

Proficiency Expert

Teacher's Resource Materials

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Components

Expert Proficiency consists of:

- a Coursebook for classroom use with audio CDs.
- a Student's Resource Book for homework, private study or classroom use with audio CDs (with or without Answer key), which also includes one complete practice test.
- this Teacher's Resource Book.
- *Expert Proficiency Active Teach*: a standalone Interactive White Board component that includes pdfs of the Coursebook, Test Masters and online tools to help the teacher in the classroom. This will allow the teacher to present the course digitally in class and include some extra vocabulary games based on the coursebook wordlists.

Six key features

- 1 *Expert Proficiency* is flexible. It is designed in a modular way so that teachers can either follow the order of the material in the book or choose their own route through the course in order to meet the needs of specific classes. Each page or double-page spread is free-standing and almost always follows the same order in each module, making it easy to access and isolate separate elements of the course and integrate them in different ways.

So, a teacher might follow a linear route through each module and through the book. Alternatively, you might decide to follow different, tailored routes through each module, for example, starting with Speaking or Listening rather than Reading. And you might choose to do the modules in a different sequence, depending on your students' interests.
- 2 While each section can be taught independently, there are usually links between the sections to provide a coherent progression when the linear route is chosen. For example, the Language development in the 'A' units is contextualised in the previous Reading, as well as the Use of English text. Writing 1 usually provides useful skills related to Writing 2 in the 'B' unit. The Speaking usually has a topic which relates to the Listening in the same unit. The Language

development in the 'B' units often provides language which will be useful for students in the following Writing section.

The Expert Word Check box for each of the main Reading and Listening exam tasks contains ten words from the text that are intended to help the students develop their general vocabulary.

- 3 Most of the Use of English/Language development pages follow a teach-test approach, where the vocabulary and lexicalised grammar are first focused on in the Language development section to clarify form and meaning, then tested in a Use of English task.

Students are referred to the Grammar reference for a detailed summary of the grammar and to the Student's Resource Book for extra practice.
- 4 The sub-skills needed for the different parts of Paper 3, Listening and Paper 2, Writing are systematically practised in the Listening 1 and Writing 1 sections in the 'A' units. These include: Listening: understanding text structure, identifying attitudes and opinions, etc.; Writing: using appropriate register, planning your writing, coherence and cohesion, etc.
- 5 The Writing and Speaking strands in the 'B' units provide practice for each part of Paper 2, Writing and Paper 4, Speaking. However, the focus is more on process than end product. In other words, students are trained to build up good habits, develop the skill of self-monitoring and so become more independent learners.
- 6 Most sections contain an *Expert Strategy*, which provides clues to help students complete the task at hand. These often focus attention on how the task is constructed and thus help students to help themselves in the exam.

Coursebook

The Coursebook consists of ten modules, each divided into two units (A and B). Each module practises all the papers of the exam and includes grammar and vocabulary consolidation and development.

Each module is designed around a theme. There is a lead-in page, with an Overview listing what the module contains, which facilitates planning. Photos and questions prompt discussion aimed at getting students interested in the theme.

Then each of the two units in the module is based on a topic linked to the overall theme of the module.

At the end of each module, there is a Module review with revision and further practice of the language covered in the module.

After Modules 2, 4, 6, 8 and 10, there is an Exam practice section in the Teacher's Resource Book, each containing a selection of tasks from Paper 1, Reading & Use of English, Paper 2, Writing, Paper 3, Use of English and Paper 4, Listening.

Other elements of the Coursebook are:

- Exam overview at the front of the book, giving an outline of what is included in each paper and what skills are tested in each section
- Exam reference section at the end of the book, giving more detailed information about what to expect in each part of the paper, plus a list of recommended strategies for each task type
- Grammar reference section, giving more detailed information about the main grammar points practised in each module
- Writing reference, which provides:
 - a mark scheme, showing what the examiners are looking for when determining the three pass grades (Bands 3, 4 and 5)
 - a checklist to help students monitor and edit their own writing
 - a sample question for each type of writing task in the exam, with model answer, specific guidance and another question for further student practice
 - sections to give useful support on areas practised in the Writing sections such as linking devices
- Speaking material/Keys section with extra material (e.g. photographs and audioscript extracts) needed for the modules

Module and unit structure

Each module contains the following sections. For ease of use and flexibility, the spreads are in the same order in each unit. The teaching notes indicate when the photocopiable activities at the back of this Teacher's Resource Book may be used to expand or supplement the lessons when there is additional follow-up material in the Student's Resource Book.

Overview and Lead-in questions

Use the Overview to introduce the module contents. You could discuss with the class in what order they would like to cover the module.

Use the photos and Lead-in questions to generate interest in the overall theme of the module.

'A' units

Reading

The texts have been chosen for their interest value, as well as their potential to provide a 'window on the world' and generate discussion. There is a three-stage approach.

Stage 1: A Before you read exercise establishes the topic and gives a purpose for reading the text through a first time. For example, in Module 6A (*Sense of adventure*), students discuss questions about various electronic devices. They then skim the article to compare how the writers answer the questions and discuss the writers' opinions on technology.

Stage 2: Students do an exam-style reading task. They should be referred to the relevant Task strategy points before attempting the task for the first time. These can be found at the back of the book in the Exam reference. Each task is followed by a Task analysis exercise, in which students are encouraged to discuss and compare how they performed and which strategies they found useful.

Stage 3: A discussion activity, based on the text, which may incorporate some vocabulary. Questions for discussion relate to the students' own lives and encourage them to give their opinions.

Vocabulary

This section practises and sometimes extends language from the reading text in the previous section. Areas focused on include collocation, idiomatic expressions, phrasal verbs, prepositions and easily confused or similar words. Students are given opportunities to use the vocabulary in a different context and personalise it.

Use of English 1

This section practises one of the tasks found in Paper 1, Reading & Use of English, using a text which relates to the topic of the unit. There is further practice of all parts of Paper 1 in the Student's Resource Book and in the Teacher's Resource Book (Exam practice).

Stage 1: The Lead-in exercise aims to build up motivation in relation to the topic of the text and generate some of the vocabulary needed. This is usually done through a short discussion.

Stage 2: Students are referred to the Task strategy at the back of the book and asked to complete the task. Graded guidance is supplied, e.g. students are usually asked to read the text quickly first for general comprehension. They are further supported by Help clues, which give specific guidance for individual answers. This support is reduced throughout the book.

Students are then asked to analyse the language tested in the task. The questions often relate to language focused on in the following Language development section.

Stage 3: A discussion based on the content of the text.

Listening 1

In Modules 1–6, this section develops the listening skills needed for different parts of Paper 4, Listening. The last four modules (7–10) provide further exam-style practice tasks.

Stage 1 The Before you listen exercise encourages students to think about the topic and introduces or gets the students to generate vocabulary.

Stage 2 Exercises that focus on and develop the sub-skills needed for Paper 4, Listening. For example, in Module 1A (*Performing arts*) students learn to recognise concrete pieces of information, thus training in the skill of distinguishing main points from details. This is an important skill for Parts 2 and 3.

Stage 3: A discussion activity based on the text.

Language development 1

This section generally focuses on an aspect of the language tested in the Use of English section in the same module.

These sections contain a range of controlled and less controlled practice activities, linked to the topic of the unit. There are opportunities for personalisation.

There is a cross reference to the Grammar reference section at the end the book, which provides a detailed summary of the language point being practised. Students should be encouraged to use this resource to check their answers.

Further communicative practice of the language area is often provided in the photocopiable activities at the back of the Teacher's Resource Book.

This section is always followed up in the Student's Resource Book by further language practice, plus another exam-style Use of English task that provides a further test of students' understanding of the language, as well as exam practice.

Writing 1

Each Writing 1 section practises a sub-skill required for the Writing tasks that students may be required to do in the exam. For example, Module 3A (*Who's in control?*) focuses on summarising and evaluating information, an important skill for Paper 2, Part 1, the compulsory task. Module 8A (*A question of style*) focuses on structuring an essay and using discourse markers.

Stage 1: A 'Writing strategy' note explaining to students how practice of the sub-skill helps prepare them for Paper 2, plus an activity aimed at raising awareness of the issue.

Stage 2: A controlled practice task. The task might consist of sequencing notes in the most appropriate order, rewriting a paragraph, choosing the most appropriate language, identifying the key information in a text or matching information in a student answer with language in the input.

Stage 3: A freer practice activity. This could consist of a film review, a letter or a newspaper article. In many cases, students are encouraged to exchange their work with a partner.

This section is sometimes followed up in the Student's Resource Book, with practice of relevant vocabulary for the task or further sub-skills practice.

'B' units

Listening 2

This introduces the topic of the 'B' unit. It may be covered before or after the Speaking section, which usually has a linked topic.

Stage 1: A Before you listen activity. This aims to establish the context, to get students to predict the content and to generate the vocabulary needed for the task.

Stage 2: An exam task, with relevant strategies provided in the Exam reference section. Students are usually provided with Help clues, which give them guidance as to how to answer some of the questions. A Task analysis exercise encourages students to reflect on the task they have completed and share the strategies they have used.

Stage 3: Discussion based on the topic of the text. This section is sometimes followed up in the Student's Resource Book, e.g. with practice of relevant vocabulary for the task.

Speaking

Each section provides relevant vocabulary for the exam-style task students have to do, covers the strategies needed for the task and provides useful functional exponents.

Stage 1: Vocabulary that students might find useful in the Speaking task is introduced and practised. For example, in Module 1, students practise adjectives which describe music. The exam task is to discuss the different types of performing arts illustrated in the photographs.

Stage 2: Sample answer. Students are referred to appropriate Task strategies at the back of the book. They then listen to the examiner's instructions and an example of a student or students doing the task. They evaluate the performance of the speaker or speakers. They then listen again to focus on useful language exponents.

Stage 3: Students perform the exam task themselves, using the same photos or different ones at the end of the book. A Task analysis exercise encourages them to reflect on how well they performed.

This section is sometimes followed up in the Student's Resource Book, e.g. with practice of relevant vocabulary for the task.

Language development 2

As in Language development 1, this section usually practises an aspect of the language tested in the following Use of English section.

This section is always followed up in the Student's Resource Book by further language practice.

Use of English 2 & 3

The task in these sections focuses on another part of Paper 1. The texts are related to the topic of the section.

Writing 2

The Writing 2 sections cover all the types of writing that students may be required to do in the exam. There is particular emphasis on the compulsory Part 1, which requires analysis of input material such as letters and adverts.

The principle behind the section is to establish 'good practice' through a clear set of procedures consistently applied, which can be used when answering any exam Writing task.

The approach focuses on process more than end product. Each spread is graded and the aim is to give carefully guided preparation so that students build up to complete the main task at the end of the section. There is considerable language support in each section.

In the Writing reference, there is a model answer for each type of writing in the exam, notes for guidance and a second task for further practice if desired.

The procedure in the Writing sections is as follows:

- 1 Lead-in
- 2 Understanding the task
- 3 Planning the task
- 4 Thinking about the language and content
- 5 Writing
- 6 Checking and improving the writing output

This section is always followed up in the Student's Resource Book with further practice of the sub-skills required by the task.

Module reviews

These revise the grammar and vocabulary of the previous module in non-exam formats. The exercises can be used as practice in the classroom, given as a test or set as homework.

Student's Resource Book

The Student's Resource Book is an integral part of the *Expert Proficiency* course. It contains ten modules that mirror the themes and contents of the Coursebook units. It can be used:

- by teachers to supplement and extend the Coursebook lessons.
- by students on their own to consolidate and enrich their language and practise exam skills.
- as an intensive course, e.g. in the last term before the exam.

It provides extensive grammar practice in the Language development sections, vocabulary consolidation and extension in the Vocabulary

development sections and additional topic-related exam practice for Papers 1–3. There is a complete Practice Exam at the end of the book.

The Student's Resource Book comes with an audio CD.

Each module contains the following sections.

'A' units

Vocabulary development 1

This section provides extensive practice of the vocabulary focused on in the Coursebook.

Language development 1

This section provides extensive practice of the language area focused on in the Language development section of the Coursebook.

Use of English

There are two pages related to this part of the exam. The first contains a Paper 1, Use of English-style multiple-choice cloze or word-formation task, typically linked to the Reading text in the Coursebook. It is intended as a follow-up to the Vocabulary section in the Coursebook, providing an opportunity to practise related language in an exam format.

The second contains another exam-style task which provides further exam practice and also tests the language area in the Language development section. In early modules, the task type is the same as in the Coursebook, but in later modules, there are different task types.

Listening

This provides further practice of a Paper 3 exam task type already practised in the Coursebook. The content is always linked to the topic of the 'A' unit in the Coursebook.

'B' units

Vocabulary development 2

This section provides extensive practice of the vocabulary focused on in the Coursebook.

Language development 2

This section provides further practice of the language area focused on in the Language development section of the Coursebook.

Use of English

This section provides another exam-style task, which provides further exam practice and tests the language area in the Language development section.

Reading

Further practice of a Paper 1 exam task type already practised in the Coursebook. The content is always linked to the topic of the 'B' unit in the Coursebook.

Writing

Further practice of the sub-skills required by the exam task type covered in the Coursebook module.

Complete practice exam

A complete exam provides the opportunity for timed exam practice. It can be used at the end of the course or at any stage of the course.

Teacher's Resource Book

As well as this introduction, the Teacher's Resource Book contains:

Unit-by-unit teacher's notes

Guidance on how to use the Coursebook material; 'books closed' activities to get things going at the beginning of modules and sections; background information on the texts; ideas for additional activities; answers to all exercises with explanations where helpful.

OMR answer sheets (photocopiable)

Replicas of the answer sheets students have to use in the exam for the Reading, Listening and Use of English papers. They can be photocopied and given to students when they do the Exam practice sections (see below) or the Practice exam in the Student's Resource Book.

Photocopiable activities

A pre-course exam quiz to see how much students already know about the Proficiency exam; three photocopiable activities to supplement each Coursebook module, providing communicative classroom practice for grammar, vocabulary and skills; full teacher's notes and answer keys for each activity.

Exam practice (photocopiable)

Five exam practice sections for use after Modules 2, 4, 6, 8 and 10. Each section provides practice tasks for Paper 1, Reading & Use of English, Paper 2, Writing and Paper 3, Listening. The recordings for the Paper 3 listening tests can be found on the Coursebook audio CDs after the appropriate module. Answer keys are at the appropriate points in the unit-by-unit teacher's notes.

Audioscripts (photocopiable)

These are all at the back of the book for ease of reference and photocopying.

