments	<b>4</b> To express important ideas ✓
	Evidence	<b>5</b> To support ideas with examples ✓
Conclusions	Summary	<b>6</b> To remind the reader of the key ideas ✓
	Relate the argument to a more general world view	<b>7</b> To underline the writer's point of view ✓

- 3** Highlight the importance of using connecting words or phrases in writing (and speaking): they act as signposts for the reader so that he/she can follow the line of argument.

#### Answers

**1** *in addition, also, as soon as, therefore, before, however, then, and, in fact, for many (and varied) reasons, in conclusion, secondly*

**2** Note: most of the linkers are formal or neutral.

- 4** Students could work in small groups straight away to complete the table. Alternatively, you could work with the class as a whole, eliciting some ideas and writing them up on the board. You could then let students work in small groups to complete the table.
- 5** Ask students to work in pairs or small groups to discuss any further tips. Once again, write whole-class suggestions on the board.
- 6** Students write their essay individually or for homework. Encourage them to use the vocabulary and the tips you all discussed. When they have finished, pairs could exchange their writing and feed back on how well they followed the tips for essay writing outlined in exercise 5.

Speaking and Reading	Family life
Vocabulary	Agreeing and disagreeing
Grammar	The infinitive
Listening	TV programmes

**Workbook contents**

Reading	Putting paragraphs into gaps
Vocabulary	Guessing meaning from context
Grammar	The infinitive

**Student's book pages 94–97****Lesson planning**

- SV Grammar exercise 2 could be set for homework.  
 LV See extension activities in the Reading and Vocabulary sections.

**Speaking and Reading**

Establish that the theme of the unit is expressing opinions by asking when the phrase in the title could be used.

- 1 Ask students to match the photographs to the speakers.

**Answers**

1 A 2 D 3 B 4 C

- 2 Ask students to continue to work in pairs and to match the synonyms.

**Answers**

1 g 2 e 3 f 4 b 5 d 6 a 7 c

- 3 Students discuss the two questions. Raise awareness of the language we use when we want to be forceful (or tactful/kind/sensitive).

**Extension activity**

To introduce the Reading section you could elicit from students the different ways that people use to air their opinions (e.g. newspaper articles, speeches, letters to magazines/newspapers, radio phone-in programmes, internet forums, blogs, Twitter feeds and social-networking sites).

- 4 Encourage students to look at the title of the article and to speculate about what might be included in the rest of it. Possible suggestions could be issues to do with manners, behaviour, staying out late, spending too much money, doing homework, helping in the house, etc. You could also elicit what sort of punishments parents impose on children when children have done something wrong.
- 5 Ask students to read the whole article, then read the questions and choose the best answer, A, B, C or D.

**Answers**

1 B 2 D 3 C 4 A 5 C

**Extension activity**

Ask students to go through the article and underline Jon's opinions. Then ask students to go through each one and discuss whether they agree or disagree with them.

- *I think children want to feel proud of their parents because it makes them feel secure in a Darwinian sense.*
- *I have inherited from my father a strong sense of the importance of doing the right thing.*
- *I believe strongly in proper bedtimes, that chores have to be done and that certain times of the day are reserved for adults.*
- *I want to make my children into the sort of children I want them to be.*
- *We live in a terribly liberal age when people feel they should take a back seat in making moral decisions.*
- *I don't believe in reasoning with my children.*
- *I can't stand all those Saturday morning programmes.*
- *I think it's a parent's job to preserve childhood as long as possible.*
- *I am strict about homework and achievement. Our children will work hard until they finish university and I think they will thank me for the rest of their lives.*
- *I don't like the attitudes in football.*

**Vocabulary**

- 1 & 2 Ask students to think back to the article and say whether they agree or disagree with the opinions expressed in it. Point out and encourage a range of functions for agreeing and disagreeing.

Go through the Exam spot. It is important that students work well together in Part 3 of the Speaking test. They will be expected to contribute fully to the task and to develop the interaction. They should also be sensitive to turn-taking and should neither dominate nor give only minimal responses.

- 3 Encourage students to practise giving their opinions, using some of the language worked on in this unit.

### Extension activity

Make posters of different functions under different categories, which students can use when discussing their opinions.

#### Inviting opinions

*What do you think?*

*Do you agree?*

*And you?*

*What about you?*

#### Giving an opinion

*I think ...*

*As far as I know ...*

*Well, in my opinion ...*

#### Justifying an opinion

*because*

*so*

*since*

- 4 & 5 This serves as a reminder that students should use the phrases they have just worked on to practise for Part 3 of the Speaking test.

## The infinitive

The language here is covered on page 171 of the Grammar folder. Go through the introduction to this section, checking that students understand.

- 1 Ask students to look for some examples of the infinitive with and without *to* in the reading text.

#### Answers

Infinitive with *to*: 1, 3

Infinitive without *to*: 2, 4

- 2 This could be set for homework. Point out that some of the sentences need no corrections.

#### Answers

1 I don't want you to think I'm complaining, because I am not.

2 ✓

3 I must to go home before I miss the last bus.

4 In my opinion parents should not let their daughters to wear make-up until they are over 16.

5 ✓

6 ✓

7 ✓

8 It was fantastic to see so many young people enter the competition.

9 ✓

## Listening

- 1 Students should work with a partner or in small groups to discuss these pre-listening questions.
- 2 203 Go through the instructions for the listening task. As they listen, students match the speakers to the programmes. This is the same task type as in the Listening test Part 4.

#### Answers

1 H 2 E 3 B 4 C 5 G

#### Recording script

**Karim:** Did you see that show last night?

**Stella:** Which one?

**Karim:** At 9.30, after the news.

**Claire:** Oh yes, I saw it. It was like, *I Love the Eighties*. Ah, I enjoyed that.

**Karim:** Well I'm not old enough to remember the 80s very well, but ...

**Claire:** Hey!

**Karim:** I mean, sorry, I wanted to say I did most of my growing up in the 90s, so this show last night ... it brought back loads of old memories. It was done really well, too. Old TV clips, adverts, music, everything. Really took me back to my childhood.

**Stella:** Er no, I didn't watch that. I was watching the other channel. It was a documentary by the same people who did *Predators*.

**Karim:** What, the nature documentary? With the CGI effects?

**Stella:** That's the one. Well, they've made this new documentary, where they bring prehistoric times to life. The special effects are just so impressive, and real. Huw Baker does the commentary on it. He does it really tongue-in-cheek, which is good because it gets a lot of information across, and it's really fun. Anyone can understand.

**Karim:** Even you.

**Stella:** Even me, yes.

**Claire:** I haven't seen any good documentaries recently. There was this really stupid one. Uh, I can't remember, maybe last week. I normally like anything about history, but I sat down to watch it and ... It was supposed to be about England and the monarchy 500 years ago, right? And they just had modern music in the background.

**Karim:** That's OK, isn't it?

**Claire:** Yes, but that period boasted some of England's finest music, so why couldn't some of it have found its way into this programme? After all, we know what music was performed at the great state occasions of the time and er, there are probably lots of performers who could have done it justice.

**Karim:** They really know how to ruin some programmes, don't they? You know, when my favourite TV show came back ...

**Claire:** Oh, not that stupid cookery show.

**Karim:** It's not stupid! Well, it didn't use to be. But they changed it. Now, it's all about the celebrities more than anything else. The recipes look great but why can't they just show them preparing the dishes? What's wrong with that? Now they've tried to make it into some kind of competition. Will they get it cooked on time? Who will be the winner? There's always something distracting the viewer from what's going on, as if we've got no attention span at all!

**Claire:** Er, sorry, but I can't stand cookery shows. Why would you want to watch someone cooking? On TV? It's not as if we can taste it, or smell how good they say it is. Anyway, there's almost nothing good on TV these days. Just celebrities and cookery, and reality TV.

**Karim:** Yeah, I wouldn't miss reality TV shows if they completely disappeared.

**Stella:** I don't like reality shows either. I'm not interested in who the latest pop star's going to be, or whether someone's going to survive another week locked up in a house. But this one now on Saturdays, it's wonderful ...

**Claire:** What, the one with the singing housewives and talking dogs? You can't be serious?

**Stella:** I'm really starting to get into it! I think it's because they're just ordinary people. Well, I say ordinary, some of them are really gifted. Like the woman they had on last week. She had an amazing singing voice. I want to see if she gets voted off next week.

**Claire:** I'm shocked ...

**Stella:** No, watch it, it's great!

**Karim:** No way!

- 3 Ask students to spend about 30 seconds reading the opinions before you play the recording again.

**Answers**

1 F 2 G 3 C 4 D 5 A

- 4 A discussion in small groups will round off the unit.

# Units 11–15

# Revision

## Student's book pages 98–99

### Topic review

- 1 Ask students to work with a partner to discuss questions 1–8. The aim of this exercise is to encourage students to recycle the vocabulary and structures they have covered in the preceding units in a personalised way.

### Reading

- 2 Ask students to read the article and to answer questions 1–3. They should compare their answers in pairs before you check the answers.

#### Answers

- 1 C   2 C   3 B

### Grammar

- 3 This tests students' knowledge of the use of the infinitive with and without *to* as well as the *-ing* form.

#### Answers

- 1 to fetch
- 2 lying
- 3 to remain
- 4 to say
- 5 to find
- 6 to stand up
- 7 to secure
- 8 complaining

## Speaking

- 4 Although one aim of this exercise is for students to practise the grammar points listed in the rubric, be flexible about this. Allowing students to take stock of their progress is equally important.
- 5 Encourage students to change places in the room and interview each other. After they have interviewed each other, allow time for discussion of anything the students want to bring up regarding their course.

## Vocabulary

- 6 Ask students first to identify the missing part of speech and then to work on their own to fill the gaps.

#### Answers

- 1 concentration
- 2 inability
- 3 laziness
- 4 outcome
- 5 adulthood
- 6 activity
- 7 environmental
- 8 effectively

Speaking and Reading	Human biology
Listening	Early biology
Vocabulary	Idioms of the body
Grammar	Inversion

**Workbook contents**

Grammar	Inversion
Vocabulary	Idioms of the body
Reading and Use of English	Part 2
Listening	A lecture on human senses

**Student's book pages 100–103****Lesson planning**

SV Vocabulary exercise 3 could be set for homework.

**Speaking and Reading**

- 1 Students discuss the questions with a partner. They should then feed back to the class about any ideas they have.

Students may be asked to read academic texts in the exam on a variety of subjects, including science. Students will not need specialised knowledge to understand the text, but they should be able to read and understand articles in a variety of genres.

- 2 Ask students to scan the text quickly. Explain that they don't need to understand everything in the article – the purpose of this exercise is to find out what each number or time refers to.

**Answers**

- 1 10,000,000,000,000,000 (the number of cells in a human body)
- 2 billions (the number of cells which die every day)
- 3 approximately one month (the lifespan of an average cell)
- 4 several years (the lifetime of a liver cell)
- 5 every few days (the length of time it takes to renew a liver cell)
- 6 approximately 100,000,000,000 (the number of brain cells you have when you are born)
- 7 500 (the number of brain cells you lose every hour)
- 8 nine years (the time it takes for the body to replace every cell in the body)

**Listening**

- 1 As a lead in, ask students to guess what the photos represent. Do not confirm their answers at this point.
- 2 **2.04** Play the recording for students to check their ideas.
- 3 Students listen again to complete the sentences.

**Answers**

- |                |             |
|----------------|-------------|
| 1 a cell       | 4 30        |
| 2 plants       | 5 devices   |
| 3 large number | 6 secretive |

**Recording script**

The first person to describe a cell was called Robert Hooke. Hooke achieved many things in his 68 years – he was both an accomplished theoretician and a dab hand at making ingenious and useful instruments – but nothing he did brought him greater admiration than his popular book *Micrographia* published in 1665. It revealed to an enchanted public the world of the very small that was far more diverse, crowded and finely structured than anyone had ever come close to imagining.

Among the microscopic features first identified by Hooke were little chambers in plants that he called 'cells' because they reminded him of monks' cells. Hooke calculated that a one-inch square of cork would contain 1,259,712,000 of these tiny chambers – the first appearance of such a very large number anywhere in science. Microscopes by this time had been around for a generation or so but what set Hooke's apart were their technical supremacy. They achieved magnifications of 30 times, making them the last word in 17th century optical technology.

So it came as something of a shock when just a decade later Hooke and the other members of London's Royal Society began to receive drawings and reports from an unlettered linen draper in the Dutch city of Delft employing magnification of up to 275 times. The draper's name was Antoni van Leeuwenhoek. Though he had little formal education and no background in science, he was a perceptive and dedicated observer and a technical genius.

To this day it is not known how he got such magnificent magnifications from such simple handheld devices, which were little more than modest wooden dowels with a tiny bubble of glass embedded in them, far more like a magnifying glass than what most of us think of as microscopes, but really not much like either. Leeuwenhoek made a new instrument for every experiment he performed, and was extremely secretive about his techniques, though he did sometimes offer tips to the British on how they might improve their resolutions.

## Vocabulary

- 1 As a lead in, ask students if they can name any other idioms that are based on parts of the body.

Students do exercise 1 with a partner. Ask them also to be prepared to explain what each of the idioms means. They may use an English–English dictionary if necessary.

### Answers

- 1 toes (H)
- 2 heart (C)
- 3 hand (B)
- 4 ears (G)
- 5 head (A)
- 6 feet (F)
- 7 eye (E)
- 8 fingers (D)

- 2 Students do this exercise in pairs. They can use an English–English dictionary if necessary.

### Answers

- 1 e   2 g   3 d   4 a   5 h   6 b   7 c   8 f

- 3 This exercise helps students to contextualise some of the idioms they have been working on.

### Answers

- 1 fell head over heels in love
- 2 to give her a hand
- 3 has her head in the clouds
- 4 has set her heart
- 5 keeps her on her toes
- 6 was all ears
- 7 bite his tongue
- 8 was down in the mouth
- 9 put his mind at rest
- 10 to keep my fingers crossed

## Inversion

The language here is covered on page 171 of the Grammar folder. Refer students to the Exam spot before drawing their attention to the examples.

- 1 The aim of the introductory question is to focus on how sentences can be written with and without inversion. Do it with the class as a whole.

### Answers

- 1 Living cells rarely last more than a month or so.
- 2 You shouldn't waste a single moment.

- 2 Students do the exercise alone, and then check their answers in pairs.

### Answers

- 1 Never was there any doubt about the results of the experiment.
- 2 Under no circumstances are credit cards accepted.
- 3 Not until much later did the public appreciate the significance of this research.
- 4 Only when he arrived back at the lab did the scientist realise what had happened.
- 5 Not only did the report include recommendations for this company but also for many other businesses.
- 6 Only after she died did the press discover her secret.

- 3 & 4 Students prepare their sentences alone, then compare them with a partner.

Go through the information in the Corpus spot.

### Answers

- 1 Never could I have imagined how many arrangements were necessary.
- 2 Not only were the family kind, but they were also helpful.



# Exam folder 7

Student's book pages 104–105

## Paper 1 Part 7

### Gapped text

- 1 Students do this exercise either in class or at home if time is short.
- 2 Encourage students to identify the words and phrases which help them fit the paragraphs into the gaps.

#### Answers

1 F   2 C   3 A   4 G   5 E   6 B

Go through the Exam information box and ask students to discuss why each point is a sensible piece of advice.

Speaking	Rave reviews
Reading	Reviews
Grammar	Articles
Listening	Discussing films
Vocabulary	Giving reviews

**Workbook contents**

Reading	Four short reviews
Writing	A book review
Reading and Use of English	Part 4
Grammar	Articles

**Student's book pages 106–109****Lesson planning**

- SV** Grammar exercise 1 could be given for homework.  
**LV** See extension activities in the Grammar and Vocabulary sections

**Speaking**

- 1** Students discuss the questions in pairs. When they have finished, feed back quickly with the whole class.

**Reading**

- 1** Students work with a partner to answer the questions. Then they quickly check their answers by scanning the five review extracts.

**Suggested answers**

- A** Hostel for backpackers – not clear from the headline it is going to be mainly praising or criticising.  
**B** It is about a film, although that is not clear from the headline. The headline does, however, make it clear that it is praising rather than criticising.  
**C** It is about a computer game – praising.  
**D** A music album – sounds generally positive but headline does not give much away.  
**E** It is about a website, although the headline only makes clear that it is something digital. It sounds generally as if it is praising rather than criticising – it implies that the website is convenient.

- 2** This exercise contains three statements about each of the reviews. Ask students to read each review in more detail and decide whether each statement is true, false or if the information is not given in the extracts.

**Answers****Review A**

- a** true  
**b** false (the author says it is 'interesting' and 'quirky')  
**c** not given

**Review B**

- a** true  
**b** false (it is said to stand up remarkably well)  
**c** not given

**Review C**

- a** false (it is the third version)  
**b** false (it is said to be well ahead of previous versions in terms of presentation, structure and accessibility)  
**c** false (the writer says that earlier versions were unforgiving at times, which implies that he or she felt that some improvement would be desirable)

**Review D**

- a** true  
**b** not given  
**c** false (it is said to leave the listener with a sense of haunted mystification)

**Review E**

- a** true  
**b** not given  
**c** false (the writer says it is easy to explore the site)

**Articles**

The language here is covered on page 172 of the Grammar folder.

- 1** These questions highlight some of the key points about the use of articles and determiners in English.

**Answers****Review A**

- 1** No, it couldn't because it is referring to a specific colour which has already been mentioned.  
**2** No, although it might suggest to the reader that there is another kitchen elsewhere.  
**3** Yes, it would then appear to be talking about some specific previously mentioned visitors rather than visitors in general.

**Review B**

- 1** the great film (it's making a general statement)  
**2** viewers  
**3** its themes of sacrifice

### Review C

- 1 through a stroke of luck
- 2 a bit of time

### Review D

- 1 listeners

### Review E

- 1 No, because *Music*, *Cinema* and *TV* are referring to general categories rather than to specific examples of music, cinema and TV.
- 2 post any comments

Article use is a very common area of error for students at this level. Go through the sentences in the Corpus spot, asking students to focus on misused or missing articles. Encourage students to give reasons for their answers.


### Answers

- 1 **Life** after the revolution was very difficult. (No article is usually used in general statements.)
- 2 **The** life of an artist or singer is very cruel, full of obstacles and enemies. (The article is used in general statements where the noun has a post-modifying phrase.)
- 3 My brother is **a** biochemist in London. (The indefinite article is used when saying what people's jobs are.)
- 4 Jack broke **his** leg skiing. (A possessive adjective is usually used before parts of the body.)
- 5 He's only 18 but he already has **his** own business. (A possessive adjective is usually used before *own*.)
- 6 I was on a business trip to **the** People's Republic of China. (*The* is not used with most countries but it is used for countries or places containing a common noun like *Republic*, *Federation* or *Kingdom*.)
- 7 Since they built the tunnel, no one uses **the** ferry. (*The* is often used with means of transport to refer to the type of transport being used, rather than a specific bus, car or boat, e.g. *I take the bus to work*.)

## Extension activity

Ask students to prepare their own examples to illustrate each of the rules worked on in the Corpus spot.

## Listening

- 1 Students should look at the pictures and speculate about the kinds of films or shows they might be from. Personalise the topic by asking students to talk about their own preferences.
- 2  Play the recording once and ask students to think about questions a–c.

### Answers

- 1 Two films: *The Stalker* and *Shakespeare in Love*.
- 2 *The Stalker* by Russian director Andrey Tarkovsky, is hard to follow, has an interesting use of camera, music and dialogue.  
*Shakespeare in Love* is based on the life of Shakespeare and suggests how he used his own love for Viola in his play *Romeo and Juliet*. We can't be sure how much it reflects reality.
- 3 *amazing; didn't really understand what was going on; something incredibly beautiful and mysterious about it; stunning camera shot; evocative use of music; thought-provoking piece of dialogue; that's what I like about it; prefer films where I can follow the plot; really loved; gave me an insight; in a new light; enjoyed it; totally convincing*

### Recording script

**Man:** What would you say is your favourite film ever?

**Woman:** Oh dear. I don't know. I've enjoyed lots of different films but I'd have to give it a lot more thought before singling out one. So, what's yours then?

**Man:** Well, I just loved *The Stalker*. You know, that amazing film by the Russian director Andrey Tarkovsky.

**Woman:** Oh, yes, I remember seeing that once. I didn't really understand what was going on, though.

**Man:** I'm not sure that I do either even though I've seen it loads of times – but there's just something incredibly beautiful and mysterious about it. Each time I watch it, I notice something I haven't paid any attention to before – whether it's a stunning camera shot, use of music or a piece of dialogue – and I think that's what I like about it.

**Woman:** Well, I think I prefer films where I can follow the plot. I'm obviously much more low-brow than you. I really loved *Shakespeare in Love*, for example. I felt it really gave me an insight into life at that time and it made me look at the play *Romeo and Juliet* in a fresh light. Maybe it was based on Shakespeare's own love life.

**Man:** Yes, I enjoyed it too. But no one knows if there's any truth in it, do they? We don't know enough about Shakespeare's own private life.

**Woman:** Maybe. But I found it totally convincing. I believe it's true.

## Vocabulary

- 1 This exercise on collocations could be set for homework.

### Answers

- 1 buffs
- 2 gave
- 3 attention
- 4 crystal
- 5 stands
- 6 experienced
- 7 ring
- 8 provoking
- 9 light
- 10 follow

- 2 Put students in pairs to complete this activity.
- 3 Students could discuss the exercise with a partner before checking their answers with the class as a whole. Make sure that students learn the whole expression in each sentence.

### Answers

- 1 Why don't we
- 2 I might as well
- 3 am I right in saying
- 4 In other words
- 5 mainly a matter of
- 6 I'm not entirely convinced
- 7 I agree with you on the whole; take you up on
- 8 I'm in two minds as to whether

- 4 Allow students time to think about what to choose and how to describe it. They should then explain their choices to their partner.

### Extension activity

Students could get into groups with each group focusing on one of the categories that the students are interested in. For example, you might be able to have a restaurant group, a website group and a film group. Allow students to join the groups dealing with the topics that they are most interested in. Within these groups, students choose one thing that they would definitely recommend and one that they would definitely not recommend. They list as many reasons as possible for their selections. When they are ready they present their recommendations to the rest of the class.

# Writing folder 7

Student's book pages 110–111

## Reviews

- 1 Discuss this question with the whole class. There are no right or wrong answers here, as the purpose of a review may well vary with its context, the writer's role, etc.
- 2 Establish if any students have seen the film reviewed and if so, what they thought of it. Ask them to read the review and complete the lists. As a follow-up, ask students who have seen the film if they think the review is fair. Ask students who have not seen it to say if they would now like to.

### Suggested answers

#### Facts about the film and its plot

The name of the film is *Avatar*. It was directed by James Cameron. It used new 3D technology. The story is set a hundred years in the future.

Actor Stephen Lang plays the role of Colonel Miles Quaritch, Sigourney Weaver plays the part of Dr Grace Augustine and Sam Worthington plays pilot Jake Sully.

#### Phrases that convey the writer's opinion of the film

*among the greats; super-sleek 3D; eminently watchable and hugely entertaining sci-fi spectacular; unable to decide if ...; The digitally created world meshes pretty much seamlessly with ...; undoubtedly impressive; The effects of Avatar are certainly something to see ... But it's difficult to tell if cinema as a genre has really been changed or not; a truly fascinating story; What a great idea it is – and that is what makes it an experience.*

#### Things included to interest and entertain the reader

*the inclusion of super-sleek new-tech 3D; the 'quirky-scary CGI animals'; the planet's aboriginal inhabitants ... hugely tall blue quasi-humanoids called the Na'vi, who have pointy ears, flat noses, ethnic dreadlocks and beads; the exotic, subtitled language of the Na'vi; the love story; the battle scenes*

- 3 The language of the review reflects and underlines the setting of the film. For example, adjectives like *quirky*, *scary* and *exotic*.
- 4 Encourage students to find examples of collocations and fixed phrases themselves in the review before they go on to do Exercise 5.

### Answers

- 1 unfolds; character
  - 2 shot; location
  - 3 lacks; special
  - 4 lead; romantic
  - 5 set; turbulent
  - 6 gave; stunning
  - 7 storm; winning
  - 8 fell; thunderous
- 5 This task helps students realise what features a review usually contains. All the points are important, depending on the focus of a review, and students should discuss why they are important.
  - 6 Point out that this task takes the form of the tasks used in the Writing test. Emphasise that students need to be clear about who they are writing to, and what the purpose of the writing is before they begin to write.

<b>Speaking</b>	Telling lies
<b>Reading</b>	Lying
<b>Vocabulary</b>	Collocations and longer chunks of language
<b>Grammar</b>	Emphasis
<b>Listening</b>	Small talk
<b>Speaking</b>	The truth game

**Workbook contents**

<b>Listening</b>	Multiple choice
<b>Grammar</b>	Emphasis
<b>Reading</b>	Putting paragraphs in gaps
<b>Vocabulary</b>	Useful phrases

**Student's book pages 112–115****Lesson planning**

- SV** Any of the Vocabulary section could be set for homework.
- LV** See the extension activities in the Grammar and Listening sections.

**Speaking**

- 1 Identify the jobs represented in the photos with the class as a whole. Students should then discuss the questions with a partner.