Abbreviations used in the Teacher's Resource Book

CB = Coursebook

SRB = Student's Resource Book

TRB = Teacher's Resource Book

OMR = Optical Mark Reader

cf. = compare

l./ll. = line/lines

p./pp. = page/pages

para. = paragraph

This module contains various topics related to the theme of performance, including the life of aspiring dancers, film, animation, concerts, acting, music and stand-up comedy.

Photocopiable activity

The pre-course photocopiable activity on pages 138–139 provides an introduction to the CPE exam. Students find out how much they know about the exam by collaborating to complete a passage about it, referring to the Exam overview on page 6 or the Exam reference on page 167 of the coursebook where necessary.

After the quiz, show students other features of the book. This could be done as a quick quiz with questions such as *Where can you find the Grammar reference?* (page 172) *What can you find on page 191?* (the Writing reference). Use the contents map to ask questions such as *What type of writing is practised in Module 4?* (a report)

Lead-in p.7

Start with books closed. Ask students what they think of when they hear the expression *The Arts*. Elicit different art forms and the term *performing arts*.

- 1 Ask students to read and discuss the quotes below the photos.

Background

The sources of the quotations are:
'Music is the most universal language ...' Charles Hazelwood, internationally renowned British conductor;
'There is a bit of insanity in dancing ...' Edwin Denby (1903–1983) American dance critic, poet, novelist;
'I love acting. It is so much more real than real life.' Oscar Wilde (1854–1900) Irish writer and poet;
'There are no limits. There are plateaus, ...' Bruce Lee (1940–1973) Chinese-American martial artist.

- 2 In small groups, get students to brainstorm types of performance. Find out how often the class watches performing arts.
- 3 Check students understand the vocabulary before they do the tasks in groups. Students may have to use their imagination but could support ideas with real examples. How much is success based on natural talent, hard work or luck? Elicit examples of people who have had a *lucky break*.

- 4 This might be difficult in a multi-national class as most top performers do not have international profiles. In such classes, students could be asked to prepare a short presentation on a well-known performer from their country.
- 5 Discuss the effects of changing fashions as well as the influence of technology.

2 Possible answers include: dance, acting (film + theatre), music (all kinds that involve performing, not just listening), musical theatre, acrobatics (including juggling, stilt-walking, clowns, etc.), busking (playing music on the street), magic, martial arts (when done for performance), flash mobs

1A Have you got what it takes?

Reading 1 p.8

- 1 Use the photos, which show performers at the 2008 Olympics in Beijing and a youth orchestra, as examples of people who perform anonymously in a large group. Other examples are; choirs, orchestras, background dancers, corps de ballet (the background group of dancers in a ballet), rock groups (apart from the lead singer who often has a major role), breakdancing groups, acrobatic teams, cheer leaders, performers in street parades/carnivals, film extras. For question 2, discuss students' preferences and find out if any have experience of performing either anonymously or as a soloist/star. If time, discuss how the point relates to their fashion styles.
- 2 Check that the concept of *gist* (the main ideas, points and topics of a text) is understood. Elicit a suitable time (1–2 mins) to skim the text. The instruction also highlights the concept of topic sentences, usually found at the start of paragraphs.

The gist of each paragraph can be summarised in a few words. Students could work in pairs to match summaries to paragraphs and justify their choices with excerpts from the text.
- 3 Point out that the information given in the rubric of exam questions helps with understanding. In this case *an article* tells readers what type of text it is, *about dancers in London* gives information

about the topic. Remind students that the more they know about a text before they read it, the easier it will be to understand it.

Remind students that in multiple-choice questions one answer is correct and the other three are incorrect. It can therefore be as helpful to find the evidence to rule out the three 'distractors' as it is to find evidence for the correct answer.

- 4 The analysis could be done in groups or as a whole class activity.
- 5 This is a personalisation activity which gives students a chance to talk about their experience or fears of performing in public and the areas in which they would like to perform.
- 6 Draw students' attention to the vocabulary in the Expert Word Check. This feature highlights useful vocabulary from the text. Get students to find the words in the text and, if they are unsure of the exact meaning, to deduce it from the context before giving them a definition or letting them use a dictionary to check. For example, on line 4 ask. Is 'tatty' positive or negative? Does it describe appearance or atmosphere?

Other interesting vocabulary includes *out of sync* (line 26) and *catch-22* (line 48).

Photocopiable activity

Activity 1A could be used here. It is a groupwork activity in which students read short passages and match them according to gist.

- 2.2 para 1:** A harsh reality **para 2:** It's who you know, not what you know
para 3: Complaints are useless
para 4: A financial dilemma
para 5: A source that never runs dry
Extra heading: The dangers of fame
- 3** 1 C (line 8: *have no real prospects*) 2 B (lines 16–18: *where talent and ... provide no guarantee of success*) 3 A (whole paragraph) 4 B (line 48: *It's catch 22, because you won't hear about auditions without one*) 5 C (line 54: *with every coming year, push out hundreds of new dancers*) 6 D

Vocabulary p.10

- 1a** This would be a good opportunity to recommend a good dictionary for those students that don't already have one. It should be an advanced level language learners' dictionary

that includes grammar codes and usage patterns. The extracts here are from the *Longman Exams Dictionary*. The *Longman Dictionary of Contemporary English* (LDCE) would also be suitable.

Some students will need an explanation of some of the grammar terms. The two extracts give good examples of transitive and intransitive verbs. Ask students to find how other word types, such as adjective, adverb, preposition, and pronoun, are abbreviated. Ask them to find out what *sb* (somebody) and *sth* (something) mean in usage notes and how the dictionaries record useful information such as whether a word is British or American English (BrE/AmE), formal or informal, and mainly spoken or written.

- 1b** This could be done by splitting the class into five groups and giving them one word each to look up and explain to the class. Ensure that they get the correct stress on the words (e.g. *auditorium*/ooOoo).

This would be a good point at the start of the course to discuss how students plan to record the new vocabulary that they will encounter. Will they have dedicated vocabulary notes and how will they arrange them (by date? alphabetically? by topic?). Also discuss what aspects of each new word they need to record and how, using previous examples.

- 2** Suggest that students do the exercise first using their existing knowledge and what 'feels' right and then use a dictionary to check the noun + preposition combinations. Encourage students to guess answers where they are unsure as they may well know the correct form subconsciously from reading or hearing it without being able to state it as a rule. Also remind students that in the exam candidates do not lose marks for incorrect answers.
- 3a** The exercise introduces idiomatic phrases. Ask students to find the phrase *leap at the chance* in line 64 of the text on page 9 and to guess the meaning. They then complete the exercise. Dictionary training continues in this exercise as students have to work out where the best place to look up a phrase is. For example, is a *leap in the dark* listed under *leap* or *dark*?
- 3b** Remind students that they need to pay attention to the tenses as they replace the underlined words with one of the phrases. Point out that in addition to meaning *leap*, *bounds* has another unrelated meaning of *limits* as in *know no bounds*. Both are used in this exercise.

- 4 Start by checking that students understand the concept of collocation with some familiar examples. Ask them for the next word in the sentence 'She had long blonde ...'. Point out that most people will say 'hair' even without any context because of the strong collocation between *blonde* + *hair*. Point out that these are all theatrical expressions.

Background

Manu Chao, born in 1961, is a French singer with Spanish roots. He sings in numerous European languages and in Arabic. He has had success across Europe with his band Mano Negra and as a solo artist since 1995.

Bidji, better known as Lyricson, is a reggae singer born in Guinea.

- 5a/b The difficulty with compound words in English is knowing whether to write them as one word, two words joined with a hyphen or as two separate words. In exercise 5a, the compounds formed are mainly two-syllable words and therefore written as one word.

Photocopiable activity

Activity 1B could be used here. It is a groupwork activity in which student pairs complete gapped sentences with words given to them by another pair.

- 1a audition** (1) *n* tells you it's a noun, [C] indicates it's countable, [+ for] shows that it's followed by the preposition *for* in a sentence. **audition** (2) *v* tells you it's a verb **1** [I] indicates it's intransitive, so not followed by an object [+ for] shows that the intransitive form is followed by *for* **2** [T] indicates it's transitive, and so followed by an object.
- 1b choreography** /ˌkɒrɪˈɒɡrəfi/ *n* [U] the art of arranging how dancers should move during a performance
auditorium /ˌɔːdətˈɔːriəm/ *n* [C] plural **auditoriums** or **auditoria** **1** the part of a theatre where people sit when watching a play, concert, etc **2** *AmE* a large building used for concerts or public meetings
inspire /ɪnˈspɪə/ *v* [T] **1** to encourage someone by making them feel confident and eager to do something: *We need someone who can inspire the team.* |

inspire sb to do sth *He inspired many young people to take up the sport.* | **inspire sb to sth:** *I hope this success will inspire you to greater efforts.* | *Inspired by the sunny weather, I decided to explore the woods.* **2** to make someone have a particular feeling or react in a particular way: *Gandhi's quiet dignity inspired great respect.* | **inspire confidence** (= make people feel confident because they trust your ability) *His driving hardly inspires confidence.* | *The hospital's record does not inspire confidence.* **3** to give someone the idea for something, especially a story, painting, poem, etc.: *The story was inspired by a chance meeting with an old Russian duke.* | *a range of designs inspired by wild flowers.* **4** *technical* to breathe in

backstage /bækˈsteɪdʒ/ *adj, adv* **1** behind the stage in a theatre, especially in the actors' dressing rooms → **offstage** **2** in private, especially within the secret parts of an organisation: *intensive backstage negotiations*

preview /ˈpriːvjʊ/ *n* [C] **1** an occasion when you can see a film, play, painting, etc., before it is shown to the public: **[+ of]** *a sneak preview of the new fashions for the autumn* | *the press preview of the show* (= when people who write for newspapers, TV, etc., could see it) **2** a description of a film, TV programme, show, etc, that people will be able to see soon

preview *v* [T] **1** to see or describe something before it is shown to the public: *Journalists will be able to preview the exhibition tomorrow.* **2** to show or perform something before it is shown to the public: *The band will preview their new album on 2nd March.*

- 2** **1** for **2** on **3** for **4** to **5** of **6** in **7** with **8** for
- 3a** **1** was endless **2** was extremely happy **3** a step into the unknown
- 3b** **1** knew no bounds **2** jump down my throat **3** leap at the opportunity **4** by leaps and bounds **5** out of bounds **6** jump to conclusions
- 4** **1** dress **2** limelight **3** backing **4** stage **5** standing **6** cue **7** live **8** emotional **9** curtain
- 5** understudy, underact, underwriter, soundtrack, soundstage, playwright, playact, overact, screenwriter, backstage, backtrack

Use of English 1 p.11

- 1 If it is the first time students have encountered this type of exam task, take time to explain what they need to do. Use the Expert Strategy notes on p. 167. The task requires candidates to identify what form of the given word is required for each gap and to form it using prefixes and suffixes, paying attention to the use of negatives.

Students should start by skimming the text to get the gist, then work through using clues around each gap to identify which form of the given word is required (e.g. noun, adverb, negative adjective). Point out that the word needs to fit both grammatically and in meaning.

Do the first two together as an example. (0) is an adverb as it precedes the adjective *acclaimed* and is formed by adding *-ly* to the adjective *wide*. 1 is a noun as it follows the article *a* and the adjective *successful*. it is formed by adding *-ation* to the end of the verb *adapt*.

Background

Mamma Mia has become one of the most successful musicals around the world since it opened in London in April 1999. It is estimated that over 50 million people have seen it around the world. The production uses Abba songs to accompany the story of a girl searching for the identity of her father, who invites three former friends of her mother to her wedding on a Greek island that they have not visited for 20 years. It was made into a successful movie, starring Meryl Streep, released in 2008.

- 2 The purpose of writing a review here is to practise and recycle some of the vocabulary from the module. As an exam task, reviews are covered in Module 5. Therefore students should not worry too much about the structure of their reviews at this stage. Encourage them to give an opinion of a production they have seen recently.

Extra!

Finish by asking students to find more vocabulary in the *Mamma Mia* text that fits the theme of the unit and that may be useful when writing about performing arts. (e.g.: *adaptation*, *plot*, *based on*, *production team*, *be received*.)

- 1 1 adaptation 2 playwright 3 lyricists
4 misinterpreted 5 questionable
6 unprecedented 7 preview 8 backstage

► Student's Resource Book, pages 6–7

Listening 1 p.12

- 1 Start by asking students if they recognise the picture. It is from *The Snowman* (released in 1982) by Raymond Briggs. Elicit the type of film it is (*animation*).

As well as the more familiar roles such as *producer*, *director*, *camera operator* and *sound engineer*, students might know less common jobs such as *location scout*, *stunt coordinator* and *set dresser* as well as more unusually named roles such as *gaffer*, who is chief electrician and often responsible for the set lighting, *best boy* who is the gaffer's assistant and responsible for day to day control of lighting, and *Foley artists* who use props to create sound effects.

- 2 ► T1.02 Start by reading the exam strategy box and Exam reference on page 170. Then ask them what they can learn from the task rubric. It is a talk (therefore one speaker) by an animator talking about his work (animation). Students need to complete the sentences using a word or short phrase (i.e. 2–4 words). Get them to read the notes to get the gist of the talk and to think about what type of information they need to listen for.
- 3 ► T1.02 Students listen again and complete the task.
- 4 If students are not interested in animation/arts, an alternative would be to role-play asking a careers officer questions about study/work in any areas they are interested in.

- 3 1 illustration (*I decided to study for a degree in Fine Art at first, with a view to working in illustration*) 2 imperfections (*It was him who told me not to erase any imperfections, but rather to draw over them and correct them, because this contributes to an overall effect of movement.*) 3 realistic (*I generally prefer realistic drawings*) 4 film festival (*I decided to enter a piece in a film festival, and fortunately won several awards!*) 5 ads/adverts/advertisements (*I still do quite a bit of work for advertisements, as these tend to be fairly short projects, yet lucrative. So, they fund the films.*) 6 collaboration (*Creating an animated film involves a great deal of collaboration, and I love the way everybody pushes towards a common goal.*) 7 by hand (*I still choose to do most of the artwork by hand.*)

8 observation (*But I'd say that observation is key to the animator's work.*)
9 (facial expressions/voice of) actors (*Actors have really helped there.*)

Language development 1 p.13

This section offers a quick review of past and present tenses in particular by focusing on state verbs in the present in Exercise 1 and time words used with different tenses in Exercise 2.