**Reading**

- 1 Remind students of the value of skim reading. Ask them to look through the article for one minute (without reading in detail) to get a sense of what the article is about. Students then write one sentence summarising what they have identified. Get feedback from the whole class.

**Suggested answers**

It is about various psychology studies into lying and how it might be possible to improve people's currently poor ability to know whether someone is telling the truth or not.

- 2 Students should read the text again quickly if necessary, to complete the sentences.

**Suggested answers**

- 1 often
- 2 hard
- 3 incorrect
- 4 ask

- 3 Put students in pairs to answer the questions. If necessary, they can look at the article in more detail.

**Suggested answers**

- 1 to create a good impression; to obtain an advantage; to avoid punishment
- 2 not making eye contact; blinking; fidgeting
- 3 criminal justice (e.g. establishing whether an alibi is true or not)  
intelligence gathering (e.g. is your agent actually a double agent?)  
financial situations (e.g. is that person selling you a car telling the truth?)  
business situations (e.g. is the job applicant as qualified and experienced as they claim?)

**Vocabulary**

- 1 Students look through the words individually and then check answers with the class as a whole.

**Answers**

- 1 interactions
- 2 currently
- 3 claimed
- 4 identify
- 5 indicate
- 6 frequency
- 7 major
- 8 pose
- 9 applications
- 10 consistent

- 2 Students do this individually, seeing who can complete the collocations first.

**Answers**

- 1 b    2 e    3 d    4 f    5 a    6 c

- 3 Students complete the sentences with phrases from exercises 1 and 2.

#### Answers

- 1 identify
- 2 frequency
- 3 leave something up to chance
- 4 pay close attention
- 5 currently
- 6 look me in the eye / make eye contact
- 7 indicate

## Emphasis

The language here is covered on page 172 of the Grammar folder.

- 1 Discuss with the class as a whole. Elicit the point that the first basic sentence is extended in each of the three following sentences. This is done to emphasise one element of the original sentence.

### Extension activity

Look through a magazine or a novel or some other example of written English. See whether you can find any examples of cleft sentences.

- 2 Students form these sentences with a partner. Discuss their suggestions with the class as a whole.

#### Possible answers

- 1 The girl / person (who) Paulo loves is Maria.
- 2 What happened was that Katya had an accident. / It was Katya that had an accident.
- 3 What Rolf won / The amount that Rolf won was a million dollars.

- 3 **2.06** This exercise makes students aware of other ways of emphasising.

#### Answers

- 1 I do believe what you're saying. (auxiliary verb *do* added)
- 2 He's such a nice man and he's been so kind to us. (Use of *so* and *such*.)
- 3 Can you open the window? I'm boiling! (Use of exaggerated lexis.)
- 4 He's intensely jealous of his sister. (Use of intensifying adverb *intensely*.)
- 5 That joke is as old as the hills! (Use of simile.)
- 6 Little did he imagine what was going to happen next. (Use of inversion after a restricting adverbial.)
- 7 Never was so much owed by so many to so few! (Use of inversion after a negative adverbial.)
- 8 What on Earth is that man doing? (Use of *on Earth*, only used after a question word.)
- 9 I really like this exercise! (Use of intensifying adverbials such as *really*, etc.)

- 4 Note that this kind of emphasis is often used when correcting a statement that someone else has just made. Practise saying the sentences with the class as a whole with a strong stress on the auxiliary verb.

#### Suggested answers

- 1 Jake **does** admire her work.
- 2 I **do** love you.
- 3 Mary **did** do her very best.
- 4 I **did** use to be able to dive quite well.
- 5 They **have** agreed to help us.

- 5 Students work with a partner and prepare two-line dialogues. They then read them out to the class, making the stressed auxiliary verb more emphatic.
- 6 Ask students to write in an appropriate response using a stressed auxiliary verb.

#### Answers

- 1 No, I **am** right.
- 2 I **did** give you the right information.
- 3 I **do** help you with the housework.
- 4 He **didn't** cheat.
- 5 I **shall/will** be able to!
- 6 I **haven't** forgotten it!

## Listening

- 1 **2.07** Explain that students will listen to some questions similar to those they might be asked in the Speaking test. Play the first part of the recording and ask students to write down the questions they hear.

#### Recording script

- 1 Have you been enjoying your studies?
- 2 What interesting things have you done recently?
- 3 How would you feel about living abroad permanently?
- 4 How about your social life?
- 5 What are your plans for the future?
- 6 Have you always lived in the same place?
- 7 What would you say has been the most memorable event here so far?
- 8 Have you made any good friends here?



- 2 **2.08** Now play the full conversation. Students should listen and complete the table. When checking the answers, ask students what makes the better answer (it's either fuller or it answers the question that was asked).

#### Answers

Better answers are given by:

- 1 Yolanda
- 2 Martin
- 3 Yolanda
- 4 Martin
- 5 Martin
- 6 Yolanda
- 7 Martin
- 8 Yolanda

- 3 Play the full conversation again and ask students to note the main points made by the speaker who gives the better answer. These points are underlined in the script.

#### Recording script

**Chris:** Hello, I hope you're both well. Have you been enjoying your studies?

**Martin:** Well, actually I'm finding it quite hard. I think first of all the pronunciation of many words is very very different in English, something to do with the spelling maybe. There are very many words, so it's difficult to learn them all and the main thing I think is the verbs. I'm used to putting those at the end of a sentence, not at the beginning or the middle, so that's difficult.

**Yolanda:** I'm really enjoying it, now that I can speak English so much better, going to see films and understanding exactly what is going on. I also like listening to songs and knowing what they mean.

**Chris:** What interesting things have you done recently?

**Martin:** Well, funnily enough last Saturday I went to a football match, which I've never been to before, and that was a great experience, very exciting and it's good to be among so many people. I enjoyed that very very much.

**Yolanda:** I went to the supermarket. I took a bus around town, I visited some friends and I've also been reading a lot. Not so interesting, actually!

**Chris:** How would you feel about living abroad permanently?

**Martin:** Oh, that's something I would really like to do. I think you get a very interesting sense of yourself when you live abroad and you can meet very interesting people.

**Yolanda:** I have a friend who, a school friend, who went to live in France for a few months and he said that for the first two months it was very good, very exciting but after that he said that he started to miss his friends and his family, and he wanted to get home and it wasn't so good after that.

**Chris:** OK, and how about your social life?

**Yolanda:** Well, I don't really enjoy going to parties at all. I haven't got time.

**Martin:** For me it depends what kind of mood I'm in.

Often I like going to parties where you can dance a lot and there's loud music playing and other times I like going to parties where you can talk to people and get to know them, get to meet them and I think most of all I like going to parties that last a long time, you know? They go on all over the weekend maybe, or – not just one evening.

**Chris:** What are your plans for the future?

**Martin:** Well, my course lasts another three and a half months and as soon as that finishes, I'd like to do some travelling, around South-east Asia, if I can, because that's a part of the world I'm really interested in, and then after another four months I am going back home to see my family and go back to my studies there.

**Yolanda:** Well, I don't know really. I haven't made any definite plans at the moment.

**Chris:** Have you always lived in the same place?

**Martin:** I've lived in a lot of different places.

**Yolanda:** Yes, I've always lived in just one place and for me I really enjoy this. It's a great sense of community life and I've known people in my village who have known me all my life and I've known them for as long as I can remember. Whenever I go out, I meet someone that I know. For example, all my friends from school still live in the same village and I, it's something I really really like.

**Chris:** What would you say has been the most memorable event here so far?

**Martin:** Er, I think probably last year, I was given my birthday present which was a weekend course in how to, how to jump with a parachute. And a few weeks later I went up in a plane and I actually jumped out of the plane with the parachute, and that was something I will remember forever, for sure.

**Chris:** Have you made any good friends here?

**Yolanda:** Yes, but I've kept in touch with my best friend. We talk nearly every day. Her name's Marisol and she has a brilliant sense of humour. She is also a very good gymnast. She is 18 years old and she has short brown hair and I have known her since we were very young and she is very intelligent as well.

**Martin:** Yes, Gerhard. I've known him since I started here, and he's, he's good, you know.

- 4 Ask students to look back at the nine questions they wrote down in exercise 1. They should ask each other these questions bearing in mind the advice they have read.

5 Refer students back to the reading text as they discuss this question. Encourage them to list things that they avoid talking about, as well.

6 **2.09** Play the recording when students have read through questions 1 and 2.

#### Answers

1 B 2 A

#### Recording script

**Piotr:** Oh, Jason, can I introduce Sophie? This is Sophie, she works in our Cologne office. Sophie, this is Jason.

**Sophie:** Hi, Jason.

**Piotr:** Jason's the manager of our branch in New York.

**Sophie:** Yeah, pleased to meet you.

**Jason:** And you. You're in Cologne, right?

**Sophie:** Yeah, that's right, yeah.

**Jason:** Yeah, did we meet before because I was in Cologne a couple of years ago? I don't think we met then, did we?

**Sophie:** No, I don't think so. I can't remember your face but I've only worked for the company for a couple of months you see, so ...

**Jason:** Oh, right, OK, so who did you work for before?

**Sophie:** Oh, well I was with Smith & Goldberg in Philadelphia.

**Jason:** Oh, really, in Philly? Excellent! I know it well, I grew up there, actually.

**Sophie:** Oh, really?

**Piotr:** I spent a year at graduate school there. Great place, isn't it, great place?

**Jason:** Yeah, yeah, great.

**Sophie:** Absolutely yeah, oh I loved my time there. I'd have been really happy to stay actually but ...

**Piotr:** Did you have to come back?

**Sophie:** Yeah, well, the thing is my husband's German so ...

**Jason:** Oh, right.

**Sophie:** Yeah, we really wanted to come home and then we'd be closer to the family because when our little boy was born, we thought it would be nice for him, you know.

**Piotr:** How many children have you got?

**Sophie:** Well, now we've got a little boy, Adam, and we've got a little girl as well called Maisie. Little girl, yeah, she's just two.

**Piotr:** Have you got children, Jason? I can't remember.

**Jason:** No, no, I don't have any kids right now but you know – never too late! So you know, of course I have to get a wife first but – you know, that could be arranged, I guess!

7 Play the recording again and ask students to take notes as they listen.

#### Answers

**Jason:** grew up in Philadelphia, manager of branch in New York, was in Cologne a couple of years ago, grew up in Philadelphia, unmarried, no children

**Sophie:** works in the Cologne office, has only worked for company for a couple of months, worked previously for Smith and Goldberg in Philadelphia, loved Philadelphia, husband is German, wanted to be closer to home when first child, son called Adam, was born. Also has little girl called Maisie.

#### Extension activity

Divide students into groups of three. They should role-play the situation they have just heard. They do not need to use the exact words from the recording but should act out a similar situation. They should then continue the conversation in any way that seems appropriate. Groups then compare the different ways in which they completed the situation.

## Speaking

- 1 Point out to students that they may either tell the truth or invent a story (but if they invent something they should make it sound convincing). Ask them to work with a partner.
- 2 Students now work alone to think of two more questions for their partner.
- 3 As they listen to each other's answers, students note down whether they think their partner is telling the truth or not.
- 4 After they have asked each other all the questions, students should check whether they guessed correctly or not

# Exam folder 8

Student's book pages 116–117

## Paper 1 Part 8

### Multiple matching

Go carefully through both information boxes in this folder and point out that they are based on examiners' reports and on what candidates lose marks for in the exam.

- 1 Refer students to the information box and ask them to bear in mind the points raised as they answer the questions later.
- 2 Remind students to follow the points raised in the information box as they answer these questions.

#### Answers

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

#### **E**xtension activity

Each student thinks of two more questions. Their questions may relate to any of the films mentioned. They then give their questions to other students who have to answer the questions as quickly as possible.

Reading	Personal statements
Vocabulary	Verb + noun collocations
Grammar	Language of persuasion
Speaking	Persuading
Vocabulary	Multiple meanings

**Workbook contents**

Reading and Use of English	Parts 2 and 4
Listening	The impact of flattery
Writing	A proposal
Grammar	Language of persuasion

**Student's book pages 118–121****Lesson planning**

SV Grammar exercises 1 and 2 and Vocabulary exercises 1 and 2 could be set for homework.

Point out to students that the language in this unit is useful for the exam because it deals not only with proposals and persuasion, but also with some of the most important exam topics (i.e. work, study and travel). Although these themes are dealt with elsewhere in the book, they are reviewed here as they are such frequent themes in the exam and are also topics that candidates are likely to find useful in 'real life'.

**Reading**

- 1 Ask students to read the adverts and decide who might apply for each one. In general, there are no right or wrong answers.
- 2 This question helps to personalise the situation.
- 3 First make sure that students understand what a personal statement is. Point out that they would need to write one if they were applying to study in a British university. Then discuss the task with the class. The point of this task is to raise students' interest in the

kinds of issues that are dealt with in the reading text.

- 4 Students read the article alone and do the task before checking answers with the class as a whole.

**Answers**

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

- 5 Students can prepare their personal statements at home. Do this activity in a follow-up lesson. Ask students to scan the article again before reading their partner's statement. This may help to remind them of points that they may wish to comment on in the statement they read. It will also help to revise the language of the text.

**Vocabulary**

- 1 Students match the verbs with the nouns to make collocations. Point out that there are several possible answers.

**Answers**

1 b, c, d, e, g 2 g 3 f 4 a 5 h 6 b  
7 b, d 8 c

- 2 Students practise using the collocations to make sentences.

### Answers

- |                                 |                             |
|---------------------------------|-----------------------------|
| 1 got a degree                  | 6 resist the temptation     |
| 2 gave (me) the impression      | 7 fell into the trap        |
| 3 attracts (a lot of) attention | 8 overcame (many) obstacles |
| 4 get your point across         |                             |
| 5 earn (good) salaries          |                             |

## Language of persuasion

The language here is covered on page 173 of the Grammar folder.

- 1 Refer students to the Exam spot at this point. Students then discuss questions 1–3 with a partner.
- 2 **2/10** Play the recording once and ask students to complete as much of the table as they can. Then they should compare their answers with a partner.

### Answers

1	mother wants toddler to eat his vegetables	encourages, plays games, eats some too, praises
2	employee would like to take some time off work	reassures the employer that everything will be on track before leaving, and that they will always be contactable
3	boss wants workers to do some overtime	explains why it's necessary, shows sympathy with how workers must be feeling
4	girl wants friend to lend her a special dress to wear to a party	explains why she wants it so much, praises the dress, promises to do various favours in return, promises to be careful
5	sales person is trying to sell a fitted kitchen	uses very positive language about the offer, emphasises what a bargain it is, says it will all be very easy for the customer
6	teenager wants to persuade mother to let her stay out	reminds mum that there is no school next day, uses moral blackmail, tries to reassure mum, says all friends are going to be allowed, reminds mum how good she's been
7	wife wants to persuade husband that they should move to a house in the country	emphasises benefits to children, says husband could use commuting time productively and so would be freer when home
8	sales assistant wants to persuade woman to buy dress	flatters, goes into detail about why the dress is good, points out how versatile it is

### Recording script

**Speaker 1:** Now look, fish fingers and peas and carrots and broccoli. Oh, you like broccoli, don't you? Let me just put that on the fork. There, you have that. Go on, open your mouth. That's a good boy. You chew, that's it. And now a carrot. There you go, in it goes. You take that carrot, that's a good boy. Can I have some, can mummy have some? Oh, that's lovely, thank you. Now you have some, go on. You have that spoon. One for you, one for me. Good boy.

**Speaker 2:** Excuse me, have you got a moment? I wanted to ask you something, if I'm not disturbing you. The thing is, I'm owed a couple of days' holiday and I'd like to use them before the end of the year if possible. I appreciate it's quite a busy time for the department, but I'd really like to take next Thursday and Friday off. My brother's here and I'd like to spend a bit of time with him. We hardly ever manage to meet. Anyway, I'll make sure everything's on track before I leave, and I'll brief the PA so that she can deal with anything. But I don't expect there to be any problems. And you can always contact me, I'll have my phone with me.

**Speaker 3:** Now, I think you all know why we've had to meet today. I've got the monthly figures back from head office and for the third month running, sales are down and, well, we all know that things are getting tighter. It looks like I'll have to ask you to put in a little bit more overtime. No, no, I know, I know that's not going to be very popular but this is a good chance to make a bit more money. OK? I mean, this is probably just a temporary measure, but thanks for your understanding and all your hard work. Really appreciate it.

**Speaker 4:** Sorry, no. I don't want that, I don't want the red one. I actually just want to borrow the blue one. I wouldn't ask unless it was for this party. I mean, I've been, I just think he's going to be there and I'd just like to look nice and that dress is the most beautiful thing I've ever seen. Look, I won't spill anything on it, I promise, I – I won't even drink anything all night. I won't eat anything either. There'll be no crumbs, nothing, I promise. Look, I'll wash up for a month or take your bike in. I'll do all your washing. Oh, please let me?

**Speaker 5:** Good morning, I wonder if I could just take a few seconds of your time just to tell you about a special offer we're doing at the moment. We're in your area and we're doing free quotations on brand new kitchen units. Now these units are made to measure, they're marvellous, they're handmade by our craftsmen. Therefore it's very much cheaper making them directly from our workshop than going to the shops and also you don't have to pay at all for anything this year so basically we'll install the kitchen for you and you don't have to pay anything till next year. Now that's a fantastic offer, I'm sure you'll agree.

**Speaker 6:** All the others are going to be there and there's no school the next day. Do you remember you said that if I started doing better in maths you'd let me stay out? Well, I got good marks, didn't I? And I'll get a taxi home and I'll pay for it, so I'm not asking you to pick me up. Just this time. It's important. Everyone is going to be there.

**Speaker 7:** The thing is, I know it would be a bit more expensive to live there, and it's further away from work, but it's – I mean, there are so many good sides to it. We'd be closer to my mother, so she could help more looking after the kids. It's greener, everything's less stressful. You could go into work by train. You could work on the train – that'd be OK, wouldn't it? You like trains. That'd mean you could spend more time with the kids in the evening. What do you think?

**Speaker 8:** Yeah, the mirror's right over here, yeah. Oh, it really looks lovely. Yeah, oh, it's gorgeous on you though, you've got such a lovely figure. What size is that one? Oh, it's a size ten, yeah well there you are, you see. I can only get into size 12. You are lucky. Well, I'll tell you what, though. That dress really looks nice because the way it's cut over your hips, you see if you just turn round there, look, look in the mirror there. It's ever so nice. And the colour's good on you as well because, like, green, green really goes with red hair. Yeah, oh, I think it's really nice, yeah. It's quite good because you can use that dress for all sorts of things, couldn't you? You could go to parties in it and wear it out anywhere, really.

### 3 Students match the sentence halves.

#### Answers

1 b 2 a 3 f 4 h 5 c 6 d 7 e 8 i 9 g

- 4 Students discuss which would be the better alternative with a partner before comparing answers with those of the rest of the class. As the answers are checked, discuss the register issues that are illustrated (e.g. how you persuade depends on the relationship between the speakers and the nature of the situation).

#### Answers

1 b 2 a 3 a 4 a 5 b

- 5 Point out that sentences a, c and e are more formal.

#### Suggested answers

- a Have you got time to check through this report?
- b I'd rather you were more flexible.
- c You can't lend me some money, can you?
- d I'm sure everything will be fine.
- e Do you want to come with me?

## Speaking

- 1 Students should first decide what the people would discuss.

Monitor the dialogues, then ask some of the students to act out dialogues to the rest of the class. Encourage them to put as much feeling into their dialogue as possible, as intonation is also important when trying to persuade people to do things. After listening to each of the dialogues, students comment on how effective they were.

- 2 Repeat this process for the dialogue between a parent and a child.



# Writing folder 8

Student's book pages 122–123

## Proposals

- 1 Students should discuss these questions with a partner. Ask for their feedback, making sure the points mentioned in the answers below are covered.

If your students have had little experience of report or proposal writing, it may be helpful if you are prepared to give them an example or two of such types of writing that you have had to do.

Discuss the answers with the class before reading the information given in the list that follows.

### Suggested answers

- 1 Types of proposals  
academic proposal, e.g. about research with a view to getting some money or a place at university  
work proposal, e.g. with a view to introducing some innovation at the workplace  
social proposal, e.g. a plan for change that aims to persuade readers of the desirability of such changes  
media proposal, e.g. to a publisher about something that you would like to write  
political proposal, e.g. to the public saying what your party plans to do
- 3 It will probably have some or all of the following: a factual title; a clear statement of aims at beginning; facts presented unambiguously; clearly drawn conclusions at the end; headings used frequently to help clarify
- 2 Ask each pair of students to choose a task. Try to ensure that the three tasks are fairly evenly distributed among the pairs.
- 3 Students should now discuss these questions, bearing in mind the specific task they have chosen.
- 4 Students discuss questions 1–3 noting down their answers. They may like to compare their answers with other pairs working on the same task.

- 5 The underlined expressions below are ones that students should find useful. They may wish to make use of other phrases too. How they adapt them will depend on the task they have chosen.

### Answers

- 1 The aim of this proposal is to put forward a piece of academic research that I would like to undertake.
- 2 This proposal outlines the scope of the new course being recommended, explaining why it would be of benefit to students. It then concludes with some suggestions as to how the course could be implemented most effectively.
- 3 There are a number of reasons why I wish to put this proposal forward.
- 4 There are a number of overwhelming arguments in favour of extending the computer centre at the college, rather than the sports facilities.
- 5 Firstly, the proposed new college magazine would help to create a stronger feeling of community within the student body.
- 6 Secondly, the proposed extension to the college library would serve the additional useful purpose of attracting more students to apply for courses here.
- 7 Despite the fact that the suggested programme might be expensive, the additional cost could be justified in terms of the benefits that participants would receive.
- 8 There are a number of recommendations that I would like to make.
- 9 Taking all the evidence into account, I recommend that the English Club should make some radical changes to its current programme.
- 10 I would urge you to give these recommendations serious consideration.
- 11 Please do not hesitate to contact me if you would like me to expand on anything in this proposal.
- 12 Having outlined the proposal in general terms, I would now like to discuss three key issues in more detail.



- 6 Students work individually to write a first draft of their proposal. In stage 2 it is probably more appropriate for students to work with someone other than their original partner, if possible, as a fresh pair of eyes may be helpful.

It may be useful to allow students to go over the proposals that they wrote, with the following procedure in mind.

Students exchange their work with a different partner. They read each other's work thinking carefully about these questions.

- Is the information totally clear?
- Are the headings informative?
- Are the paragraphs well-organised?
- Does the language seem accurate?
- Is the language varied in terms of both structure and vocabulary?
- What do I particularly like about this piece of writing?
- What suggestions could I make about how it could perhaps be improved?

Students share their ideas about each other's work. Students rewrite their work in the light of any helpful suggestions they have received from other students.

### **E**xtension activity

Students work in pairs to prepare a proposal task that might be used in the exam.

- First, they write the task instructions. They need to explain who the proposal is for and what it needs to cover.
- Students exchange tasks with another pair.
- They work with their partner to prepare an answer to the task they were given.
- They exchange answers with the pair that set the task for them.
- They mark each other's work and write brief comments, focusing on these aspects: content; organisation; accuracy; range; register; impact on the reader.

Speaking	Discussing food
Reading	Food consumption and food science
Vocabulary	Word formation
Grammar	Hypothesising
Reading	A proposal

**Workbook contents**

Listening	A lecture
Vocabulary	Word formation
Grammar	Hypothesising
Writing	An essay

**Student's book pages 124–127****Lesson planning**

- SV The whole Vocabulary section could be set for homework.
- LV See extension activities in the Vocabulary, Grammar and Reading sections.

**Speaking**

- Students work with a partner to discuss the questions about each photo.

**Reading**

- Remind students of the Reading and Use of English test, Part 6. In this part of the test, candidates have to read four extracts repeatedly, to find out different information. This task practises for that part of the test. First, ask students to skim the four extracts and match each one to a picture.

**Answers**

1 B    2 A    3 D    4 C

- Ask students to read the opinions first, and to make sure they understand them. Then, students match an opinion to an extract. Give students about two minutes for this.

**Answers**

1 A    2 B    3 C    4 D

- This time, allow students as long as they need to read the texts and answer the questions.

**Answers**

1 C    2 B    3 A    4 D

- Discuss this question briefly with students. If at least one student expresses a preference for each of the different texts, ask them briefly to explain why they liked that text best.

**Vocabulary**

- The aim of the exercise is to focus attention on what part of speech is needed for each gap. Students should do the exercise without looking back at the text. They should then check their own answers from the text.

**Answers**

- necessity
- affluence
- obesity
- transmission
- breeding
- consumption

- Identify the parts of speech required with the class as a whole. Students then go back and complete the exercise with a partner, filling the gaps with an appropriate word formed from the word in brackets at the end of each sentence.

**Answers**

- scientifically (adverb)
- breadth (noun)
- inconclusive (adjective)
- leisurely (adjective)
- clarify (verb)
- unhygienic (adjective)
- overeating (verb)
- tasty (adjective)
- nutritious (adjective)
- fattening (adjective)

## Extension activity

For further practice, ask students to fill the gaps in the following sentences with an appropriate word formed from the word in brackets.