- 1** Students need to look at each pair of sentences that use different meanings of the same word and decide which are possible and to correct those that are not. Do the first together as an example. 1a *look* = appear/seem and is therefore a state verb and needs to be in the simple form – *it doesn't look*. 1b *look* = search/seek is an activity and so not a state verb and can be used in the continuous – *they are looking*.
- 2** Get students to start by skimming the text to discover that it is a conversation between two people discussing a third friend, a dancer called Ryan. They then complete the dialogue using either a suitable word from the box or a form of the given verbs. It is a complicated exercise so get students to compare answers in pairs/small groups before going through it with the whole class.

- 1** 1a wrong *it doesn't look* 1b wrong *they are looking* (current activity)
 2a wrong *I really don't see* (see = understand, therefore a state verb)
 2b correct (see = meet as future arrangement) 3a wrong *they have (got)* (have = possess, therefore a state verb)
 3b correct
 4a correct (concern = involve/affect state verbs) 4b correct (concern = worry, a temporary current activity)
 5a correct (mind = object – a state verb)
 5b correct (mind = look after, a current activity)
- 2** 1 since 2 met 3 yet 4 to find 5 still
 6 hasn't travelled 7 's/has been doing
 8 lately 9 long 10 becomes 11 's/is
 12 currently 13 doing 14 first 15 've/have seen 16 before 17 had

Use of English 2 p.13

If students are unfamiliar with this type of exam task, spend some time studying the Expert Strategy notes on p.167 so students understand what is

required. Point out that in the exam they will have about 10 minutes to complete the task.

- 1a** Students skim the text for general understanding and to find Sir Peter's comments. Discuss whether they agree with him or not.
- 1b** Remind students that the word they choose must fit both grammatically and in meaning. They must look at the whole sentence containing the gap and especially at the words just before and after each one to identify the phrasal verb, conjugation, collocation, pronoun etc. that is required. If they aren't sure of the missing words tell them to trust their instincts, their subconscious mind might know! Remind them that in Cambridge exams they will not lose marks for incorrect answers and should attempt every question. They should finish by reading the whole text through once more to see if it all fits together and makes sense.
- 2** Get students to discuss the first two opinions in pairs or small groups, pointing out that they are the type of questions that they may be asked in the speaking exam. If the class are still concentrating, discuss the last point together.

1b 1 went 2 Despite 3 one (phones) 4 What
 5 that 6 had 7 on 8 few

► Student's Resource Book, pages 8–10

Writing 1 p.14

Go over the demands of this task with the class: to compare two related texts, to summarise them in your own words and to add a personal evaluation/opinion of the content. Look at the strategy box together.

- 1** Ask students to read the task rubric and answer the two questions for consolidation. Then ask students to spend a few minutes reading the two texts. At this stage of the course it might be useful to quickly check if there is any unknown vocabulary in the texts.
- 2** Students read the model answer and discuss how good an answer it is. Hopefully students will notice that it is successful in that it summarises both texts clearly, uses paraphrasing well, and evaluates them effectively.
- 3** This exercise highlights useful vocabulary when summarising texts. If time, give students examples of how the alternative word in each pair could be used.

- 4a/b** Students review the organisation and structure of the model essay including the use of paraphrasing and linking words and expressions. Ask the class to find examples such as *On the stage, it's down to you* (text 1) – *the stage actor is unaided* (Model answer, para 1).
- 5** Students discuss the more personal element, the evaluation. Here there is likely to be more disagreement.
- 6** There is a similar writing task on page 192 that students can do for homework.

- 1** 1 an essay..2 summarise & evaluate
3 1 discuss 2 examines 3 compares
 4 communicate 5 suggests 6 demand
 7 acquire 8 acknowledges 9 advocates
4a Students should underline from *Firstly, the first text the same result.* (para.1). Then, paragraph 3.
4b Students should highlight paras. 2 & 4
6 Answers will vary.

1B It's live!

Start with books closed. Briefly discuss music tastes with the class. What sort of music do you listen to? Do you prefer to listen to live or recorded music? How often do you go to live gigs?

Listening 2 p.15

- 1** ▶ T1.03 Students listen to someone talking about recording music and answer the two questions.
- 2** ▶ T1.04 This is a multiple matching exercise that some students may not be familiar with. Start by getting students to read the Expert Strategy note on page 15. Then get them to read the task rubric (You will hear ...) and to read the 2 tasks. Follow up with some concept questions to check they understand what is required. For example, *How many speakers will you hear?* (5), *What are they talking about?* (their free-time activities), *What do you have to listen for in Task 1?* (their main reason for doing the activity), *How many times will you hear the recording?* (twice).

If needed, draw students' attention to the help points for three of the questions. Follow up by focusing students' attention on the strategy they used to complete the task. For example, did they try to answer Task one the first time they listened and Task two the second time, or did

they attempt both the first time and check them the second time?

- 3** Discuss personal views of the content.
- 4** The words in the check list are all from the audio script. If students are unsure of the meaning of any, give them a copy of the script and ask them to deduce the meanings from the context before checking in a dictionary. Check they know the pronunciation (e.g. pay attention to linking in *tag_along* and *thrive_on* and stress in *inevitable* and *hilarious*) and use of each word/expression.

- 1** 1 you can try different things, do more than one take, experiment with mixing techniques 2 live performances (*they sometimes lack the soul and the strength of emotion that artists produce in a live performance. There's nothing to beat that, really!*)
- 2 Task One**
 1 G (*I needed to counteract the inevitable effects of my rather sedentary lifestyle*)
 2 H (*I wanted to build on my artistic ability somehow*)
 3 E (*seem to thrive on the sound of laughter.*)
 4 C (*I did begin to feel a need to get my teeth into something that would stretch me*)
 5 A (*I really wanted the world to know I could play the guitar just as well as my rock heroes*)
- Task Two**
 6 H (*teach breakdancing to the kids*)
 7 F (*a portfolio of digital cartoons with audio input to go on my website*)
 8 E (*I'll be appearing at a big arts festival*)
 9 D (*there isn't a Rock Choir in my area so I've decided to set one up.*)
 10 B (*lots of guys feel the way I did, so I've started a blog with a view to getting in touch with some*)

Speaking p.16

- 1a** The pictures should act as a prompt for some different ways people enjoy music. See if students can suggest other ways, e.g. buskers on the street, bands in a bar, pub, listening to music while driving or while doing sport, singing in a choir.
- 1b** Use the discussion to draw out useful vocabulary to describe musical genres and tastes (e.g. rock, pop, hip-hop, contemporary, middle-

of-the road, eclectic). Note that other types of music player are available.

- 2 Draw students' attention to the point that all four good answers to a simple question have two sentences or clauses. *Yes/No* questions require expansion, *Yes* + details or *No* + reason or alternative.
- 3 Look at the strategy box with the class which reminds students to expand their answers. Remind students that Paper 4 Part 1 is a conversation between the interlocutor and each candidate, lasting two minutes, focusing on general interactional and social language.

Get students to practise by asking and answering the questions in pairs. It might be useful to get one stronger pair to perform the first task in front of the whole class and then get the rest to give feedback on their performance before attempting it themselves.

The activity could be extended with additional questions such as *'What are the benefits of downloading music from the internet?'*, *'Do you use file sharing websites?'*, *'What are the moral implications of using them?'*.

- 4a ▶ T1.05 Ask students to check understanding of the vocabulary in the box. One way would be to see if the class can identify opposites (e.g. depressing/inspiring, rhythmic/discordant) or words that are similar (e.g. harmonious/soothing).
- 4b Give students a chance to contribute their ideas on what type of music they like to listen to while studying and whether classical music helps concentration and is good for creativity.

5a/b Students start by adding phrases from the dialogue in Exercise 4a to the table, then completing it with similar expressions given below. The phrases are all useful for spoken interaction. Encourage the class to learn them as fixed phrases along with how they are used, that is, what follows each. For example, *Have you considered* + -ing?, *I think we ought to take into consideration* + noun phrase.

Extra!

If time allows, brainstorm any other ways that students know to express the three concepts.

- 6 The chat message format here is a way to practise what is spoken language but as a writing task. Remind students that they don't

have to give their real opinions but it is usually much easier to do so.

- 7 This introduces students to Part 2 of the speaking paper, the collaborative task. Look at the Expert Strategy box and tell students that in the exam this section lasts about four minutes, during which they and their partner(s) will need to sustain a conversation, expressing and exchanging ideas, seeking, giving and justifying opinions, agreeing and/or disagreeing, suggesting and speculating and negotiating to reach a decision.

8a ▶ T1.06 Having read the exam marking criteria, students listen to two candidates attempting the first part of the task. Encourage students to be constructively critical, to recognise and highlight strengths and weaknesses in both Luisa's and Max's performance according to the criteria.

8b ▶ T1.07 Students now listen to the same two candidates attempting the second part of the task, and then evaluate their performances and compare them with their own.

- 9 This might generate ideas on where to place more emphasis later in the course. Ask students to work in pairs to list what aspects of the speaking task they find most difficult. Whatever they come up with (e.g. listening and responding, agreeing and disagreeing, sustaining conversation, speculating and evaluating, reaching a decision) can be given more practice in speaking activities in future classes.

4 Tom: mind-blowing/deafening, discordant, depressing

Maggie: upbeat, soothing, inspiring

5 5a Agreement: No, you're right there (agreeing with negative statement / question), I agree with you, Absolutely, Disagreement / Partial disagreement: I hear what you're saying but, to be honest I've never found that, I'm not sure about that

Weighing things up: Don't forget, I'll bear that in mind

5b Agreement: I can't disagree ..., I'd go along with that, Absolutely! Disagreement / Partial disagreement: That may be the case, but ..., You've got a point, but ..., Weighing things up: I think we ought to ..., I can't rule out ..., Have you considered ...?

- 8a** Grammar resource: Luisa makes a grammar mistake, '*it isn't appeal to everyone*' should be '*it doesn't appeal to everyone*'. Max makes a grammar mistake, '*it often pouring with rain*' should be it '*often pours with rain*'. Otherwise good.
Lexical resource: Luisa couldn't think of the word for 'open-air' cinema. Otherwise both OK though neither of them used any particularly advanced vocabulary.
Discourse management: Good
Pronunciation: Good
Interactive communication: Luisa started off well, but then she ended up simply agreeing with Max and didn't take the initiative in the last part of the discussion. Max ended up dominating the discussion, which isn't really his fault.
- 8b** Grammar resource: Luisa made a mistake: '*might to attract*' should be '*might attract*'. Max made one mistake: '*difficult in understanding*' and it should be '*difficult to understand*'. Otherwise good.
Lexical resource: Max couldn't remember the word '*stilts*' but Luisa supplied it for him, which is acceptable. He also said '*playing*' instead of the noun '*play*'. Otherwise good.
Discourse management: Good use of phrases for agreeing and disagreeing. Generally reasonable use of turn-taking.
Pronunciation: Good apart from one mistake made by Max where he pronounced 'scene' wrongly.
Interactive communication: Luisa OK but still hesitant in the beginning. However, when Max was getting carried away, she virtually took over and started taking a proper turn.

► Student's Resource Book, pages 11–13

Language development 2 p.18

This section reviews future forms, a tricky subject as the choice of tense or structure is so dependent on context and nuance. The exercises highlight the lexical forms commonly used to express future concepts that are vital for advanced users of the language.

- 1** Remind students to imagine and focus on the context of each exchange to determine what the most suitable follow-on would be. Do the first one together with the whole class as an example.
- 2a** The exercise highlights future in the past and ways to express changes from previous plans. Students should first skim the text to get the

general sense, then identify the most suitable phrase for each of the gaps.

- 2b** ► T1.0 8 Students listen to the dialogue to check their answers. Get students to practise using the structures by talking about any plans that they have had to change recently.

- 1** **1b** (In **a**, present continuous is used for an action happening now, so not acceptable here. **b** is asking about intention of how to deal with a problem, so it's acceptable.)
2a (This emphasises the speaker's disapproval and possible frustration with the other person's actions, and so is more suitable here.)
3 Both are possible. **a** '*will be waiting*' implies that the speaker is suggesting '*I'm going to tell him now that you're going to be late*', while **b** '*will have waited*' suggests '*because he always does*' or '*because he wouldn't dream of not waiting for you.*'
4 a – indicates a future intention decided in the past which then became unnecessary.
- 2a** **1** was going to **2** might **3** were due to be **4** wouldn't be **5** was just about to **6** were supposed to

Use of English 2 p.18

- 1** For students new to Cambridge exams, spend some time looking at the Expert Strategies on page 168. For those moving up from CAE, point out that the difference from key word transformation at CPE level is that candidates should use 3–8 words to complete the sentence.

Do Q1 together as a whole class, eliciting possible answers. Students could work together at this stage to complete the exercise.

Photocopiable activity

Activity 1C could be used here. It is a pairwork activity in which students complete sentences with missing words and phrases and write these in a grid to reveal the name of a famous person.

- 1** **1** was to have been | **a**
2 (the) fierce competition, | Tilda Swinton is/seems/appears set to
3 stands to make profits/a profit | in excess
4 was supposed to | have/be having
5 had every intention | of sending / had fully intended to send
6 are bound | to turn up for/at

► Student's Resource Book, pages 14–15

Use of English 3 p.19

- 1 This might not be very successful with mixed nationality classes as comedians and their humour tend to be limited to their own country/culture, but comedy actors from popular films and TV shows may well be known to many. Check students' understanding of *stand-up* as an adjective and explain what type of comedy it is.
- 2b If this is the first time students have encountered a lexical cloze, spend some time looking at the Expert Strategy notes on page 167. Emphasise the need to choose the word that fits both in meaning and structurally. Look at the example together. All four options can be followed by *into*, but *stepping into the spotlight* has both the literal meaning of going on stage as well as the metaphoric meaning of getting noticed. (Whereas *tap into* means to make use of ideas, knowledge and information that a group of people has, *slip into* means to gradually start changing your condition and *pop into* means to go somewhere or visit someone very briefly/quickly.)
- 3 The analysis highlights aspects of language that are tested in this task type that students should look out for in future.

Extra!

The picture is of British comedian Peter Kay (with the comedy actor John Thompson). Students with access to *t'internet* (as he refers to it in his Lancashire accent) could get some fun listening practice by watching some of his stand-up comedy about his family and comparing life now with when he was younger.

- 2b** 1 A 2 A 3 D 4 B 5 B 6 C 7 D 8 C
3 1 6 (raise money), 8 (generate ... interest)
 2 2 (are lined up), 4 (come a long way)

Writing 2 p.20

- 1a Students discuss how they listen to music. Many may use their phones as MP3 players.
- 1b For many students, knowledge of life before the internet might require them to use their imaginations!
- 2 Ask students to check the task rubric and to highlight the key words. Students then read text 1 and decide which of the three summaries best sums it up.