- 1 Phrasal verbs are used \_\_\_\_\_ in spoken English. (EXTEND)
- 2 There isn't a lot of \_\_\_\_\_ at that holiday resort. (ENTERTAIN)
- 3 Unfortunately, buses here run \_\_\_\_\_. (FREQUENT)
- 4 The weather there in winter is quite \_\_\_\_\_. (CHILL)
- 5 He hasn't studied English for a long time so he's planning to do a \_\_\_\_\_ course before going to work in Australia. (FRESH)
- 6 Your description is very \_\_\_\_\_. You must rewrite it. (PRECISE)

### Answers

- 1 adverb (extensively)
- 2 noun (entertainment)
- 3 adverb (infrequently)
- 4 adjective (chilly)
- 5 adjective (refresher)
- 6 adjective (imprecise)

## Hypothesising

The language here is covered on page 173 of the Grammar folder. Refer students to the Exam spot before drawing their attention to the examples.

- 1 The aim of the introductory question is to focus on register. Do it with the class as a whole. Elicit the fact that shorter expressions tend to be less formal than longer ones. Longer, more formal expressions often contain examples of modal verbs (*may*), inversion (*Were we to ...*) and begin with a participle phrase (*Provided ...; Given ...; Had we ...*).

### Answers

- 1 B 2 A

## Extension activity

Ask students to create sentences using some of the examples in the boxes to talk about the following situations:

- what they would do if they won a large amount of money.
- what they would do if a friend suggested that they should both give up their jobs and travel round the world together.
- what they would do if they could have three wishes come true.

Work through the Corpus box with the class as a whole.

### Suggested answers

- 1 I was wondering if you could make it in July?
- 2 Imagine you had to live with no central heating ...
- 3 Supposing she took the job in Moscow ...
- 4 The best way to prepare for the driving test is to imagine yourself as a driver.

- 2 Students prepare the sentences. Then check with the whole class.

### Answers

- 1 a Were there to have been enough food for workers in Russian factories in 1917, there might not have been a revolution that year.  
b Had there been enough food for workers in Russian factories in 1917, there might not have been a revolution that year.
- 2 a If the government had done more about food shortages, it would have been more popular.  
b If the government were to have done more about food shortages, it would have been more popular.
- 3 a Let us imagine the different ways in which food science might help with feeding the growing population of the world.  
b Let us consider the different ways in which food science might help with feeding the growing population of the world.
- 4 a Let us suppose that most people would be prepared to do anything to provide food for their own children.  
b Let us assume that most people would be prepared to do anything to provide food for their own children.

## Reading

- 1 Focus students on the photo. Get feedback from the class as to how students would feel if every food item in cafés and restaurants had nutrition information on it, showing how much fat it contained.
- 2 Students read the proposal and discuss the questions. Get feedback from the whole class about their opinions on the politician's proposed law.
- 3 Students work alone to highlight the (formal) hypothetical language used.

### Answers

I propose that ...  
If I may speculate for a moment ...  
Speculating further ...  
On the assumption that ...  
Provided that ...  
Allowing for the fact that ...

- 4 Give students up to ten minutes to think of a new law which would affect the way people consume food or drink. If you think your students will have difficulty doing this, put them in pairs so that they can discuss their ideas together.
- 5 Divide students into small groups. Ask students to take turns to put forward their proposals. Students should listen, and ask questions when the other students have finished. Round up by collecting the most interesting proposals from the class.

### **E**xtension activity

Students write up their proposals for homework. Remind them to use formal language, and to organise their proposal into clear sections. They can use the text on page 127 as a model.

# Units 16–20 Revision

Student's book pages 128–129

## Topic review

- 1 Ask students to work with a partner to discuss the questions. The aim of this exercise is to encourage students to recycle the vocabulary and structures they have covered in the preceding units in a personalised way.

## Writing

- 2 Students do stage 1, preparing their proposal in groups. You may wish to do stages 2–5 in a follow-up lesson.

## Vocabulary

- 3 Students complete the idioms.

### Answers

- 1 eye
- 2 heart
- 3 feet
- 4 hand
- 5 brains
- 6 head (over) heels
- 7 nerve
- 8 fingers

## Grammar

- 4 Students prepare this individually and then compare their answers with a partner.

### Answers

- 1 what
- 2 to
- 3 the
- 4 (a)round
- 5 most
- 6 at
- 7 long
- 8 a

## Reading

- 5 Where there is any disagreement or doubt as to what the correct answers are, spend some time looking at the clues that can lead students to select the correct paragraphs to fill the gaps.

### Answers

- 1 B
- 2 C
- 3 A
- 4 E
- 5 D
- 6 F

<b>Listening</b>	A natural wonder
<b>Reading</b>	Travelling through Tibet
<b>Vocabulary</b>	Idioms
<b>Grammar</b>	Range of grammatical structures
<b>Writing</b>	A letter of complaint

**Workbook contents**

<b>Listening</b>	The Seven Wonders of Nature
<b>Grammar</b>	Range of grammatical structures
<b>Vocabulary</b>	Describing a holiday
<b>Writing</b>	A formal letter of complaint

**Student's book pages 130–133****Lesson planning**

- SV** Vocabulary exercise 2 could be set for homework.
- LV** See the extension activities in the Listening and Grammar sections.

**Listening**

- 1 Ask students to work with a partner to discuss the question.
- 2 Ask students to suggest what the seven natural (not man-made) wonders might be. The key below gives one popularly accepted list, compiled in the US.

**Answers**

the Grand Canyon, the Northern Lights, the Great Barrier Reef, Mount Everest, the Harbour at Rio de Janeiro, Victoria Falls, Paricutin in Mexico

- 3 **2/11** Students look at the photos and listen to the recording. They should explain how the photos relate to what they hear. The underlined parts of the script show the answers.

**Recording script**

Located on the northern tip of Australia's East Coast, the tropical city of Cairns is internationally recognised as the gateway to the Great Barrier Reef, one of the seven natural wonders of the world. The city is home to 100,000 people and also boasts the fifth busiest international airport in Australia with many carriers flying direct to Cairns from countries around the world. Cairns has many outdoor restaurants and cafés and great shopping, and also offers a complete range of accommodation options from budget right through to five-star. Great Adventures Cruises have been running trips to the Great Barrier Reef for more than 100 years and, as a result, are recognised as an industry leader. Great Adventures offer day cruises to Green Island, a beautiful 6,000-year-old coral bay. It is perfect for lazing on white sands, swimming, or snorkelling around the surrounding reef or relaxing around the luxurious day-visitor facilities – all just 45 minutes crossing from Cairns. A full range of options on the island include introductory scuba diving, certified scuba diving and guided snorkel tours, as well as a crocodile farm, parasailing and private beach hire. For those wanting the ultimate reef adventure, cruise from Cairns to the luxury of Great Adventures' multi-level pontoon on the Outer Reef. The pontoon features undercover seating and tables where you can enjoy a sumptuous buffet lunch. There's also a sundeck, full bar facilities, an underwater observatory, a semi-submersible coral viewing tour and a swimming enclosure for children. You'll be able to snorkel or dive among the reef's spectacular coral gardens and diverse marine life. A once-in-a-lifetime experience!

- 4 Students listen again and write true or false. With a partner, they should change any false statements into true ones.

**Answers**

- 1 false: it is the fifth busiest international airport in Australia
- 2 true
- 3 false: it is 6,000 years old
- 4 false: it takes 45 minutes by boat
- 5 false: it is not all under water
- 6 false: *a once-in-a-lifetime experience* means that it is a very special experience, not that you are only allowed to go there once

- 5 Students should brainstorm all the things that the destination offers, which are underlined in the recording script. They then decide which are the three most attractive.

### Extension activity

Because of the importance of the kind of language in this text for the exam, you might also like to read the recording script with your students and discuss any other aspects of the language that interests them. Ask students to write a similar article about a tourist area in their own country.

## Reading

- The extract is about Tibet but do not tell students this yet, if they do not guess from the photos.
- Students read the extracts first and then make notes.

#### Answers

**Means of travel:** car (Landcruiser)

**Driver's aim:** to keep the car off the ground as much as possible

**How Tashi felt about the journey:** he seemed to enjoy it

**Difficult aspects of the journey:** very bumpy

**Good aspects of the journey:** good visibility and not much other traffic

**Scenery:** mountains and river

**What could be seen on the river:** coracles (small boats)

- Students read the second extract and underline the relevant words and phrases as they do so.

#### Answers

- village lined with waving Tibetan children
- single and double storey buildings with walled-in courtyards
- foothills behind the buildings
- solid buildings with walls made of stone up to waist height and mud bricks above
- window ledges with marigolds on them
- black and white buildings
- flags (blue, white, red, green and yellow) on flat roofs standing out against the rich blue sky with pictures of jewelled dragon-horse on them
- copse of trees (willows or poplars) but landscape otherwise treeless
- each courtyard wall piled high with firewood

- Ask students to read the questions first and try to predict the answers. They should then read the text and answer the questions.

#### Answers

- getting materials to burn
- the men
- to make it more useful
- to dry it in the sun

## Vocabulary

- With a partner, students match the idioms with their explanations. They may use an English–English dictionary if necessary.

#### Answers

- f
- b
- d
- e
- a
- i
- g
- h
- j
- c

- Ask students to complete the sentences, putting some of the idioms into context.

#### Answers

- off the beaten track
- hit the road
- picture-postcard
- black spot
- no room to swing a cat

- Students should discuss not only which expressions they would be likely or unlikely to find in a tourist brochure, but also why this would be the case.

#### Answers

Likely: *picture-postcard*, *stone's throw from* (the beach usually), *home from home*.

These emphasise the attractive aspects of places.

Unlikely: *black spot*, *tourist trap*, *no room to swing a cat*.

These emphasise unattractive aspects of places.

## Range of grammatical structures

The language here is covered on page 174 of the Grammar folder.

- Go through the Exam spot, then refer students back to the first part of *Running a Hotel on the Roof of the World*. Ask them to work with a partner and underline the different tenses and grammatical structures.

#### Answers

Dorje had; which involved keeping; called out; whenever we were; grinning; bracing; would hit; it was hardly surprising that; would have made; is not hindered by; which are; appear; was how hard he could keep his foot pressed down; weighed against; could lead to; setting out; saw me trying to look at them; he shouted; it seems that; to make; are stretched; sewn; made from; are sealed with



- 2 Ask students to read the whole text first. They should decide which type of word goes in each gap, then fill in the correct word in an appropriate form from the words in brackets.

#### Answers

- 1 told / had told
- 2 was cycling / had been cycling
- 3 arranged / had arranged
- 4 stayed
- 5 set
- 6 was sitting
- 7 looking
- 8 thinking

### E xtension activity

Ask students to write a paragraph either on their own or in pairs, incorporating a range of structures and a range of descriptive vocabulary. The sentences given are intended as a starting point. Students exchange their paragraphs and highlight any interesting vocabulary and structures.

Encourage students to improve on the paragraphs either by adding more descriptive vocabulary or making the structures more varied.

## Writing

- 1 Students should identify which sentences are more formal and which are more informal. Refer them to the Exam spot at this point.

#### Answers

- It's a great hotel with loads of character.
- The bedrooms get a bit chilly at night and the uncarpeted corridors can be noisy but it's worth putting up with a few minor inconveniences as it has so much atmosphere in other ways.
- The food is fantastic and you can stuff yourself at breakfast so you don't need to eat again till the evening.

- 2 Personalise this reading activity by asking students which of the two hotels they would prefer to stay in and why.
- 3 This writing task provides an opportunity for students to write a letter in a formal style.

# Exam folder 9

Student's book pages 134–135

## The Listening test

- 1 Ask students to ask and answer the questions on page 160. This checks that they know what to expect in the Listening test.

### Answers

- 1 four
- 2 twice
- 3 sentence completion, multiple choice, multiple matching
- 4 on the sheet
- 5 one
- 6 Spelling is expected to be correct.
- 7 40 minutes
- 8 20%

- 2 **2 12** Students should read through the questions and try to predict any likely answers. Students then listen to the recording and choose their answers.
- 3 Students check their answers with a partner, then listen again. Go through the Exam information box with students.

### Answers

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

### Recording script

**Interviewer:** With me in the studio today is Julia Crawley, who runs a management consultancy which deals with women in business. Now Julia, if the majority of companies were run by women, what difference do you think it would make? I mean, what did you bring to the company you started?

**Julia:** Many people had warned me of the difficulties of being a female manager – to begin with, getting people to take you seriously. Male friends of mine in similar management roles always seemed to be worried about how long a woman would stay with a company and whether family commitments would mean she was less loyal than a male manager. I remember when I started as a manager it was natural for me, and I think it is for most women, to want to work with others, to see what they could contribute, and I told them what I was bringing to the table.

**Interviewer:** Mm. It is important that everyone realises they are important in a company, that every individual is as important as any other, isn't it?

**Julia:** One of the first female management gurus, Jennifer Alderton, put forward as her 'articles of faith' respect for all staff. She introduced me to the concept of power with rather than power over. Usually when power is discussed, it's taken to mean having power over someone else, getting that person to do what you want him to do, either through actual physical means or through persuasion.

**Interviewer:** And what do you see as being some of the drawbacks of the traditional male-run business?

**Julia:** Well, we've had hundreds of years of command control, maybe more, and it kind of works, although days can be lost as disputes are debated and in the meantime, machines are standing idle. And it's a very uncomfortable sort of organisation to work in, isn't it? I think now that people want more from their job; they don't want to be treated as an easily replaceable machine.

**Interviewer:** Mm. What other concepts that you value might we find in a female-run business?

**Julia:** Well, it would seek out differences. Say you'd been doing a particular procedure the same way for years and then someone challenged that. By positively encouraging criticism, you'd open up far more creativity and as a result the company would go forward at a faster pace. It's usually the people who have hands-on experience of systems that can see shortcuts.

**Interviewer:** And at the same time recognising that it's crucial for people to have a balance between their work and home life.

**Julia:** Yes, this is an issue which has been widely discussed in many countries and there have been some high-profile men and women who have given up highly paid, highly-responsible jobs because of the demand it was making on their time to spend more quality time with friends and family. The fact that these people were in the public eye has moved the debate on no end. I think where we need to go with this now is helping other countries where it is less acceptable for people to say, 'It's 6 o'clock, so I'm off now' to realise that good workers are alert workers who've enjoyed their free time and have slept well.

**Interviewer:** Is this where you're going to channel your efforts from now on?

**Julia:** It's tempting, because I can see that with better communication skills the workplace can become a far more attractive place to spend time. However, I'm getting involved in a scheme which backs small businesses which are struggling to get off the ground due to lack of cash. There are some great ideas out there with a demand for the product; but for a small company they've already invested all they had in setting up and getting a working prototype. So that's what appeals to me at the moment.

**Interviewer:** Well, good luck with that, Julia, and thank you for talking to us today.

- 4 **2/13** This is an example of a sentence-completion task. In the Listening test, there are eight questions in Part 2. Play the recording once.

#### Answers

- 1 rebellion
- 2 work clothes
- 3 (an) organic (product)
- 4 youthfulness
- 5 roots/origins
- 6 presidents
- 7 brands
- 8 the knees ripped

#### Recording script

When youth culture emerged in the early 1950s, jeans were a powerful symbol – a symbol of rebellion. They were frowned upon by parents if you wore them when you went out. That was considered inappropriate because they were seen as work clothes. But, jeans went on to be adopted by young people across the world.

They were saleable across international boundaries because of their fantastic qualities, just as a product in themselves. They are what I'd call an organic product – the more you wear them the better they got. And on top of all that, you have this, this idea of youthfulness.

Remember, culture in the 1950s was all coming from the United States. Rock and roll started in America, that's where its roots were, that's where the roots of jeans were.

Some people wonder if jeans have had their day now. They're not special any more. Some people have suggested that young people are going off jeans because the establishment are wearing them – we've seen presidents wearing them. But it's how you wear them that matters. You can wear them in a very different way to somebody else. Certain brands have that ability, like the Mini car – it can be driven by pop stars or little old grannies. Certain brands go beyond something that's only worn by one group after a period of time and jeans are certainly like that.

So now it's the brand you wear, how you wear them, do you wear them loose or tight, washed out, with a crease down them? The codes become smaller and smaller. And you can still rebel in jeans. If you went somewhere very smart and you wore jeans with the knees ripped, that would be a symbol of rebellion. And all this means jeans are here to stay.

- 5 Students go through the Exam information box and check their answers with a partner. Stress the importance of checking that the completed sentence makes sense and that the grammar is correct. Remind students also to check their spelling.

Students listen again to check their answers.

- 6 **2/14** Go through the introduction on Part 4 of the Listening test. Give about one minute for student to read through the options, and understand the question. Then ask students to listen to the recording and match the speakers (1–5) with categories A–H in both lists. Play the recording a second time before collecting feedback.

#### Answers

##### List 1

1 D    2 B    3 C    4 G    5 E

##### List 2

6 B    7 C    8 F    9 G    10 A

### Recording script

**Speaker 1:** It's funny how I got to know my closest friend. I mean that doesn't usually happen with clients, but Sara's so outgoing. We got on like a house on fire. We chatted away while we were doing various practical activities on our evening course in photography. I was learning about composition or shutter speeds, or whatever it was and then she started bringing her daughter in too and we'd put the world to rights, giving very honest opinions about everything from politics to family life as we selected the best photos or whatever we were doing. cut. And then one day she said she was having a barbecue and would I like to come along. And that's what I admire in her; that warmth. Not many other people, even my neighbours who come to the salon would do that. And since then we've become good friends.

**Speaker 2:** I think friendship develops; it isn't an instant thing. For example, at first I thought Tom was a bit bossy, but after a while I realised that it's just his way of getting things done with the minimum amount of fuss and that's what I've come to value in him in all aspects of our friendship. I must say he's great to share an office with. We usually take our breaks together. Last year we started going to the gym together after work on Wednesdays. He's definitely someone I can call a close friend, unlike many other people I've met at the gym, for example. He is as hardworking in the gym as he is in the office.

**Speaker 3:** It's hard to say what we look for in friends because we don't usually go out and say, OK, I want to meet someone who's sympathetic or who has a sense of fair play. But over time you become aware of what it is that makes someone a true friend. Interestingly, there is a bit of an age difference between my niece and myself but actually she's the one I turn to for advice. I know she won't just say what she thinks I want to hear – she's always sincere, a great help, and I really welcome that. Recently I told her about a colleague who was being difficult and she gave me some sound advice.

**Speaker 4:** It seems like I've known her forever. She's really changed, though. You'd never believe it but she used to be quite shy. She'd never speak up in class unless the teacher directly asked her a question. But she was always conscientious, hardworking, and now in retrospect, I can see she was working towards her goal in a very determined way. I really respect that. She always did her homework on time. She'd always wanted to be a novelist. In year eight, she won a national prize for creative writing and she's confidently giving press interviews; she's even been on a chat show on TV. It's hard to take it in that my best friend's famous! She had been quietly developing into a very clever young woman.

**Speaker 5:** I think a real friend in a way complements you. I mean, they bring out qualities in you that you would either never know you had or that you would never have developed. There's no doubt that Marcela and I became best of friends. She used to work as an accountant in my company but now works for a bank. She was always keen to climb the career ladder. Anyway, she's always coming up with suggestions to go hot-air ballooning or trekking that at first terrify me but that actually turn out to be great fun. Without her keenness to do these exciting things, I know I would never do them. That's why she's my best friend.

<b>Speaking</b>	Discussing the climate
<b>Reading</b>	Global climate change
<b>Vocabulary</b>	Weather and climate
<b>Grammar</b>	Interpreting and comparing
<b>Listening</b>	Aspects of climate change
<b>Vocabulary</b>	Describing change

**Workbook contents**

<b>Listening</b>	Climate change
<b>Vocabulary</b>	Climate change
<b>Grammar</b>	Interpreting and comparing
<b>Use of English</b>	Parts 3 and 4

**Student's book pages 136–139****Lesson planning**

- SV** The first Vocabulary section could be given for homework.
- LV** See extension activities in the Speaking, Vocabulary and Grammar sections.

**Speaking and Reading**

- 1** As a lead in, elicit from students the meaning of the unit title, *Under the weather* (feeling ill, or a little sad). Then introduce the topic of the weather by asking students which aspects of weather the photos illustrate. Allow students time to discuss questions 1–5, then get some feedback from the group as a whole.

**Extension activity**

Ask students to work in small groups and brainstorm vocabulary for severe weather conditions / natural phenomena. Give an example to get them started, e.g. *hurricane*. When they have finished, elicit the vocabulary from students and write it on the board.

**Possible answers**

drought, flood, frost, hail(stones), heatwave, hurricane, storm, thunder and lightning, tornado

For question 4, elicit students' personal experience of severe weather conditions, if you think this would not be distressing.

- 2** Ask students to discuss the question in pairs, or conduct the discussion with the whole class.

**Answer**

A mixture – there are facts about what scientists have discovered and predictions about the future which are educated guesses.

- 3** This question deals with recognising how sure people are when they present facts and opinions. Ask students to work on the activity in pairs.

**Vocabulary**

- 1** This exercise could be set for homework.

**Extension activity**

Write these phrases on the board. They are all taken from the article.

- *their starkest warning yet*
- *dire predictions*
- *it would wipe out hundreds of species*
- *the 2007 report painted a gloomier picture*
- *there is little room for doubt*

Ask students to look at the phrases in context in the article and deduce the meaning of the underlined words. Using an English–English dictionary, students could give some examples of the words in phrases or sentences. For example, *stark* can mean 'severe' as in *a stark warning*, or 'desolate' as in *a stark landscape*, or 'absolutely' as in *stark naked*.

- 2** This exercise practises collocations connected to the topic of weather.

**Answers**

1 e   2 f   3 d   4 a   5 b   6 c   7 i   8 g   9 h

- 3 Students now practise some of the collocations by putting them into context within the text provided.

**Answers**

- 1 torrential rain
- 2 ice cap
- 3 high tide(s)
- 4 sea defences
- 5 below freezing

## Interpreting and comparing

The language here is covered on page 174 of the Grammar folder.

- 1 Students discuss their answers in pairs before comparing them with the class.

**Answers**

- 1 main weather features
- 2 Rio de Janeiro
- 3 Stockholm
- 4 visibility
- 5 pollution
- 6 temperatures
- 7 humidity
- 8 Buenos Aires

- 2 Students do this individually and then check their answers in pairs.

**Answers**

- 1 C    2 A    3 D    4 B

- 3 Students should read the whole text first, then complete the gaps with an appropriate linking device from the box.

**Answers**

- 1 On the other hand
- 2 Indeed
- 3 whereas
- 4 contrary to
- 5 However
- 6 because

- 4 Put students in pairs to compare their different photos. Encourage them to use language of interpreting and comparing. Get feedback from the whole class once everyone has finished.

### Extension activity

Get students to find out about weather in major cities they know and make a similar chart to the one provided. Alternatively, you could use the internet to find information about the cities in the chart for the date when you are working on this unit.

Go through the information in the bullet points in exercise 1 and then refer students to the Exam spot. Explain that the examples provide phrases which students can adapt and use when talking about statistics.

Here are some further examples of general statements which give examples of different linking devices:

- *Britain has a temperate climate. By way of contrast, Hong Kong has a tropical climate.*
- *In comparison with Mexico, Sweden experiences colder temperatures.*
- *Many people believe that the whole of the African continent is hot and dry. On the contrary, there is a huge variety of climatic conditions throughout the continent.*
- *Although some areas of Australia are desert, many others produce lush tropical jungle.*
- *While Siberia experiences some of the coldest temperatures imaginable, other parts of Russia enjoy a subtropical climate.*
- *The west of Britain has quite heavy rainfall whereas the east receives comparatively little rain.*

## Listening

- 1 **2/15** Before playing the recording, check that students understand the vocabulary listed in the table.

### Answers

**Zoltan:** floods, global warming, greenhouse gas emissions, sea level, storms

**Kazue:** El Niño, floods, droughts, global warming, storms

### Recording script

**Zoltan:** Some people say, good, it's great if the world's warming up. We'll have better holidays. But if they stopped to think for a second, they'd realise it's serious. I mean, if it gets warmer, it stands to reason that more water will evaporate from the oceans and surely that means more storms somewhere else. There's evidence that there are more storms, hurricanes and so on and that they're more intense. Now that more accurate records are kept we can see that global warming is a fact. Another aspect of global warming is how this will affect the sea level – it'll definitely rise. I read something recently which suggested that the sea might rise by as much as half a metre over this century, you know, because as the ice melts, the oceans expand. Imagine what effect that'll have on low-lying areas around the world. Another thing that gets me is that we know all this and yet we're not reducing our greenhouse gas emissions anything like fast enough to stop the effects of climate change. We might be able to slow it down a bit but I think that's all.

**Kazue:** I know it seems as if there are more cases of extreme weather, like floods and droughts, but I wonder if it's only that we hear about them more than before because of the news on TV and the fact that now it's easier to communicate world events to everyone and very quickly. Surely there's always been severe weather. Storms are a natural phenomenon, after all. I admit there is evidence of global warming, but is there evidence to show that that's what's causing severe weather? Maybe we would have had these typhoons and floods anyway? I mean no one even really knows how storms form and the path they'll take. You see, what it is, is that the consequences are much greater these days. The world is more densely populated so in terms of the effect on population and financial loss the results are more devastating. Everybody's heard of El Niño and La Niña, but from what I hear, we still don't know whether it's global warming that's making things worse.