- 3a One way to list the key points is to underline them in the two texts as they read them. Students then use them to write a summary in their own words.
- 3b Students use the notes to evaluate the texts.
- 4 The strategy box gives two approaches to organising an answer. Get the class to discuss which would be most appropriate.
- 5a Students read and complete the summary of text 2. As an extension get them to identify how ideas have been expressed differently in the summary (e.g. *serves some need / stems from; the promise of a unique experience / hoping to hear something slightly different*).
- 6 Students will now be very well prepared to write the essay and can do it in 20 minutes for homework.
- 7 Encourage students to spend 10 minutes checking their work systematically, using the checklist on p. 191.

Extra!

This is a good time to increase awareness of common types of mistakes to look for when checking their work in future. Many students make the same mistakes repeatedly in their written work. Ask them to look back at the corrections of some recent writing and make a note of the type of mistakes they made. They should then specifically look out for such mistakes when correcting this and future essays. They should add to their list of 'favourite mistakes' as the course goes on.

1a/b Answers will vary.

- 3a Text 1: Many people believe illegally downloading music is destroying the music industry; Most artists not connected with major companies; no publicity; Internet gives them free advertising; listeners free to decide what they listen to; broader tastes in music. Text 2: People go to concerts to experience the atmosphere and share passion for music with others; Also hope something unusual will happen.
- 3b Opinions will vary, but evaluation should contain the following ideas: Both examine ways people listen to music today, and are fairly objective in their approach. They look at different aspects of music as entertainment. Text 1 looks at the impact developments in illegal downloading of music have had, while text 2 examines the enduring popularity of live concerts.

- 4** Answers may vary, but should contain elements of the points from **3 a** and **b** above.
- 5a** **1** attract **2** despite **3** suggests **4** stems **5** experience **6** while
- 5b Suggested answer:**
Both texts examine ways people listen to music today in a fairly objective manner. However, while the first text focuses on the impact developments in technology have had on people's tastes, the second text looks at a habit that has remained largely unchanged.
While we cannot ignore the fact that the fall in CD sales will affect the survival of some record companies, there is no doubt in my mind that, as the first text points out, the developments have improved the aspiring artist's chances of getting noticed, and given listeners greater power to choose. Furthermore, no matter how sophisticated the technology becomes, it cannot hope to replace the feeling of charged emotions involved in being at a live performance.

6 Suggested answer:

Essay

The two texts examine different aspects of the music industry. Whereas one considers the way that people obtain music is changing, the other considers the continuing popularity of live music events.

The first text rejects that idea that sharing music online is having a negative effect on the music industry and that it is in fact a good way for up and coming bands to reach wider audiences and that by distributing their music at no cost they can become popular. It points out that we can now choose from a greater variety of artists and music types and so everyone's interests can be met.

While I agree with this point to a certain extent, and that they might help new bands, we cannot ignore the fact that a large percentage of music downloads are done illegally and are of no benefit to the established artists who recorded them.

The second text asks why the discomfort of hearing live music remains popular in the era of high quality recording and suggests that it is more about the shared physical experience and bonding with like-minded fans than it is about the music. However it also points out that live gigs offer the chance to hear familiar songs, sometimes in new ways and therefore have a variety that recorded music lacks. It is undoubtedly true that audiences prefer to hear a band play songs they love. However, we should not ignore the excitement of hearing new tunes for the first time. Many shows are now much more theatrical and the text rightly points out the buzz that they generate. The texts correctly acknowledge that, although recorded music is evolving, live music will never die!
 (282 words)

► **Student's Resource Book, page 16**

Module 1: Review p.22

- 1** **1** will acquire **2** is demonstrating **3** demands **4** concluded **5** recognising **6** be assessed **7** asserted **8** conveys.
- 2** **1** dress rehearsal **2** curtain call **3** on cue **4** standing ovation **5** jump down my throat **6** leap at the opportunity **7** in the limelight **8** knows no bounds
- 3** **1** Both OK, but *is studying* more likely. **2** has been performing **3** had only ever performed **4** was training **5** is to be shown **6** has worked **7** collaborated **8** had been hoping
- 4** **1** tuition **2** enthusiasm **3** commitment **4** accessible **5** extraordinary **6** understudies **7** prestigious **8** professionalism

This module contains various topics related to the theme of wildlife and includes texts on uncontacted Amazonian tribes, tidal power, people who work with animals, lions, the Amboseli Reserve in Kenya, keeping chickens, factory vs organic farming and recycling.

Lead-in p.23

Start with books closed. In pairs, ask students to talk for a few minutes about one animal they love and one they hate, with reasons. Tell them that the class will be asked to vote on the most interesting or original choice. If necessary, start with an example.

- 1a** Ask students if they can name the seven animals in the pictures and if so to match them to the locations where they can be found.
- 1b** Some students may have actually seen some of them already.
- 1c** To save time, give students a clue that only two of these animals are not threatened.
- 2** Avoid a long discussion at this point as the theme crops up again later in the unit.
- 3** The most famous intergovernmental organisations are probably the Intergovernmental Panel on Climate Change (IPCC) and the United Nations Environment Programme (UNEP). The best known international non-governmental organisations include Earthwatch, Friends of the Earth, Greenpeace, The World Wide Fund for Nature (WWF), Rainforest Alliance. There are also hundreds of national organisations.

- 1a** 1 tiger: Asia 2 polar bear: the Arctic, the USA (Alaska), Canada, Russia, Denmark, (Greenland), and Norway 3 dormouse (Hazel dormouse, not other species of dormouse): Denmark, Germany, the UK (also Sweden, the Netherlands) 4 chimpanzee (chimp): Africa (in rainforests from West Africa and the Democratic Republic of Congo across to Uganda and Tanzania) 5 elephant: Africa, Asia (photo is of an African elephant, which has larger ears) 6 black bear: the USA (32 states), Canada, Mexico 7 rhinoceros (rhino): Africa, Asia, (photo is of an African rhino as most Asian rhinos have only one horn)

1c Threatened or endangered: tigers, elephants, rhinos (some species have become extinct, e.g. the Javan rhino in Vietnam, the Indian rhino is vulnerable & they nearly all live in protected areas, e.g. the Southern White rhino which has a reasonable population although it is considered near threatened), chimpanzees (endangered, nearing extinction), polar bears. Reasons: poaching, hunting for the ivory trade, habitat loss; black bears: healthy population; dormice: not endangered but protected and vulnerable

2A Wild experience

Reading p.24

With books closed, ask students what they know about the people that live in remote parts of the Amazon and what they would like to know about them.

- 1** Ask students to look at the picture and read the notes about the Amondawa tribe. Encourage students to give their reactions to these facts. Discuss each of the three points with the whole class, asking students what, for example, they think life would be like having less emphasis on time, having no age and changing their names at different stages of their lives.
- 2** Students discuss what they think life would be like living as the Amondawa do. Ask students to work in small groups and to spend a few minutes thinking of a number of advantages and disadvantages of their lifestyle compared with that of students. Encourage them to think about aspects of their lives such as family life, social structures, work, education and health.
- 3** Give students two minutes to skim the text to find out what it is about. Then allow a few minutes to discuss the two questions in pairs.
- 4** Have a short discussion with the class about what they think an appropriate strategy is before reading the notes on p. 168. Spend some time going through the notes, especially with students who have not previously taken a Cambridge exam. Make students aware of concepts such as cohesion and coherence. They should then attempt the task.

- 5 Students identify some of the discourse markers that helped them to identify the correct paragraphs for each gap. Some examples are given in the key.
- 6 Have a short discussion in small groups on the ethical issues around contact with remote tribes. Example questions for discussion are: *Should their way of life be protected by ensuring that they have no or limited contact with the outside world or should they be introduced to medicines and technology that will make life easier and safer for them? Is it too late to leave them as they are now that contact has been made? Would their lifestyle be improved by adopting more modern ideas? What do you think they would want?*
- 7 Use the vocabulary list to practise the skills developed on p.10. Students should work in pairs to look the words up in a dictionary and check their pronunciation and use as well as the root words they are formed from and related forms (e.g. *log* – *logger*). Here words such as *slaughter* and *dredging up* are used in a literal sense, but the dictionary will also include metaphors. It may be helpful to explain this now although metaphors are dealt with in Module 5.

4 1 G 2 F 3 B 4 C 5 H 6 A 7 D

5 G refers to the *fundamentals* which are the facts listed in para 2. In F, *its extraction* refers back to *oil* in para 2. In B, *hundreds of such tribes* refers back to *some of their members* of the *Achuar tribe* in para 3. The first sentence in para 4 defines the term *uncontacted* at the end of B. *These few remaining tribes* in C refers back to the 100 tribes mentioned in para 4. *the incursions and what follows* in H refers back to actions of loggers and oil companies in para 5. ... *this new threat* at the start of para 6 refers back to the mention of hydroelectric dams in H. In A, the first sentence is in contrast to the list of negative effects in para 6. The final sentence, *he is happy to bring me up to date*, is followed by the facts and figures in para 7. *he* in para 7 refers back to *Paulo Adario* in A. *His grandfather* at the start of para 8, refers back to *we visited a fisherman* in D.

Vocabulary p.26

- 1 Point out that the suffix *-ion* is one of the most common suffixes to form nouns from verbs.
- 1a Ask students to find the nouns in the text. Draw their attention to the fact that many of the verbs end in *e* which is dropped when the noun is formed, and that *consume* requires the addition of the *p*.

- 1b Students create the nouns, many of which are also in the text on p.25, and match them to the meanings. When they have marked the stress, ask them to create the rule – one of the few for which there are no exceptions! In words ending in *-ion*, the stress falls on the penultimate syllable (the one before *-ion*) irrespective of the number of syllables in the word.
- 1c Students use the nouns in 1b to complete the sentences.
- 2a ▶ T1.09 Ask students to reread the first paragraph of the text that sets the scene of life in the rainforest by using the sounds of the wildlife there. Ask them to think of any animals (not just those found in a rainforest) that make each sound. The recording should help. Make it clear that *animal* includes all creatures.
- 2b Students do the same for these animal sounds.

Extra!

Point out which of the sounds demonstrate onomatopoeia (e.g. *buzz*, *howl*, *squeak*, *hum*). With multi-national classes it can be amusing to compare the sounds different animals make and how they are described in different languages.

- 2c Point out that knowledge of this vocabulary is probably most useful in its metaphorical use, where it can have an impact on descriptive and atmospheric writing.
- 2d The exercise gives examples of idioms based on animal sounds. Other examples are *his bark is worse than his bite*, *buzz off* and the whole area of *Twitter* and *tweeting* based on the light repeated bird sounds.
- 3 If students don't know these phrasal verbs, show how they are listed in a dictionary. They could look for suitable verbs for some of the stems (e.g. *cut*, *crack*, *step*), and find other useful verbs using particles listed that they could use in other contexts (e.g. *crack up*, *die down*).

Photocopiable activity

Activity 2A could be used here. It is a groupwork activity. Students complete sentences using a verb to form a phrasal verb. They use these sentences to play a noughts and crosses style game.

- 1a** 1 (over-)consumption (para 6)
2 integration (para B) 3 disruption (para 3)
4 colonisation (para 6) 5 isolation (para 4)
6 extraction (para F)
- 1b** 1 contamination h 2 degradation g
3 depletion i 4 deterioration a
5 devastation b 6 implementation e
7 irrigation j 8 legislation f 9 pollination c
10 rehabilitation d
- 1c** 1 rehabilitation 2 irrigation, pollination
3 contamination deterioration legislation
implementation 4 degradation depletion
devastation
- 2a** 1 croak: frog or toad 2 growl: tiger or lion
(also possible: dog, wolf, bear) 3 screech:
parrot family (parrot, Macaw) 4 chirp: any
small songbird (also possible: certain
insects) 5 hoot: owl 6 squawk: parrot,
toucan, etc.
- 2b** **bark**: dog, wild dog, fox, seal;
bellow: bull, ox buzz: bee, mosquito;
chatter: monkey, parrot + other birds of
that family; **howl**: dog, wolf, wild dog,
coyote, etc.; hum: bee, fly; **roar**: alligator,
elephant, lion, hippo, tiger; **squeak**: bat,
hamster, hare, guinea pig, mouse, rabbit,
rat, squirrel
- 2c** 1 growled 2 chirped 3 croaked
4 screeching 5 roared 6 chattering
7 buzzing

Uses

bark: say sth quickly in a loud, sometimes
angry, voice
bellow: shout loudly, give a bellow of rage or
laughter (loud outburst)
buzz: used to mean a lot of activity, noise and
excitement
chatter: talk quickly in a friendly way, teeth
chatter when you are cold
chirp: speak in a high voice, or (of mobile
phone, electronic equipment) emit a high-
pitched noise
croak: when a person is ill, particularly with a
throat infection
growl: used of a person when angry
hoot: with laughter, give a hoot of laughter,
derision
howl: with laughter/in pain, the wind howls,
howl for sth = demand sth
hum: sing a tune with your mouth closed, the
sound of an expensive car engine or a piece of
machinery, also of a busy place
roar: with laughter, a car roars off down the
road, the roar of traffic
screech: shout or sing loudly (and not very
well), also screech with laughter, a screech of
tyres, car screeches to a halt
squawk: to complain loudly or to sing badly

squeak: say sth in a little high voice perhaps in
fright, a door squeaks, squeak through = just
pass a test or exam

2d 1 I don't care. 2 He's very happy or lively.

3 1 crack down on, hand out 2 using up /
wiping out 3 Cutting down, wipe out
4 come up against 5 dying out / being
wiped out 6 amounted to 7 step back

Use of English p.27

- 1a** The task encourages students to skim a text to
become familiar with the topic and style before
they attempt the task.
- 1b** First ask students to read the Exam reference
and Expert Strategy notes on p.167 to get a better
understanding of what the task involves. Set a
suitable time limit (8–10 minutes) for this task.
- 2** The text contains numerous examples of
adjective + noun collocations. Ask students to
find them. This could be done as a mini-
competition with students working in pairs to
see which pair can find the most collocations
with meanings in a short specified time period.
- 3** Students think of other examples of alternative
energy generation and discuss which they think
have the best future.

1a Tidal power, taking energy from the
predictable movement of water as tides
change. Not widely used currently due to high
costs involved to generate power in this way.