- 2 Ask students to listen again and make more notes about the speakers' views.
- 3 Then ask students to work with a partner and compare and contrast the speakers' views, using linking devices, as appropriate.

## Vocabulary

- 1 These words will be useful to students when interpreting information in charts, graphs or statistics.

### Answers

- 1 increase
- 2 rise
- 3 decrease
- 4 decline
- 5 reduction
- 6 fall
- 7 drop

- 2 Students work alone. Check answers with the class.

### Answers

upward change: increase, rise

downward change: decrease, decline, reduction, fall, drop

- 3 Check answers with the class.

### Answers

both – it describes something which is changing

- 4 Check answers with the class.

### Answers

- 1 slight, small
- 2 gradual
- 3 significant, steep, sharp
- 4 rapid, sudden



# Writing folder 9

Student's book pages 140–141

## Persuasive writing

- 1 The aim here is to show that many types of writing requested in the Writing test (Paper 2) include an element of persuasion. Discuss the first one as a class and then students complete the exercise in pairs.
- 2 Discuss this with the class as a whole. Point out that each pair of sentences relates to the task of the same number in 1. They will need to look to the task to think about what is suitable for the audience.

### Answers

- 1 a is better as b is far too dismissive for a sensible argument on a serious topic.
- 2 b is better – it gives far more information and is more reasoned.
- 3 b is better as it is using more meaningful vocabulary. It also provides sounder reasons for offering Anna the job.
- 4 a is better as it makes a practical suggestion rather than being rude about people who do not take the approach recommended as rudeness is likely to antagonise readers.
- 5 a is better as it explains things using more interesting vocabulary and structures.
- 6 a is better because it is more polite and is offering a constructive suggestion rather than being negative.

- 3 This task draws students' attention to the importance of planning a piece of writing. Accept any logical order suggested by students.
- 4 This task will help students to identify the key parts of the question and to organise their ideas.
- 5 Students discuss the questions in pairs.
- 6 Explain how you would like students to edit each other's first drafts. Go through the correction codes and give an example of each one if necessary.
- 7 Students write their first draft. They can do this in pairs if you think they need extra help.
- 8 Put students in pairs to read each other's work. Give them a chance to go through the drafts and suggest corrections.
- 9 The final version could be set for homework if time is short.

Speaking	Personality quiz
Reading	How to complain
Grammar	Phrasal verbs (2)
Listening	How to ask for a pay rise
Writing	A formal letter
Speaking	Getting your views across

**Workbook contents**

Reading and Use of English	Part 2
Vocabulary	Collocations; formal phrases
Writing	A formal letter of apology
Grammar	Phrasal verbs (2)

**Student's book pages 142–145****Lesson planning**

- SV Reading exercise 3, Grammar exercise 3 and Writing exercise 2 could be set for homework.

**Speaking**

- 1 Introduce the unit by asking what someone might be going to say if they start with the phrase *I'm afraid I really must insist*. Point out that the phrase *I'm afraid* is often used when we are in fact going to complain – it is not always an apology.

Explain that the situations in the quiz are ones in which people might feel they want to complain. Ask students to work with a partner and discuss what they would do.

When students have had enough time to talk about the situations, invite them to suggest alternative answers.

Students look at the key on page 161 and discuss whether or not they agree with the comments.

- 2 Ask students to discuss the questions to personalise the topic further.

**Reading**

- 1 Ask students not to look at the article while making their list of pieces of advice.
- 2 Students should now read the article (this could be set for homework if time is short) and match the headings to the paragraphs. Then ask if the advice they listed in Reading 1 was in fact mentioned in the article.

**Answers**

1 D 2 H 3 F 4 A 5 G 6 C

Check that students have understood the vocabulary in the article, especially idioms such as *spouting hot air* (= saying a lot of things in a very angry way) in the paragraph after heading 4.

- 3 Encourage students to give their own views about the advice given in the article. Which three pieces of advice seem the most important?

**Phrasal verbs (2)**

The language here is covered on page 175 of the Grammar folder.

- 1 Ask students to work in pairs and to answer the questions about the examples from the article.

**Answers**

*gearing up* = get ready for. You can use an object but you need to add *for* (e.g. *gear up for battle*). This phrasal verb is inseparable.

*find out* = get to know/discover. You can use an object. This phrasal verb is separable.

*go ahead* = continue/do what you intend to do. You cannot use an object. This phrasal verb is inseparable.

*carry out* = do for real/execute. You can use an object. This phrasal verb is separable.

- 2 Ask students to correct the sentences if necessary. You could point out that five of the sentences are correct.

#### Answers

- 1 ✓
- 2 I looked through the guarantee but I couldn't find out how long it was valid for.
- 3 ✓
- 4 ✓
- 5 We don't hold out much hope, but we are still trying to get compensation.
- 6 Trying to get a satisfactory answer to my queries took up the whole morning.
- 7 ✓
- 8 ✓

- 3 This could be set for homework if time is short. It allows students to use some more phrasal verbs in context.

#### Answers

- 1 give up
- 2 brought up
- 3 fit in with
- 4 settled in
- 5 call on
- 6 come up against
- 7 build up
- 8 draw on

## Listening

- 1 Ask students to discuss the pre-listening questions with a partner. These should get students thinking about the issue of asking a boss for a pay rise. Allow some time for class feedback.
- 2 **2/16** Give students time to read through the questions before playing the recording. Refer them to the Exam spot at this point.

#### Answers

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

#### Recording script

One of the most important situations in our professional life is when we feel we have to ask for a pay rise. It can be awkward but if you aren't assertive and you don't say what's on your mind, it may lead to you feeling undervalued and having a negative attitude to your work and workplace.

A positive attitude, forward planning and perfect timing are the keys to getting a pay rise. You may be asking for a number of reasons, ranging from a bigger workload or the increased cost of living to the fact that you've found out that a colleague is getting more than you. But these arguments will be secondary to your worth to the company.

Start by taking an objective look at your career. Are you good at your job? Are you punctual and reliable? Do people know who you are, and for the right reasons? Are you worth more than you're getting paid? If so, how much?

Are there any problems that you need to address? If so, make the changes subtly, over a period of time. Bosses are not stupid, and sudden bouts of punctuality just prior to a pay negotiation will seem like the worst type of creeping.

When planning your negotiation, don't base it on your gripes. Even if you think your future in the company doesn't look too rosy, bear in mind the 'what's in it for me?' factor. You may want extra money for all those things that are on your want list, for a holiday or a car, but your boss will be more convinced by an argument based on your quality of work and dedication.

To strengthen your viewpoint, plan for potential objections. If your boss is going to resist, what points is he or she likely to bring up? You could raise some first, along with arguments in your defence. For example, the sort of line you could take is, 'I know most pay rises are linked to set grades in this company, but I believe that my job has changed sufficiently to make this an exceptional case.'

Bartering can be embarrassing, but you will need to feel and sound confident. Remember that negotiations are a normal part of business life. Never pluck a sum out of the air. Know exactly what you will ask for and what you will settle for.

The timing of your communication can be crucial. Keep an eye on the finances and politics of the company to avoid any periods of lay offs or profit dips. If your boss can be moody, get an appointment for his or her most mellow time of the day. Never approach the subject casually. Being spontaneous might make your boss nervous.

There's always the chance that you won't get what you ask for. This is often the point at which reasonable demands and negotiations can turn into conflict. Never issue ultimatums, and don't say you'll resign if you don't mean it. Boost your confidence and your argument by having a backup plan (that is, what you'll do if you don't get the pay rise you want). Plan for the future by staying positive, asking when you could next apply and what can be done in the meantime to help your case.

## Writing

- 1 Go through the Exam spot and ask students to bear this in mind when they come to write their letter. Then ask students to read the writing task and discuss the questions. Their answers will vary here.
- 2 If time is short, the letter could be set for homework. To mirror exam conditions, ask students to write approximately 220–260 words.

## Speaking

- 1 Go through the bullet points with students and then ask them to tick the ideas they think are important and useful. Encourage them to give reasons. When they have finished, students should compare their suggestions with those of another student. Invite students to suggest more points to add to the list (e.g. using intonation for emphasis).
- 2 Go through the Exam spot. Point out that interactive communication is one of the criteria that examiners give marks for in the Speaking test.

# Exam folder 10

Student's book pages 146–147

## The Speaking test

- 1 This Exam folder provides practice in all four parts of the Speaking test (Paper 4). Go through the introduction with the students. Ask students to work in pairs and to discuss questions 1 and 2. It's important for students to be able to discuss their feelings about the Speaking test.

### Answers

- 1 Students' own answers.
  - 2 Examiners are looking for a range of accurate grammar and vocabulary, discourse management, clear pronunciation, and ability to display interactive communication.
- 
- 2 Ask students to work in pairs and to tick the points they mentioned in exercise 1 and to discuss the points they didn't mention.
  - 3 & 4 These tasks give practice of Part 1 of the test. Encourage students to expand their answers and to answer the question precisely. Monitor as they work and give constructive feedback.
  - 5 & 6 These tasks give practice of Part 2, when candidates are asked to comment on and/or react to a set of pictures.
  - 7 Students work together on this task, which helps to prepare them for Part 3. Students don't have to agree with each other. Monitor to make sure students are making equal contributions.
  - 8 This question helps to prepare students for Part 4, in which students participate in a wider discussion of the issues raised in Part 3. Give feedback on students' performance.

Speaking	Finding out about the news
Reading	A news article
Vocabulary	Choosing language
Listening	News broadcasts
Grammar	Connecting words

**Workbook contents**

Use of English	Parts 2 and 3
Listening	Citizen journalists
Vocabulary	Guessing meaning from context
Reading and Grammar	Part 3
	Connecting words

**Student's book pages 148–151****Lesson planning**

- SV Vocabulary exercises 2 and 3 could be set for homework.
- LV See the extension activity in the Listening section.

**Speaking**

- 1 Ask students to work with a partner to discuss questions 1–3.

**Reading**

- 1 Students should discuss the pre-reading questions as a lead in.
- 2 Check that students understand the verb in the headline *to binge* (to eat in an uncontrolled way). Then ask them to read the article and decide if the statements are true or false.

**Answers**

1 C 2 B 3 C

- 3 These questions allow students to react to the article in a personalised way. If students can't think of examples for question c, write some of the following on the board and ask the class to discuss their opinions: *cloning, designer babies, genetically modified food*.

**Vocabulary**

- 1 Discuss the point that journalistic language is often quite distinct. Journalists like to use interesting and dramatic language. Ask students to find the words individually.

**Answers**

- 1 identify  
2 exist  
3 prove  
4 find  
5 compare  
6 develop  
7 expose  
8 initiate  
9 recognise

- 2 This answer could be set as homework.

**Answers**

- 1 identification  
2 existence  
3 proof  
4 finding(s)  
5 comparison  
6 development  
7 exposure  
8 initiation  
9 recognition

- 3 Ask students to choose the correct words.

**Answers**

- 1 conducting  
2 come to  
3 risking  
4 raised  
5 find

## Listening

- 1 **2 17** Play the recording once and ask students to complete the summarising sentences individually. They should then compare their answers with a partner before listening again to check.

### Answers

- 1 Thursday
- 2 The Golden Age
- 3 lifestyle
- 4 rural
- 5 education
- 6 opinion
- 7 discussion
- 8 poverty

### Recording script

I'd like to finish this week's edition of *News Weekly* by telling you a little about what's happening in next week's programme. Because of next week's sports events *News Weekly* is being broadcast on Thursday rather than Tuesday. It will be shown at its usual time of half past eight. The programme's entitled 'The Golden Age' and it's an extended programme lasting an hour rather than the usual 40 minutes. The theme is contemporary youth. *News Weekly* is conducting an investigation into modern teenagers and their lifestyles. We usually record our programmes in London but next week, we'll be focusing on young people in rural parts of the country. There are plenty of programmes about young people in urban areas – this is something different and we're sure you'll find the results fascinating.

It touches on a number of issues – modern teenagers' attitudes to work, to friendship, to leisure, among other things. It looks most deeply at how young people feel about education and it comes up with some surprising conclusions. At the end of the programme there will be an opinion poll which we're hoping that all our viewers will take part in – you'll be able to call in on the usual number.

There is also a special website dedicated to this programme. This'll host a discussion after the programme has been broadcast, dealing with issues that it raises.

*News Weekly* is planning to investigate a number of other controversial issues over the coming months. It will, for example, dedicate a couple of programmes to the complex relationship between crime and poverty. ...

- 2 Students discuss the photo. Write their ideas on the board.
- 3 **2 18** Now play the news item and ask students to make notes.

### Answers

**Where:** Vancouver, Canada; Sochi

**Who:** Sir Philip Craven; John Furlong

**Topic:** Closing ceremony of the 2010 Winter Olympics

### Recording script

The night sky above a Canadian mountain village lit up last night in a glowing fireworks finale of a winter games that organisers say boosted the Paralympic Games to a new level worldwide.

Sir Philip Craven, President of the International Paralympic Committee, told the closing ceremony that these Winter Games had been "the best ever".

Amid a glittering display of skiers bearing torches down the mountain, dance and sports demonstrations, the official flag of the games was lowered to the strain of the Paralympic theme.

"Many of you will go home as champions, you all go home as winners," John Furlong, CEO of the Vancouver organising committee, told more than 500 athletes and hundreds more officials from 44 countries, as well as thousands of spectators before an outdoor stage.

"You have been remarkable ambassadors of the human spirit," added Furlong.

Officials said the Paralympic Winter Games had drawn an international audience via national television broadcasts and internet viewers that set records for both winter and summer games, while a record 85 per cent of all tickets were sold for alpine skiing, biathlon and cross-country skiing, wheel chair curling and ice sledge hockey events.



- 4 Ask students in pairs to discuss whether they can answer any of the questions before listening to the recording for a second time.

#### Answers

- 1 Closing ceremony of the Winter Paralympic Games
- 2 Fireworks, skiers bearing torches down the mountain, dance and sports demonstrations.
- 3 Athletes, officials and spectators.
- 4 The size of both TV and live audiences for the games.

### Extension activity

Ask students to retell the two items in their own words.

- 5 Elicit what the phrase *labour laws* might refer to and how these might be broken. Answers could include the minimum age at which children can start work, the legal maximum number of hours worked, safety and hygiene regulations and the minimum wage.
- 6 **2/19** Ask students to listen and answer the questions.

#### Answers

- 1 No
- 2 employing children and not paying workers the minimum wage
- 3 Workers are working illegally and therefore don't want to complain or they are so desperate for the work that they think it's better to have any job rather than no job at all.
- 4 Her boss said he would report her to the authorities and say she had lied about her age.
- 5 No

#### Recording script

Working undercover, I have discovered that many companies throughout the world are flouting the child labour laws and minimum-wage laws. And you can't pin this down to one particular part of the world or say that it only happens in big cities as opposed to country areas. I have witnessed with my own eyes child labour in cities in so-called developed nations and workers being paid well below the legal requirements in every type of work you can imagine, from agriculture to clothes factories. Unfortunately it's very difficult to get workers to complain and the reasons are numerous, from they're working illegally and therefore don't want to complain or they're so desperate for the work that they think it's better to have any job rather than no job at all. And unscrupulous employers are cashing in on this.

This overcrowded, noisy factory is in a city where outside people are eating pepper steaks in expensive restaurants, driving fast cars and earning a fortune. In here it's a different picture; it's like something from another age, rows and rows of women sewing clothes in a factory down a back alley just off a fashionable shopping street. This is what you call sweatshop labour; people working unimaginable hours, for half the minimum wage. I talked to a girl here, let's call her Janine, she's 14 and instead of going to school, she comes here to work to earn money so that she can help out with the finances at home. At first she'd intended to do it for just a couple of weeks during the holiday, but when she suggested that she might leave, her boss told her that if she left, he'd report her and tell the authorities that she'd lied to him about her age. And of course, the more school she missed, the harder it was to go back. A vicious circle.

- 7 There are two sides to this argument; one is that if malpractice is exposed, it cannot continue, and the other is that malpractice will be driven underground.

## Connecting words

The language here is covered on page 175 of the Grammar folder. Go through the information in the Corpus spot, reminding students to be careful when using *and* or *but*.

- 1 Remind students to read through the article first before filling the gaps with the linking devices from the box.

#### Answers

- 1 as
- 2 because
- 3 Then
- 4 So
- 5 Despite
- 6 even
- 7 but
- 8 And what's more
- 9 In all
- 10 By then

- 2 Ask students this question to round off the activity.

# Writing folder 10

Student's book pages 152–153

## The Writing Paper: general guidance

- 1 Students discuss the sentences. Get feedback from the whole class.

### Suggested answers

- 1 read / study
- 2 underline
- 3 plan; organise
- 4 choose
- 5 check; correct

- 2 Students discuss the question in pairs or small groups.

### Answers

It is usually sensible to pay special attention to the bullet points, the words in quotes, and the words in bold.

- 3 Students discuss the exercise in pairs before comparing answers with the class as a whole.

### Suggested answers

- 1 Suzi has not completely answered the question. She is not asked to compare all the benefits, only two. More importantly, she doesn't say which benefit of young people doing voluntary work is more important. This means that she doesn't fully answer the task.
- 2 Marco may write very well, but again, he does not answer the question. The question does not ask for personal experiences.
- 3 Lisa should use her own words. She may be penalised if she just copies words from the question as this does not show her ability to write.

- 4 Students discuss this in pairs. Check answers with the class, referring to the errors you discussed in exercise 3.
- 5 Students discuss this in pairs. They should make sure that they each choose a task that they can confidently answer individually.
- 6 & 7 Students discuss their ideas in pairs. Get feedback from the whole class.
- 8 If you are short of time, this can be completed as homework. Encourage students to always spend two or three minutes checking their writing carefully when they have finished.

<b>Speaking</b>	Intelligence
<b>Reading</b>	Observation as a research method
<b>Grammar</b>	Complex sentences and adverbial clauses
<b>Vocabulary</b>	Research and reporting on results
<b>Listening</b>	Different types of intelligence

**Workbook contents**

<b>Reading and Use of English</b>	Parts 4 and 6
<b>Vocabulary</b>	Common spelling mistakes
<b>Grammar</b>	Complex sentences and adverbial clauses

**Student's book pages 154–157****Lesson planning**

**SV** The Vocabulary section could be given for homework.

**Speaking**

- 1 Ask students to work with a partner and discuss questions 1–3. The pictures are provided to generate ideas and stimulate discussion.

**Reading**

- 1 Ask students to discuss what sorts of questions a horse might be asked and by whom. The answers are all revealed in the text.
- 2 Ask students to read the first part of the extract.
- 3 Encourage students to be inventive about how Hans might have answered the questions, before going on to the rest of the text.
- 4 Encourage students to draw on their own experience when answering these questions.

**Vocabulary**

1

**Answers**

- 1 systematic
- 2 investigate
- 3 observe
- 4 involve
- 5 influence
- 6 establish
- 7 procedure
- 8 consider
- 9 illustrate
- 10 distinguish

2

**Answers**

- 1 b   2 a   3 g   4 f   5 d   6 e   7 h   8 c

- 3 Students can compare their sentences in pairs or in small groups.
- 4 Ask students to do the multiple-choice questions on their own first. They can check their answers with a partner before you go through the correct answers.

**Answers**

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

- 5 Point out that all the gapped words collocate with another word in the text. Sometimes the word appears before the gap, sometimes after. Encourage students to notice collocations every time they read or listen to a text like this.

**Answers**

- 1 come as (no) surprise
- 2 forecast a result
- 3 incredibly accurate / accurate prediction
- 4 simple procedure / follow a procedure
- 5 controlled experiment / scientific experiment
- 6 lack of evidence / concrete evidence
- 7 cast doubt (over)
- 8 learn from (your) mistakes

## Complex sentences and adverbial clauses

The language here is covered on page 176 of the Grammar folder.

- 1 Go through the introduction to complex sentences and adverbial clauses. Discuss the examples of the different types of adverbial clauses with students. The examples cover adverbial clauses of time, place, manner, reason and condition. Point out the use of the conjunctions *every time*, *where*, *by*, *because* and *if*, which signal what type of information will follow.

### Suggested answers

The adverbial clause gives more information about:

- 1 how often something happened.
  - 2 where something happened.
  - 3 how something happened.
  - 4 why something happened.
  - 5 a possible situation and its consequence.
- 2 Refer students to the Exam spot at this point. Ask students to complete the sentences as appropriate.

### Suggested answers

- 1 he could predict football results.
  - 2 someone other than his owner asked the questions.
  - 3 he could not see the questioner.
  - 4 carefully observing what happened.
  - 5 many people were suspicious of his owner and his act.
  - 6 he could see them.
- 3 Students can compare their sentences in pairs or in small groups.

## Listening

- 1 This opening activity encourages students to think about what intelligence is, and if there are different forms of intelligence. When students have finished discussing the questions, get feedback from the whole class. Point out that 'emotional intelligence' is defined as the ability to understand the way people feel and react. This can be used to make good judgements and solve problems.
- 2 **20** Play the recording. Students check their answers with a partner. Get feedback from the whole class and ask students which person they feel they sympathise with most.

### Answers

- 1 c   2 d   3 a   4 e   5 b

### Recording script

**Speaker 1:** I was really intrigued the other day when a friend of mine told me I had good 'emotional intelligence'. EQ. Not IQ, but EQ. I'd never heard of the term so I asked her what she meant. She said that whenever she was feeling a bit down, I seemed to say exactly the right thing to cheer her up. She remembered the time she didn't get accepted on a course she'd applied for and said that I'd come up with good suggestions about what to do – and actually she did get on the course later! I think it's true that I can tell what people are thinking or feeling even before they say anything. I'm sort of 'tuned in' to people.

**Speaker 2:** At college, I've noticed most people, when they meet, they kiss each other on the cheek or hug each other. And, well, I mean, it makes them seem really friendly but I feel a bit awkward when they expect me to act like that too. I don't know if it's a man thing or whether it's just me but it's just not my thing to hug or kiss when I meet someone. I never know what to do anyway – kiss on both cheeks, or just one? And which one? What's the rule? Why doesn't anyone teach you this kind of thing?

**Speaker 3:** It's interesting, my brother, who's a doctor, can never remember my birthday. If he's smart enough to become a doctor, why does he struggle with a simple date every 12 months? Someone once told me "there's more than one type of intelligence", which explains a lot. Some people have a visual intelligence – they need to see information to be able to understand. There are auditory learners – they can absorb information best by listening to it. And then there are kinaesthetic learners who need to physically do something in order to learn. I did a quiz once, and it turns out I'm mainly visual but also kinaesthetic. I doubt whether this would help me find the quickest way of studying anything, but we'll see.

**Speaker 4:** I once took an intelligence test. Lots of numbers and shapes. I gave up after ten minutes. How is that supposed to measure my IQ? Maybe if you do enough intelligence tests, you become good at them, and then you get a huge score. I'm not good at numbers anyway. My wife is. She's like a human calculator. Ask her to write something, though, and she panics. She doesn't have much confidence when it comes to writing. Maybe someone said she wasn't good at it once, and she never bothered developing it. Some people are hopeless at reading maps, my mother for example, but my dad can't understand why she can't use one. Does it mean my dad is more intelligent than my mum? I don't think so.

**Speaker 5:** When I hear a song, once I've heard it just a couple of times, I can remember all the words. It's like a photographic memory, but with sounds. But I don't know whether it's the actual sounds, or it's just because when I hear a song, the music communicates a certain feeling and maybe that's what I latch on to. I get caught up in it and the words get attached to that feeling. It's like when people can remember exactly what music was playing at important times, like a soundtrack to their lives.

- 3 Ask students to decide which topic they most agree or sympathise with. If necessary elicit summaries of each topic first and write them on the board. Play the recording and ask students to make notes only on their chosen topics. Then give students about five minutes to plan how they will present their topic. Encourage them to add their own ideas and to give details from their own knowledge or experience. Put students in pairs or small groups to present their topic to each other. Encourage them to ask questions to find out more information.
- 4 This question gives students the opportunity to discuss their feelings about the exam, and to focus on any preparation they might need to do. After students have finished, get feedback from the whole class to find out a general view about students' feelings.

# Units 21–25

# Revision

Student's book pages 158–159

## Topic review

- 1 Ask students to work with a partner to discuss the questions. The aim of this exercise is to encourage students to recycle the vocabulary and structures they have covered in the preceding units in a personalised way.

## Vocabulary

- 2 Students do the exercise alone, before comparing answers in pairs.

### Answers

- 1 throw
- 2 trap
- 3 beaten
- 4 black
- 5 map
- 6 postcard

## Grammar

- 3 This activity consolidates the work students have done on connecting phrases. Ask students to work with a partner. They should read through the text first, then look at the underlined words and decide which category each connecting phrase belongs to.

### Answers

*while* = concession  
*also* = listing  
*that's why* = result  
*to summarise* = summing up

- 4 Answers will vary according to which connecting phrases students remember from previous units.

## Reading

- 5 Ask students to read the text to find out about the different roles people play.
- 6 Ask students to match the statements with the different types of team members.

### Answers

- 1 diplomat
- 2 challenger
- 3 innovator
- 4 challenger
- 5 innovator / diplomat
- 6 judge
- 7 expert
- 8 expert
- 9 judge / diplomat

- 7 Encourage students to give a personalised response to the questions.