1b 1 sustainable 2 renewable 3 harnessing
4 predictability 5 untapped
6 inexhaustible 7 breakthroughs
8 effectively

2 Collocations include: future generations,
sustainable development, integral part, wider
aim, integral part, renewable source (of
energy), tidal power, oceanic tides, high cost,
technological breakthroughs, the open market

3 Other renewable/sustainable energy
sources are: hydroelectricity, solar energy,
wind energy/power (wind turbines), wave
power, geothermal energy (= energy created
from and stored in the Earth, e.g. hot springs
that can be used to create electricity),
bioenergy (= energy produced from materials
such as wood, straw, manure, sugarcane, etc.),
anaerobic digestion of waste

► Student's Resource Book, pages 17–18

Listening 1 p.28

- 1 Start by getting students to identify the animals shown; a lioness with cub, a (blue) whale, and a white-handed gibbon. Students discuss the three photos and what we have learnt or could learn from studying these and other animals.
- 2 ▶ T1.10 The extracts are to draw students' attention to three areas that they will need to listen for when doing this task type: the speaker's purpose, the gist and specific details.
- 3 ▶ T1.11 Remind students of alternative strategies considered in Module 1 and of the notes on p.171 before they attempt the task.
- 4 Students discuss the wildlife or environmental issues that interest them most and any dreams or ambitions that they have to research or work on a project.

- 2 **Extract 1:** to show how orangutans have learned social ways of behaving from their family members and that humans are therefore not the only ones to have a cultural life, as such **Extract 2:** to find out more about the life of wild animals: their sleeping, running and eating patterns and their movements **Extract 3:** by making fishing lines easier to see and by using sound to warn the other species away
- 3 1 B (*difficult to believe that animals experience emotions since these aren't evident on their expressions*) 2 A (*We don't know exactly [what emotion it was portraying], but it was apparent that something along those lines was being expressed.*) 3 A (*They are one of the few animals that brachiate: that means they swing themselves along the undersides of branches using only their arms.*) 4 B (*This is rather like a trick used by ancient Greek athletes when performing the long jump.*) 5 C (*the lists of sales figures and targets that his life had centred on up till then no longer filled him with the same enthusiasm.*) 6 B (whole text. NB Not A because *toughest aspect of the job was parting from them*; not C because animals were born in captivity)

Language development 1 p.29

- 1 Students should be familiar with the both the concept and use of verbs in active and passive forms. For those that are not, the Expert Grammar notes on p.174 give an explanation of the use and form of different passive structures. This exercise highlights the use of the passive

infinitive in certain set expressions such as after negative forms (e.g. *nothing, no one, nowhere*), the verb to be and adjectives (e.g. *impossible*).

- 2 Remind students that these structures are very useful in various forms of writing such as articles and reports. Point out that most of the sentences can be written in two ways. Do the first as an example with the whole class to demonstrate this.

Extra!

If there is time, ask students to write some of their own sentences about interesting facts, beliefs or myths about the natural world using impersonal passive structures. Other students can listen as they are read out and comment on whether or not they agree with them.

- 3 The exercise reminds students how use of the passive can help change emphasis in a sentence. Compare the two versions of the first sentence. *They have seen ...* has an emphasis on the people as subject of the sentence. *Elephants have been seen ...* puts the elephants as subject and so switches the emphasis onto them.
- 4 This part practises using the passive in various tenses, so point out that students need to think about which tense (or tenses) are most appropriate in each case.

Photocopiable activity

Activity 2B could be used here. It is a groupwork activity. Students play a card game in which they must match two parts of various active voice sentences, then rewrite the sentences in the passive voice.

- 1 1 to be done 2 to be found 3 to blame 4 to do 5 to be fed 6 to understand
- 2 1 It is known that his furniture business uses only recycled wood. / His furniture business is known to use only recycled wood. 2 It is claimed that the board game *Ethica* is really good. / The board game *Ethica* is claimed to be really good. 3 It is thought that the turtle population is increasing. / The turtle population is thought to be increasing. 4 It is believed that the largest deep sea coral is near Norway and covers more than 100 sq km. / The largest deep sea coral is believed to be near Norway and is said/believed to cover more than 100 sq km.

5 It is said that more than 600 new species have been discovered / More than 600 new species are said to have been discovered. **6** It is / has been claimed that deep-sea fishermen have reported seeing giant squid.

3 **1** have been seen crying/to cry **2** being/to be photographed **3** must be finished by Monday without fail **4** was explained to us how a herd of elephants behaves **5** were made to wear hats and heavy boots on our jungle walk **6** was suggested that we took / take part in a new eco-project **7** wasn't allowed to keep snakes in the house

4 **1** were/had been distributed **2** had been eliminated **3** is said **4** to have been shot **5** be described **6** is currently (being) threatened **7** will be supported **8** has already been made

crane: large long-legged, long-necked wetland bird.

elephant grass: fast-growing tall grass (up to 5m) with purplish tinge and sharp leaves. So called because it is said to be popular food for elephants (or because it grows so high). Now used for biofuel.

oryx: large antelope with long straight horns and black and white markings.

swamp: flat forested area of wetland with slow-moving water connected to a lake or river, which is permanently flooded or with changing water levels.

Before students do the writing task, ask them to read the Expert Strategy notes on p.169 which give information about the exam and the Expert Writing notes on p.191 which include how writing is assessed in the exam.

► Student's Resource Book, pages 19–21

Writing 1 p.30

1 There are a lot of points to discuss here so time management will be important. The points raised are all important when planning a composition so allow 15–20 minutes to discuss them. One approach would be to get students to answer the questions in small groups, another would be to divide the class into five groups and get each group to answer one question.

2a Ask students to skim the text and describe the style of the text. They should notice that it is written in a very descriptive style with strong imagery rather than in a more factual style. The adjectives and adverbs in the box all have strong, descriptive, and in some cases, metaphorical uses. Students need to match them to the simpler more common words in brackets in the text.

3 Start by asking students to identify how many animals are mentioned in the extract (*six*) and what they are: *hippos*, *bushbuck*, *oryx*, *cranes*, *catfish*, *hyenas*. From the context, and what they know about the animals listed, students guess the meaning of the descriptive verbs in bold before checking in a dictionary.

Background

bushbuck: smallish solitary antelope less than one metre high at the shoulder.

catfish: a common freshwater fish without scales but with distinct 'whiskers' around its mouth.

4 Ask students to summarise what the task requires. It should include three points: a description of the place, mention of what the writer saw there and an evaluation of the importance of the place. It must be written in a style that online magazine readers would enjoy.

1 **1** from the task rubric **2** formal: academic articles in academic journals, articles for serious newspapers; semi-formal: some lighter-interest magazines, articles for a school or college magazine. Many articles include more than one style (e.g. an article describing a particular experience will normally include narrative as well as description, plus possibly anecdote). **3** the content doesn't have to be linear: you can start off with a piece of description of a current event and then flashback to the past to give more detail (e.g. a dropped introduction, where the scene is set in the first paragraph, but the real 'story' starts in the next one); the sentence structure should be varied, sometimes starting with a subordinate clause, using a rhetorical question addressed to the reader (semi-formal) or inversion, etc. **4** a wide range of interesting verbs, adjectives and adverbs should be evident which will bring the article alive. Grammatical structures should include, where possible, some use of the passive, modals, conditionals, a range of tenses, verb structures, etc. **5** title: by using word play, double entendre, etc. 1st paragraph: by appealing to the reader, by making slightly controversial statements, by appealing to their senses though evocative descriptions, etc.

2a 1 wide-eyed 2 peacefully 3 daintily
4 lavishly (a metaphorical use here as lavishly = apply/embellish generously, abundantly usually refers to actions by people) 5 grumpy 6 trumpeting 7 euphoric 8 wistfully 9 massive 10 lazily

3 wallow: used of (large) animals when they lie in shallow water or mud in a relaxed lazy manner to keep cool

twitch: sudden movement of part of your body. This enhances the idea of the nervousness of this particular animal.

bound: leaping into the air

strut their stuff: an idiomatic phrase meaning to show off (your appearance). This is also an example of metaphor, and alliteration (when two or more consecutive words start with the same sound or letter)

skulking: hiding or moving about secretly, especially with bad intentions. The verb aptly describes this animal, which is a predator and hunter.

Some of these verbs are onomatopoeic, similar to those describing animal sounds on p.26 (see also Module 5).

4 Suggested answer:

Tea and tigers

If you ever get the opportunity to visit Nepal, you should jump at the chance as it has some of the most fantastic natural scenery you will ever see. The region has abundant wildlife, incredible variety and is geographically important as many of the most important rivers in Asia begin in the Himalayas. I was very lucky to spend a few weeks there recently.

Starting in the south, I visited a national park in the foothills of the mountains where many rare species are protected. Within no time, we had seen the most amazing butterflies dancing over the bushes, then multicoloured parakeets circling overhead. In the evening, we saw peacocks strutting proudly in a clearing making the most incredible squawking sound. I went with a guide on foot looking for rhino and, after a couple of hours tracking them, we heard them on the other side of the bushes ahead of us. The tension was unbearable.

Finally, we glimpsed the grumpy beasts through a gap in the branches lazily drinking from a small stream. We didn't manage to see tigers as they are so rare nowadays, but saw signs of where they had passed a short time before and the remains of a deer that had been caught and eaten by one. A week later, in a village in the mountains to the north, with white snow-capped peaks towering above me on all sides, I sat drinking tea with an old mountain guide who told me tales of how he had led expeditions to find yaks and snow leopards.

It is a fascinating country with spectacular scenery and the last home of many rare species that are indirectly protected by the tourists who go there to see them. (289 words)

2B Closer to home

Listening 2 p.31

- 1 Start with a discussion about what animals students keep at home and what factors affected their choices. Extend the discussion with the points listed.
- 2 ▶ **T1.12** Draw students' attention to the pronunciation of *coop* / ku:p/ as opposed to *co-op*, which can also be spelt *coop*, which they may be more familiar with. Students listen to the extract and complete the sentence. They should notice that the information in the sentence is not in the same order as in the audioscript. Also, they have to make sure that they don't get confused by other possible answers such as *nesting boxes*.
- 3 ▶ **T1.13** Review the task strategy on p. 170 and remind students that each gap requires either a single word or a noun group that must be spelt correctly and fit grammatically. The required words are heard on the recording and the questions follow the same order as the text. They should beware of distractions, e.g. in Q1 when more than one website name is mentioned.
- 4 When students have discussed the pros and cons of keeping animals for food in groups, find out if any students do keep any domestic animals such as chickens, pigs, rabbits, bees or if they would like to.
- 5 The words could be checked as homework with students creating their own sentences to demonstrate meaning and use.

- 2 poles
- 3 1 Chicken World 2 roof 3 tunnel 4 fence 5 self-sufficient 6 sleeping quarters 7 sneaky 8 (bare brown) wilderness 9 alarm
- 4 **Pros:** you are in control of what the animals eat and the conditions in which you keep them (your conscience is clear since the animals are likely to be free-range and not confined in huge sheds with hundreds or thousands of other animals); you have a food source that is fresh, untainted by chemicals, tastier.

Cons: keeping animals often means that you grow fond of them and therefore it is doubly hard when the time comes to send them to slaughter; you must have a certain amount of land to keep them on and money to invest in buying and feeding them; animals are prone to diseases and you will have vets' bills to pay

Speaking p.32

- 1a** Ask students to look at the pictures contrasting cattle and chicken kept in confined areas inside with others that have more freedom to move about outside. Encourage students to think of both positive and negative points for farmers and consumers in each situation.

Extra!

One way to introduce the topic would be to split the class into four groups and ask each to prepare and argue the case for the world's most invaluable species. Nominations could include: cattle/cows (for milk, meat and labour), bees (for pollination of most fruit and vegetables we consume), fungi (for decomposition, soil improvement and in production of important foods such as bread, cheese), plankton (oxygen production, decomposition and recycling and as a marine food source).

- 2** Start by checking understanding of the vocabulary in the box. Students then read and complete the fact sheets.
- 3a** Students should include points from question 2 as well as their own ideas.
- 3b** ▶ **T1.14** Students should read the cue card before listening to the candidate and timing the response.
- 3c** ▶ **T1.14** While listening to the task again, students compare their ideas with the candidate doing the task and listen for useful language.
- 4** Students should look at the phrases on p. 206 that can be used to structure a long turn.
- 5** Spend a few minutes reviewing the structure and requirements of Part 3, the long turn, by reading through the strategy notes on p.171.
- 6** Finish the section with a general and open discussion on students' views on environmental issues.

Photocopiable activity

Activity 2C could be used here. It is a pairwork/groupwork activity. Each pair gives another pair a CPE Paper 4 'long turn' question and then they evaluate their answers.

- 2** 1 welfare concerns 2 natural surroundings
3 cost-effective 4 confined space
5 nutritional value 6 roam freely 7 lifespan
8 animal pollination 9 fungal diseases
10 daylight hours.
- 4** Starting-off: *Well, they are all important issues* Linking: *the other issue that worries me, not only that, and finally* Expressing personal opinion: *the one I feel most strongly about, to me it seems ...* Summing up: *So, all of those issues are important ...*

▶ **Student's Resource Book, pages 22–24**

Language development 2 p.34

- 1a** These phrases are derived from familiar verbs, such as *put, bring, take* and a noun (e.g. *importance*), noun phrase (e.g. *on a whim*) or an adjective (e.g. *up-to-date*). Review how such phrases are recorded in a dictionary before students attempt the task. Point out that the collocations are not fixed and each has various forms (e.g. *to buy sth / act on a whim, place importance/value/emphasis on, meet the needs/demands/requirements, capture the attention/imagination/hearts of*). Elicit other examples.
- 1b** Students use the same verbs highlighted in 1a to complete the text, paying attention to the tense. Again follow by eliciting examples of other verb phrases that would fit the context using different verbs. (e.g. *put/place sb in charge; bring sth to an end/a halt/a close/a conclusion; meet/reach/achieve goals; place/make/take an order; show/make/achieve a profit*).
- 2** The exercise focuses on verb phrases with *have* + a noun phrase. Variations include *Have serious/far-reaching/disastrous consequences; have strong/no views on*.

Extra!

Follow with some personalisation. For example, get students to use the phrases in a context such as *People in my town/country have/don't have ...*

3a/b Point out that prepositional phrases are very common and knowledge of them aids fluency in speaking and listening. Emphasise the need to learn them as 'chunks', as single items of vocabulary. Suggest students use instinct first to decide which preposition fits before looking up a dictionary. Students then try to sustain a conversation, scoring a point each time they correctly and naturally use one of the phrases.

- 1a** 1 up-to-date 2 at our ease 3 on a whim
4 the attention 5 the needs 6 interest
7 no signs of 8 importance 9 thanks to
- 1b** 1 took 2 was 3 captured 4 brought
5 bought 6 put 7 met 8 place 9 showed
- 2** 1 have no say, have the right to 2 have serious consequences 3 have strong views on 4 had a major impact on 5 had no inclination to 6 have access to
- 3a** in all likelihood; in captivity; by chance; with ease; in living memory; on occasion; out of breath; in other words; with pleasure; in sb's wake; out of tune with (compared with *in tune with*)

► **Student's Resource Book, page 24**

Use of English 2 p.35

- Students discuss their experience of recycling household rubbish.
- This exercise focuses on the need to understand the style and intention of the writer.
- Remind students that the single word required must be in the correct form and correctly spelt. On the answer sheet, they must write it in capitals. There may be more than one possible answer. In Q8, the correct answer is *fewer* as it precedes a plural countable noun. However, in modern usage, the distinction between *less* (often before uncountable nouns) and *fewer* is disappearing, so it is common to hear *less* in such a context.
- Continue the discussion from 1 with how far students are prepared to change to become more environmentally friendly.

- 3** 1 Getting 2 to 3 There 4 being 5 What
6 make 7 down 8 fewer

► **Student's Resource Book, page 25**

Writing 2 p.36

- Put students in small groups to create a list of what they might find on an organic farm. Suggest that they look back at p.32 for ideas.

- Ask students to read the task and to consider the questions. Ask them to compare their ideas in pairs. Point out that the five questions are part of the process of planning their article. The first (*What type of writing will you include ..*) asks what style they will write in (e.g. factual, anecdotal). Ask students to consider what they will include in their article. They should use the ideas on p.30 on how to make an article more interesting.
- The exercise gives students a detailed example of how to plan a piece of writing, including content, style and organisation.
- Students should consider how many paragraphs they will need and the content of each. They will need to begin in a way that captures the reader's attention, and decide how to finish. They should also use useful advanced level vocabulary that is topical, as well as grammatical structures.
- Draw students' attention to the noun phrases with two nouns joined by *of* (e.g. *crack of dawn*, *sense of smell*) and the binomial phrase – two words, in this case nouns, joined by *and*, either near synonyms (*peace and quiet*) or opposites.
- One way to help students learn and remember the vocabulary is to ask them to process it in different ways. For example, first ask students to divide the ways of moving into either *fast* vs *slow*, then into *with difficulty* vs *with ease*.
- Students should know most of these extreme adverbs, but remind them that *painstakingly* means *carefully*.
- Elicit the effect the adverbs have here. Compare *hot* – *very hot* – *extremely hot* – *boiling hot*. Elicit the difference between *wet* and *soaking wet*. Remind students that this type of writing requires impact, and so requires more dramatic language.
- Elicit the differences between the two passages. Ensure that students realise that A is more descriptive and atmospheric whereas B is more factual. Elicit examples of what makes this so.
- Point out that the planning has now been done. At this stage, students will have a plan of the content and organisation and ideas of useful vocabulary to include. They should then use them to write the article.
- Remind them to check their work systematically; first of all, by rereading the task to check that they have included all the key points, then by working through the checklist on p.191. Finally, they should check their spelling, subject-verb

agreement, use of tenses, prepositions and any other types of error they often make.

► **Student's Resource Book, page 27**

1 list could include: sustainability (careful use of the land, e.g. through crop rotation, so that it is not destroyed by over-use), natural fertilisers, free-range animals, greater biodiversity (more flowers and insect life), renewable energy sources, more labourers, poorer farmers.

2 **1** narrative, descriptive, evaluative, anecdotal **2** what work you were involved in, what you had to achieve while you were there, what the whole experience was like **3** perhaps sth using *green* or *eco-*, e.g. *Green living – quite an experience!*, *My eco-experience!* **4** will it be a linear narrative or will it start off with description? **5** vocabulary to do with the environment, sustainability, etc

5 **1** crack **2** common **3** self-sufficient **4** community **5** home-made **6** manual **7** touch **8** starry **9** quiet

7 Students' own choice; Both have their good points. **A** is more descriptive, setting the scene, and **B** is more factual, giving the background. However, **B** also includes a strong last sentence with *Little did I know*, which is a literary device used to arouse and hold the reader's interest.

8 Suggested answer:

Strawberry Fields Forever

After eight hours of bending and back-breaking work, I felt totally exhausted, but still thought I had found the perfect summer holiday job! It was the first day of a fortnight spent as a volunteer on a farm to gain some experience of rural life. It would be two weeks picking organic fruit. I was out of the city and staying on a farm with other young people like myself who had grown up in the heart of the city.

Although I had never spent any time in the countryside, I had read many novels set in remote communities and had dreamt of an idyllic life getting back to nature. In my imagination, country life would be long lazy days strolling through the fields, watching birds and other wildlife and recharging my batteries with fresh country air. Unfortunately, no-one had told me how much hard work it would be! Each morning we were told what fruit we would be picking, how to tell if it was ripe enough and the correct way to pack it in containers. We were given a target of how many kilos we were expected to pick per hour and then left in the baking sunshine to get on with it. The smell of the fresh fruit was marvellous and I soon learnt how to avoid the spiders and other bugs and get straight to the crop.

The best fruit went to local shops and restaurants and the rest went to a local company that produced organic jams and sauces. But whenever I found the perfect strawberry, I ate it! Although it was very hard work, I was never hungry as I have never eaten so much delicious fruit. As I trudged back to the farm house each evening, I had time to reflect on the natural existence and connection to the weather and the seasons that farm life brings.

Module 2: Review p.38

- 1** **1** destruction **2** Consumption **3** implementation **4** extraction **5** colonisation **6** integration.
2 **1** wiped out **2** crack down on **3** step back from **4** cut down **5** died away
3 **1** to **2** is **3** not **4** are **5** been
4 **1** C **2** B **3** C **4** A **5** B **6** B
5 **1** up **2** to **3** on **4** on **5** towards **6** of **7** in **8** against **9** with **10** on

Exam practice 1 TRB p.180

Paper 1: Use of English Part 2

- 1** Given/Considering **2** might/could **3** come **4** Or **5** which **6** What **7** with **8** so

Paper 1: Reading Part 7

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

Paper 2: Writing Part 1
Suggested answer:

The two texts both consider the influence of rap music. Indeed, the first text claims a central place for rap in modern US culture, underlining the dynamic nature of both the music and its performers, contrasting this with the rather dull offerings of contemporary rock music. It also makes the point that rap is no longer just a purely US phenomenon. Rap has had a considerable impact on the international music scene, where its exponents are now major stars. Although not a fan of rap music myself, I cannot disagree with these points. Where I would take issue, however, is with the writer's assertion that rap lyrics are a type of poetry. True, certain similarities are evident. Rap often rhymes for example, as do certain types of poetry, but to my mind, good poetry has a depth and sophistication that is a million miles away from the rather prosaic lyrics of most rap songs. The second text also outlines the great popularity of rap music. It tells us how many hours the average teenager spends listening to rap, and compares this with time devoted to other activities. This writer, however, is concerned about the effects of rap, especially in the messages it conveys and the influence this might have on the way young people think and behave. Although some rap lyrics are rather strong, I think this is an over-reaction. In the 1950s, the music of Elvis Presley was regarded as immoral; in the 1960s it was The Beatles who were thought to corrupt the young. The simple fact is that the revolutionaries of today tend to become the establishment figures of tomorrow – and the same fate could well await rap artists. (282 words)

Paper 3: Listening Part 1**1 C 2 A 3 B 4 C 5 B 6 B**

This module includes topics such as various aspects of psychology and getting help, stress and how to overcome it, alternative therapies including dance, relaxation and yoga.

Lead-in p.39

Start with books closed. Have a short discussion about 'Help'. Ask students who or where they turn to for help. For example, in what situations would they consult: friends, parents, colleagues, their boss, teachers, the internet. Introduce the concept of self-help books and ask if students have heard of or read any. Alternatively, ask which is more important – external appearance or character/personality. Then ask them to compare how much time and effort people spend trying to change their figures and appearance generally and how much time they spend improving their personality and whether most people get the balance right.

Background

Self-help books are big business for publishers and writers and have helped many to make themselves very rich. One of the earliest and best known books is *How to Win Friends and Influence People* by Dale Carnegie, published in 1936, which has sold over 15 million copies.

Stephen Covey, the author of *The 7 habits of Highly Effective People* (2003) has sold over 20 million self-help books.

- 1/2 Get students to look at the cartoons and match them to the five book titles. The two animal-related idioms (*like water off a duck's back* = not affected in any way and *a wolf in sheep's clothing* = a person whose true character is hidden) are featured later in the unit but may need a brief explanation at this point.
- 3 The discussion here would work well in pairs and is likely to focus on what students think the book is about. Encourage them to think about how each book might help them or what they would hope to get from the book.
- 4 Students think of ideas to illustrate books 1 and 5.
- 5 This could be done either as a whole class discussion or as a role play in pairs.

- 2 **Suggested answers:** A2 (could also be 1, 3, 5); B4; C3 (could also be 5)
- 4 Suggestion might be: 1 someone looking confident while being interviewed for a top job by a panel of stern-faced interviewers
5 someone about to give a talk to a large audience

3A Who's in control?

Reading 1 p.40

- 1 Get students to read the two pairs of sentences and then to compare them with a partner. Having checked the answers point out that repetition of the word *practical* in the second pair of sentences is a typical examination trick designed to catch students out. Check students know the opposite of *objective* (*subjective*).
- 2 Check that students understand the link between *self-help* and *DIY* (do-it-yourself) in the title. It is reasonable to expect that students will be familiar with the concept of skimming at this level, but it would be wise to check. If necessary, give a time limit of two minutes to scan the texts.
- 3 Ask students to read the questions (1–10) in Exercise 4, but tell them not to start answering them. They need to identify the key words. Do the first question with the whole class as an example. They could then finish the task individually or in pairs. Students need to identify synonyms in the questions and the texts and ways in which ideas in the reviews are re-phrased in the questions. For example, in Q1 *enjoyable* = for pleasure in Text C; *irrespective of problems* = even if you ... be in good shape. Stress the importance of checking the information in the text again before they complete the exercise.
- 4 The students will have effectively done the exercise in three steps above. Now they can complete the process.
- 5 If students struggle to think of ideas, they could be prompted. Examples might be: for someone trapped in a bad relationship, someone with a serious phobia, a very shy person.

- 6 Ask students to find the words in the texts and guess the meanings from the context before checking in a dictionary. Check that they know the pronunciation and stress of the words as well as any related words (e.g. *fabricate* (v), *prefabricated* (adj)).

- 1 Pair **a** are similar in meaning – *objective* = non-judgemental; pair **b** are different, as the first one talks about goals, while the second sentence focuses on emotional wellbeing.
- 2 **1 D 2 B 3 C** and possibly **A**
- 3 1 enjoyable, irrespective of whether you have problems 2 ideas, language, accessible to the non-specialist 3 examines, evidence, support, claims, exponents of self-help 4 step-by-step guide, psychological dilemma 5 ways, make the most, unfulfilled potential 6 encouraged to have unrealistic expectations 7 suggested therapies, recognised methodology 8 quality of writing, advice, more credible 9 should view, negative emotion, natural 10 comfort and advice, frustrated by seemingly straightforward problems
- 4 1 C *and can be read for pleasure even if you judge your self-management and feelings of personal fulfilment to be in good shape*
 2 B *However, the book is written in a refreshingly down-to-earth style that avoids the almost incomprehensible jargon which some self-help practitioners are prone to!*
 3 A *In this book, Pearsall explores the tendency for proponents of self-help therapy to substitute clichés for serious thought'*
 4 D *A number of simple models and techniques are engagingly presented through a series of first-hand accounts of people at various stages of succumbing to or addressing their fears. When strung together, these provide a structured programme with which you may set about changing your attitude and raising your self-awareness and self-esteem.*
 5 B *He offers techniques to help people develop their hitherto suppressed abilities and apply these to situations in which they may be of use.*
 6 A *Hackneyed fallacies like 'be all that you can be,' 'live up to your full potential,' 'nurture and understand your inner child,' are just a few of the arguably silly fabrications that masquerade as legitimate advice' Were people less caught up in the misconception that they should be happier*

and more fulfilled, they probably wouldn't be so discontented.

7 B *Many of his suggestions follow well-known coaching concepts familiar to practitioners of neuro-linguistic programming.*

8 C *Burkeman has a lovely turn of phrase, neither too dry nor too flashy; but a sort of just-rightness that makes his pronouncements sound wholly trustworthy.*

9 D *this book rests on the following premise: fear is a necessary and essential element of life.*

10 C *Should you find yourself prone to those nagging difficulties which, though surmountable, are disproportionately aggravating, then you'll find solace and good counsel here.*

Vocabulary p.42

Start with books closed. Put the word *self* in the middle of the board and elicit examples of compounds with *self* using *self-help* as an example. It might be an opportunity to discuss the idea of self-study and how much time students will spend studying on their own for the exam and what they should be focusing on.

- 1a Compare the compounds given with those elicited. Check the meaning of any new ones. Students then complete the exercise individually or in pairs. It might be worth pointing out that the rules determining when compounds are hyphenated or written as one word are vague and usage often varies, but in this case all compounds with *self* are hyphenated.
- 1b Students could discuss the meanings of the remaining examples or use them to write similar sentences to those in 1a.

Extra!

If time allows, ask students whether the compounds listed are positive or negative. They are all positive. Ask them to think of any that would be negative e.g. *self-centred*, *self-doubt*, *self-harm*, *self-righteous*.

- 2a This exercise focuses on prefixes that change meaning. When students have read the examples, point out that the prefix *non* usually uses a hyphen, whereas the other two do not. When students have completed the text with newly formed words, check understanding and elicit examples of other words using the three prefixes.

- 2b** Highlight the importance of a structured approach to learning vocabulary by building word families using prefixes and suffixes and by revising vocabulary regularly.
- 3a** Explain that the next exercises highlight some of the suffixes that are used to form nouns. Get students to skim the dialogue for gist.
- 3b** Ask students to scan the list of words and identify what type of words they are: verbs and adjectives. They then use the suffixes given to form nouns. Check spelling and stress of the new words. Note the difference between UK and USA spelling of words such as *fulfilment* (UK) / *fulfillment* (USA). Identify the words where the stress changes, e.g. *motivate* – *motivation*. They then use the words to complete the dialogue.

Extra!

If time allows, elicit examples of other nouns formed with the suffixes in the exercise, e.g. *accomplishment, judgement, empowerment; humiliation, inhibition, qualification; helplessness, thoughtfulness; comprehension, persuasion*.

- 3c** Students identify the negatives of the newly formed nouns and which prefixes are used to form them. Ask them to consider all the words in the 'family' e.g. *happy, happiness, happily*. Compare the similar words *unmotivated* (lacking in motivation) and *demotivated* (lost motivation).
- 3d** Conduct a short discussion in small groups.

- 1a** 1 Self-management 2 self-evaluation
3 self-discovery 4 self-discipline
5 self-worth
- 2a** 1 non-essential 2 misuse
3 interconnecting 4 misinterpreted
- 3a** Jessica was initially sceptical, but her opinion changed after reading one. Charlie thinks that they have limited use as change must come from within.
- 3b** Noun forms: 1 achievement 2 conception
3 decision 4 fulfilment 5 happiness
6 helpfulness 7 inspiration 8 motivation
9 solution 10 weakness
- Text:** 1 solution 2 weaknesses 3 fulfilment
4 conception 5 inspiration 6 achievement
7 happiness 8 helpfulness 9 decisions
10 motivation
- 3c** unfulfilment (n), unfulfilled (adj); uninspired (adj), uninspiring (adj); unachievable (adj); unhappiness (n), unhappy (adj), unhappily (adv); unhelpfulness (n), unhelpful (adj), unhelpfully (adv); undecided (adj) (BUT: indecision (n), indecisive (adj)); unmotivated (adj)

Use of English 1 p.43

- 1a** The text is in the format of Part 3 of the Reading & Use of English paper. Students start by skimming the text to get a general understanding.
- 1b** Stronger classes could go straight into the task. Weaker classes could start by looking at the task strategy notes on page 167.. Point out that the exercise requires more prefixes and suffixes than those practised in Vocabulary exercises 2 and 3.

Photocopiable activity

Activity 3A could be used here. It is a pairwork/groupwork activity in which students identify mistakes in sentences, correct them, then decide how certain they are that they have corrected them properly, winning or losing points based on their answers.

- 2** Start by asking students to look at the picture and explain what it shows. They should identify the animal as a donkey and that it is stubbornly refusing to move. Then ask them to look at the other idioms and check the vocabulary (e.g. *flog, horns, bonnet*). Students choose suitable idioms to complete the five sentences.
- 3** Put students in groups to decide on the three best pieces of advice they can think of for a friend. Then compare their ideas to see which group has the best advice.

- 1a** 1 tendency 2 dissatisfaction
3 interdependence 4 nervous
5 detrimental 6 uncontrolled
7 communicator 8 sensitivity
- 2** 1 put the cat among the pigeons; 2 flog a dead horse 3 like water off a duck's back
4 a bee in his bonnet 5 as stubborn as a mule

► Student's Resource Book, pages 28–29, 33–35

Listening 1 p.44

Start by asking students if they recognise the film still (Anne Hathaway and Meryl Streep in *The Devil Wears Prada*) and what the subject of the film is (*bullying in the workplace*) and what they thought of it if they have seen it.

- 1** Discuss the questions with the whole class. Ask the class what they consider to be typical aspects of bullying behaviour. Avoid discussion of personal experiences.

- 2 ▶ **T1.15** The first time students listen, they should try to get a general understanding and not answer the exam question. Play the recording once and then get students to compare answers to the three questions, justifying them with examples of what they heard. In the exam the recording is played twice.
- 3 ▶ **T1.16** Remind students that in the exam the silent time given on the recording to read the questions is vital. Give students 45 seconds to read the questions to identify the topic (e.g. an opinion, a feeling, a fact, the purpose) before playing the recording for the second time. Having listened again, students can compare answers in small groups before checking with the whole class.
- 4 Ask the class to look at the definition of the term *assertiveness training*. In groups, ask the students to discuss the rights, including which they feel is the most helpful. Students could also be asked to discuss how the rights apply to the classroom and language learning in general.

Background

Assertiveness training is often misinterpreted as aiming to make people more dominant when in reality its aim is to enable people to stand up to people who are. Many ideas are from the book *When I Say No, I Feel Guilty*, by Manuel J Smith, published in 1975. It is about expressing oneself clearly and resisting manipulation. There are ten rights summarised in the one key principle: 'The right to be the final judge of yourself is the prime assertive right which allows no one to manipulate you'.

The ten rights are:

- 1 You have the right to judge your own behaviour, thoughts, and emotions, and to take the responsibility for their initiation and consequences upon yourself.
- 2 You have the right to offer no reasons or excuses for justifying your behaviour.
- 3 You have the right to judge if you are responsible for finding solutions to other people's problems.
- 4 You have the right to change your mind.
- 5 You have the right to make mistakes – and be responsible for them.
- 6 You have the right to say, 'I don't know'.
- 7 You have the right to be independent of the goodwill of others before coping with them.
- 8 You have the right to be illogical in making decisions.

- 9 You have the right to say, 'I don't understand'.
- 10 You have the right to say, 'I don't care'.
- Source: <http://h2g2.com>

- 1 **Emotional intelligence:** the ability to recognise, control and assess the mood and emotions of other people
Bullying behaviour: the abuse of power, when someone, or a group of people, deliberately upset another person or hurt them either physically or emotionally or damage their property or reputation on numerous occasions.
- 2
Extract 1 1 articles on websites
 2 her understanding made her feel able to do something about the situation
Extract 2 1 a book he had read in his teens that he found inspirational 2 personal problems with his parents, his teachers and his peers
Extract 3 1 Emotional Intelligence tests
 2 Self-evaluation
 3 1 B (so I persuaded myself that she must be right) 2 B . (I suddenly saw my colleague's behaviour for what it was, and felt I had to change things) 3 A (were it not for that book, I wouldn't have had the guts to tell my parents I had a burning ambition) 4 C (The main thing it taught me was to take the bull by the horns in a non-confrontational way, without resorting to manipulative behaviour) 5 B (they select new employees by incorporating what are called 'emotional intelligence' tests into their recruitment procedures rather than depending solely on professional qualifications and experience) 6 A (All graduates entering the job market could do with taking these considerations on board)

Language development 1 p.45

- 1 With a weaker class start by looking at the grammar review on page 176. A stronger class could begin by doing the exercise and then using the grammar review to check their answers. The exercise includes all types of conditionals including mixed.
- 2 This exercise is similar to the Paper 1, Part 4 key word transformations in that students have to express a similar meaning using a different structure. In the exam they often include variations of conditional structures. In Q1, get students to compare the subtle difference between *If you decide* – a possibility and *If you do decide* – an unlikely possibility. In Q3, elicit that

the alternative to *if* is *when* and the reason why – a general truth.

- 3 This exercise should remind students that conditional sentences frequently use alternatives to *if*. After checking the answers, elicit example sentences using the other two structures (*imagine* and *what if*).

- 1 1 b 2 b 3 b 4 a 5 a 6 b
 2 1 If you (do) decide to do a course in psychotherapy, let me know.
 2 If it hadn't been for the other students' (help), I wouldn't have understood the problem.
 3 Even if/when other people criticised Sally, (she was so confident that) it was like water off a duck's back
 4 If you happen to be in this evening, could I ask your advice about something?
 3 1 otherwise 2 unless 3 on condition that (if) 4 whether or not, (if) 5 Assuming (that), (If) 6 in case (if) 7 otherwise

Use of English 2 p.45

- 1a This exercise practises the open cloze task in Paper 1, Part 2. Students should be encouraged always to skim any exam text to get a general understanding of the text type, purpose and content before attempting the task. The instructions here help them by saying it is a magazine article that describes a branch of psychology. A quick read (30 seconds) should be enough to appreciate the difference.
- 1b If students are unfamiliar with Cambridge exams and this task type, they should read the exam strategy notes on p.167 first.
- 2 Elicit that the discussion is about a hypothetical situation and that therefore their choice of which conditional structures to use should reflect that. The discussion would work well in small groups with students explaining their ideas/fantasies to others while trying to correctly use as many of the structures as possible.

- 1b 1 what 2 to 3 at
 4 Although/While/Whilst/Though 5 far
 6 off 7 Since 8 gained

► Student's Resource Book, pages 30–32

Writing 1 p.46

Remind the class that Part 1 is compulsory and that they will have about 45 minutes to complete the task using 240–280 words.

- 1 Get students to start by skimming the texts for general understanding of content then scan the two texts to find answers to the first two questions. For the third question find out if they are familiar with the well-known analogy of the glass being either half full for an optimist or half empty for a pessimist. Find out who in the class thinks they are an optimist or pessimist and why they think so.
- 2 Now get the class to read text 1 again and decide which of the summaries is the most accurate.
- 3 When students have reread text 2, they should identify the words or phrases that match those in the exercise. Remind students that the skill of summarising is to paraphrase ideas in the text.
- 4 Students should use the answers from 3 to write their own summary of text 2.
- 5 Students should summarise the main points of the two texts in one paragraph by linking the points in the summary of text 1 in exercise 2 with their own points summarising text 2. The paragraph should also make some comparisons between them.

- 1 1 Positive psychology encourages people to look at the positive things in their life to help them find solutions to things that go wrong. 2 A defensive pessimist worries about challenges as a way of boosting their performance.
 2 Summary 2 is the most suitable, as it covers the key points of the text. (1 is too short and omits key points. 3 is unsuitable as it lifts phrases directly from the text.)
 3 1 advocate 2 optimistic perspective 3 make a case for 4 refute
 5 **Suggested answer:** *Text 1 makes a case for positive psychology, refuting suggestions that its concept is ineffective by arguing that having a more optimistic outlook benefits not only the individual but society in general. Criticism of the idea in Text 2 on the other hand goes beyond its lack of effectiveness, maintaining that for some people engineered happiness actually results in them being less successful as, for them, worrying is a helpful defence mechanism.*

3B Mind and body

Listening 2 p.47

- 1 Start with books closed. Elicit the causes of stress in people's lives (see key for examples). Ask

students if they suffer from stress and what causes it in their lives. Then discuss the second question of whether stress is increasing in the modern world.

- 2 Ask students if they have heard of laughter clubs and what they know about them or what they can guess they are. Then discuss the three questions.
- 3 ▶ T1.17 Look at the Exam Strategy notes on p.170, which apply to this task type, before starting the task. Students should start by reading just the questions to get a sense of the topic of the listening passage. There are *Help* notes to give students specific hints for three of the five questions.
- 4 Use the key words to review affixation. Some of them use suffixes highlighted in earlier modules (e.g. *grumpiness*, *accessible*, *reticence*). Elicit the words that they are formed from and other words in each word family. Discuss the best ways to record and review the new vocabulary.
- 5 Students discuss their reaction to what they have heard. Ask them to speak with a partner about whether laughter helps them to relax or not and if they would think about joining a session of laughter therapy. Ask them to think of occasions, such as when watching a comedy, when witnessing a mishap or when laughter has been infectious.

- 1 **Suggested answers:** money worries, work/job security, study pressures, health issues, family and friends, social pressures, bullying, anxiety about forthcoming exams!
- 2 1 Laughter clubs are places where people gather to learn how to laugh in order to relieve stress. 2 Answers may vary, but expect to hear any of the following: depression, exchanging stories, responding to each other, essential oils, senses 3 **Suggested answers:** 1 share their problems 2 rest and relaxation, pattern of behaviour, consequences of depression; 3 less inhibited, stop taking life too seriously, form lasting bonds 5 essential oils affect the senses

- 3 1 D (We think many people are put off by the idea of 'alternative therapy', as such. The title *Laughter Club* is somehow less intimidating because it doesn't imply having to buy into a particular philosophy or lifestyle) 2 B (The grumpiness becomes a sort of downward spiral, because the world responds negatively to it, making it even harder to break out of. But a good therapist can help reverse the process) 3 A (releases people from any shyness or reticence about expressing their emotions, that's the main thing they get out of it) 4 A (I studied meditation instead. What that taught me made me think that maybe benefits could be reaped from laughter therapy as well. So, I decided to have a go) 5 D (she began coming to the laughter club shortly after, illustrating Stella's point about time management!)

Speaking p.48

- 1 Start with books closed and ask students the two questions. Point out that these would be typical questions at the start of Paper 4 and ask students to discuss these. If no-one mentions any of the ways to relax shown in the SB, consider introducing them to the discussion. Find out what works best for the class.

Background

Acupuncture is a traditional Chinese technique that has been practised for around 3,500 years. It is based on the belief that energy or 'life force', known as *chi* or *Qi* in Chinese, moves around the body along meridians associated with different organs. These meridians are not physical structures. The insertion of fine needles along these channels clears blockages that cause illness and stimulates the flow of energy to restore or maintain good health.

Aromatherapy is based on the belief that different essential oils produced from the leaves, bark and flowers of plants have different healing properties both physical and psychological. The oils are massaged into the skin from where they travel around the body in the bloodstream, and the aroma is inhaled to stimulate brain function.

Reflexology is based on the belief that the foot, and to some extent the hand, forms a map of the whole body. By massaging different areas of the foot the practitioner can identify areas of the body that are 'out of balance' and restore them. It claims to be beneficial for a number of common ailments as well as a relaxing therapy.

- 2 Ask students to look at the pictures and identify what they show. Ask students to discuss any experience they have of alternative therapies.
- 3a Start by checking understanding of the vocabulary. Ask students to decide if the words are positive or negative and then to check the meaning of any they don't know. Another way to process the vocabulary would be to ask students to identify those words/phrases that are similar (e.g. *rather exclusive* + *only for the privileged few*) and those that are opposites (*beneficial* + *detrimental*). They can then use them to discuss the pictures. As they are going to be using the vocabulary in a speaking exercise it is important to model the pronunciation including the word stress at this stage.
- 3b This exercise practises expressions for giving opinions. Again ask them to think which are positive and which are negative before they attempt the exercise. Check the meaning of any difficult vocabulary (e.g. *shiver*) before they start.
- 4 This activity would be best done in pairs with students encouraged to use as many of the words and phrases from exercise 3 as possible.
- 5a ▶ T1.18 If students are unfamiliar with the CPE exam, explain that Part 2 of the speaking test has two sections. In the first section candidates answer a question to give their reactions to one or more pictures and in the second section they are given a decision-making task. Students listen just to the introduction to the task to understand and identify the instructions for the first section of the Part 2 task. Get them to do this in pairs.
- 5b ▶ T1.19 Students hear two candidates doing the task. They should listen for how well each one speaks about the pictures and how well they interact with each other.
- 6a ▶ T1.20 Students listen again for the instructions for the second section.
- 6b ▶ T1.21 Students listen and judge the candidates' performance and identify successful strategies that they use. When they have identified that Ariana's performance improves in this part, explain that this sometimes happens

to students in an exam. They may not perform well on one part, but they can make up for it in another section. So, they shouldn't feel discouraged by one or two difficulties early on.

- 7a ▶ T1.21 One approach would be to ask students to look at the extract and predict the expressions that are missing. Then play the extract again for students to complete the dialogue.
- 7b Students match the expressions listed to expressions they have heard in the extract.
- 8 Give students a few minutes to look back over the expressions highlighted in exercises 3–7 before they attempt the task in pairs. Encourage them to do it with the same urgency as in exam conditions.
- 9 Encourage students to use the questions to analyse their own performance in the same way that they analysed Jarek and Ariana in exercises 5 and 6.

- 2 **A** relaxing pastime, emotional comfort, meditation **B** relaxing pastime, emotional comfort **C** medication, pain relief **D** emotional comfort, aromatherapy, pain relief, relaxing
- 3a Positive aspects: emotional/physical benefits, beneficial, keeps you active, provides you with an interest, gives lonely people physical contact, effective relaxation technique, take your mind off things, it's emotionally uplifting, helps you unwind, relieves tension
Negative aspects: detrimental, drawbacks, can do more harm than good, rather exclusive, expensive and so for the privileged few
- 3b 1 rather weird 2 not for everyone 3 did me the world of good 4 makes me feel frustrated 5 should be seen as a last resort 6 enjoyable pastime
- 5a 1 Pictures 1 and 4 2 one minute
- 5b Answers may vary, but expect the following: Jarek handles the task very well, and tries to give support to Ariana. Ariana is weaker. Her answers are short, with little expansion, and she repeats a lot of the language that Jarek uses. She follows his lead, and does not invite him to interact or respond to what she says.
- 6a 1 Talk together about how each of the activities shown helps people relax, then choose which two would best illustrate a magazine article on relaxation techniques 2 three minutes

- 6b** Answers may vary, but expect the following: **1** Jarek starts by restating the task, to place them both in the context, and then immediately asks Ariana her opinion of one of the photos. They both explain why the activities are relaxing, and expand by giving personal examples when appropriate. **2** They make a point, and then ask the other's opinion, to give them a chance to speak. **3** Ariana makes a big improvement here, as if she gains confidence as the conversation develops
- 7a** **1** I think this is true **2** Absolutely **3** While I agree with you, of course **4** Not only that **5** Perhaps **6** Mind you **7** Anyhow **8** as a matter of fact
- 7b** **1** (2) absolutely **2** (4) not only that **3** (8) as a matter of fact **4** (1) I think this is true

Language development 2 p.50

Depending on different students' first language, the difficulty of this topic will vary. It would be wise to start by reading through the grammar notes on page 177 with the class and answering any questions.

- 1a** Ask students to decide whether *It* or *There* should be used to start each of the sentences. Point out that in one sentence both *it* and *there* are possible. Having checked the answers ask students to see if they can recognise any patterns such as using *it* before adjectives (e.g. *It's possible*) and *there* before nouns (e.g. *There isn't much point; there's no harm; Is there any likelihood*).
- 1b** Students need to identify which of the gaps in the text require the use of *it*. Point out that here the emphatic use of *it* can be as both the subject and as the object of a clause.

Extra!

When they have completed the exercise, ask students to look at the second and third sentences and to compare how they would have to be written without this use of *it* (*So, I consider having my neighbour pop in whenever she feels like coming to be an intrusion. Trying to tell her that I'm busy makes no difference.*) and the difference in impact. Then ask students to look through other texts to find similar examples.

- 2** The exercise introduces some other fixed expressions using *it*. The exercise requires students to use their imaginations to create a context and how they might respond. Students could do the activity in pairs/small groups, taking it in turns to be the one that responds, before comparing responses as a whole class.

- 3** This exercise builds on the review of conditionals in 3A. Weaker students should start by looking at the Expert Grammar summary on page 177 before attempting the exercise. Stronger students could start by doing the exercise and then using the summary to check their answers.
- 4a** Here students check understanding of the meaning of the inverted phrase by re-expressing it in a simpler form. Point out that this is similar to key word transformation exercises in Paper 1 Part 4 and that inversion is commonly tested.
- Do the first one together as a class and compare the forms. Point out that the inverted form is useful for 'holding the floor' as it clearly flags at the start that the speaker has two points to put across and therefore makes it harder for someone else to interrupt.
- 4b** Students form sentences using inverted phrases.

Photocopiable activity

Activity 3B could be used here. It is a groupwork activity. Students complete gapped sentences, arrange words to complete other sentences, and join them in a domino-style card game.

► Student's Resource Book, pages 36–37

- 1a** **1** It **2** there **3** There **4** It/There **5** There **6** It **7** There **8** It
- 1b** **1** -; **2** it; **3** it; **4** it; **5** it; **6** -; **7** it; **8** it;
- 2** Many possibilities here, but expect answers similar to these **1** OK, so this is it. Let's get started. **2** Oh, it's a pity you can't come. I was looking forward to seeing you. **3** It's a matter of personal choice, really, as both are good for you. **4** It makes no difference to me what you do. **5** It was me (who told him). **6** If it hadn't been for her, you might still be furious with him.
- 3** **1** he had left **2** should you **3** did she realise **4** I'd had; **5** had I started **6** Had it not been
- 4a** **1** Mandy did a course in aromatherapy and (she) also became a professional. **2** She was so unable to cope after losing her husband that she sought professional help. **3** You shouldn't move your body at any time during your acupuncture treatment. **4** She had hardly got back from the hospital when she fell down the stairs and broke her leg! **5** If you should see Hannah, tell her to phone me.

- 6 There was such a huge/great response to the Laughter Club's advertisement that they had to create three classes.
- 4b 1 At no time did I seek psychological help for my depression.
 2 No sooner had I got out of hospital than I was involved in a car accident.
 3 Little did I realise (that) it would be so hard to cope with all the extra work.
 4 Only after the unwanted visitors had left did I begin to relax.
 5 Not until she had left her job did she feel happy.

Use of English 3 p.51

- 1 Start with a discussion about music styles and which are the best to dance to. Keep the focus on the dance element and avoid long discussions on different types of music.
- 2 This exercises introduces the lexical cloze in Paper 1 Part 1. Emphasise that the choice of word is normally determined by its usage rather than meaning. Students need to consider how the word is used, for example, where it is placed in a sentence or with which prepositions it is used or with which other words it collocates.
- 3 Give students 30 seconds to skim the text to understand the nature of the text and the gist. It is important to emphasise this point each time. Point out that in the exam they will have about 10 minutes to complete this task. The HELP box gives clues to three of the questions.
- 4 The task analysis gives further emphasis on the type of connection students should be looking for between the text and the correct word.
- 5 The discussion should give further practice of the language on pages 50–51 of the coursebook. Check that the class know a little about aerobics, Tai Chi and yoga before they begin. Remind students that these discussions are good practice for the speaking tasks in Paper 4.

- 2 B The other options are followed by prepositions: *believed in*, *engaged in*, *subscribed to*
- 3 1 C 2 A 3 B 4 B 5 A 6 D 7 C 8 D
- 4 1, 4 and 6 are examples of collocations: *came to an end*, *freedom of expression*, *severe stress* 2 (*absorbed in*, *captivated by*, *preoccupied with*, *enthralled by*) and 8 (*evidence of*, *witness to*, *proof of*, *testimony to*) are examples of how differences in word use determine the answer.

Writing 2 Essay p.52

- 1a Start by discussing what exercise students do and how often or to what level. Then ask if any do exercise in order to relax or reduce stress.
- 1b Students look at the ideas listed and check understanding. They then discuss the relative merits of each. Finally, ask if any students have personal experience of any of the techniques.

Background

Imagery techniques use a person's imagination to create scenes that stimulate a response such as confidence or relaxation. The idea is to replace a real situation with one created from imagination; the more intensive it is and the more senses it involves, the more effective it will be. Relaxing with imagery therefore involves creating a safe, warm and comfortable place such as a beach or field in the mind and enjoying being there. In 'guided imagery' a practitioner suggests images to for a client to create as a form of hypnotherapy.

- 2 Get students to read just the question rubric and identify the key points. It would be useful to encourage students to get into the habit of underlining or highlighting the key words.
- 3 Get students to start by underlining the key points and then using them to summarise in their own words.
- 4 Students establish the similarities and differences, bringing in some of the expressions used in 3A.
- 5a ▶ T1.22 One approach here would be for students to predict the content of the second and third paragraphs before they listen. Play the recording for students to complete the paragraph plan according to what they hear.
- 5b Students decide if the plan in 5a is a wise approach and consider alternative approaches.
- 6a Students need to find the words in the text and then, if they do not know them already, work out the meanings from the context.
- 6b Students should aim to write each of the two summaries in about 20 words. There is likely to be some variation so compare different answers around the class.

Photocopiable activity

Activity 3C could be used here. It is a groupwork activity in which students write summaries of short passages, winning points for accurate summaries. They win or lose points based on the number of words they use.

- 7 Get students to start by skimming the text for the gist, and then to think about what type of word would fit: a noun, verb or participle. Point out that many of the words given (e.g. *need, means, caution, highlight*) can be both nouns and verbs.
- 8/9 This part highlights the need to include personal opinions or reactions to the two texts. Students listen and summarise what the two speakers say about the texts, and add their own opinions.
- 10/11 At this point, the planning is complete, so give the students 20 minutes to write the essay and 5–10 minutes to check it, using the checklist on p.191 if necessary. The writing would be best done as homework.

2 Summarise, evaluate, use your own words, include your own ideas.

3 **Text 1** looks at the positive effects tea can have on a person's emotions. It states that tea contains a chemical which brings about a sense of calm, yet doesn't cause sleepiness.

Text 2 recommends joining a yoga class to help you relax on a regular basis. It warns against power yoga, arguing that exercise involving slow movement and gentle stretching is better suited to relieving stress.

4 Both texts talk about ways of relaxing and relieving stress. However, text 1 focuses on short-term stress relief, whereas text 2 recommends physical exercise for longer-lasting effects.

5 **Paragraph 2:** Summary of the 2 texts

Paragraph 3: Evaluation of the 2 texts

6a 1 a 2 b 3 b 4 a 5 a 6 b

6b **Suggestions:** 1 For people who find it difficult to motivate themselves, joining a class will help them keep to an exercise routine. 2 Think carefully about your health before choosing a class, as slow, gentle exercise is preferable to power yoga for dealing with stress.

7 1 benefits 2 highlighting 3 while
4 advocates 5 means 6 However,
7 caution 8 needs

8 **Sukhi:** Tea very beneficial. Preference depends on personal needs, age and circumstances. Gentle exercise can cause very active people to slow down a little. Accepts Enrique's point about exercise's long-term effects.

Enrique: Tea offers only temporary solution to stress. Feels that exercise is more effective. Disagrees with part of text 2, arguing that intense exercise is also beneficial for stress relief. Accepts Sukhi's point about age and different circumstances.

10 Suggested answer:

As their titles suggest, the two texts illustrate different approaches to relieving stress by using the natural calming qualities of tea and by regular gentle exercise.

The first text highlights the popularity and calming qualities of tea. It assesses the properties of the various chemicals occurring naturally in tea, especially in the green and white varieties, and concludes that they lead to a positive relaxed feeling without producing drowsiness.

The second text advocates yoga as a beneficial way to unwind, especially for those without the motivation to meditate alone over a period of time. It compares less strenuous forms of yoga that are more appropriate for relaxing the body and quietening the mind with more physical forms that strengthen and exercise the body. It advises people to seek advice from an expert where appropriate.

While Text 1 outlines the health benefits of tea drinking, it does not mention the pleasure the taste brings. Not only is tea a calming health drink, but it can be a delicious invigorating alternative to coffee too. Although the effects are temporary there are no limits to the number of cups of caffeine-free tea that can be drunk each day. There is no doubt in my mind that yoga can be helpful to a wide range of people, but I'm not entirely convinced that fit and healthy people should avoid power yoga, as tough physical exercise can also be great way to reduce stress and the effects will be longer lasting.

In short, regular yoga classes followed by a cup of green tea will lead to a stress-free life.
(264 words)

Module 3: Review p.54

- 1** 1 duck 2 kittens 3 mule 4 horse 5 bull
6 dogs 7 cat 8 bee
- 2** 1 you (should) happen to see 2 Tom's
reaction be if I were 3 you give me the car
keys in 4 it hadn't/not been for Mark's
intervention 5 it not been for the
counselling 6 is unwilling to do the
gardening unless 7 got over her feeling of
shame but for 8 had the infuriating couple
left than Mark
- 3** 1 uninspiring/uninspired 2 undecided
3 thoughtfulness 4 non-aggressively
5 interchange/exchange
6 accomplishments 7 misunderstanding
8 persuasion
- 4** 1 effective 2 technique 3 therapeutic
4 optimistic 5 self-confidence 6 derive
7 holistic 8 effects 9 circulation
10 assertiveness

The theme of the module is information, particularly in the digital age. It includes texts on digital addiction, use of technology in remote areas, computer games and corporate uses of IT, how the internet affects users, public participation in research, the media, and the idea of the connectivity between us all.

Lead-in p.55

With books closed, ask students to discuss, in small groups, how much time they spend each day/week using different forms of digital communication (e.g. email, texting, on social network sites, Twitter, internet chat rooms) and what they are. Try to identify the biggest digital junkie in the class! Then open books, look at the photos on page 55 and identify what they represent before students discuss the two questions. The pictures show:

- a serious computer gamer, possibly taking part in a competition;
- a man working on a laptop on a train, representing the idea of a mobile office and being connected any time anywhere;
- young children playing games with a portable computer gaming device, representing how universally accepted they are.

4A Too much of a good thing?

Reading 1 p.56

With books closed put the word *detox* on the board or play a game of hangman to elicit it. Ask students what the word means to them and in what contexts they have heard it previously.

- 1 Students look at the heading of the article and discuss the questions in small groups.
- 2 Students skim the article to get the gist and to answer the summary question. Allow about three minutes for this.
- 3 Keep the discussion short at this point as they will have another opportunity to discuss it later.
- 4 Remind students of the best strategies to use when attempting this type of task and how to look for the discourse connections between the paragraphs. See the Strategy notes on page 168.
- 5 Students are asked to identify the connections between the paragraphs by studying the linking devices.

- 6 The three questions get students to react to the text and expand the discussion of their attitudes to technology and its role in everyday life.
- 7 As in previous modules, the Expert Word Check highlights other useful words from the text. Students should find them in the text and deduce their meanings from the context and record their meaning and usage.

- 1 1 The word *detox* is short for *detoxification* and can refer to a period of withdrawal after drug and alcohol addiction as well as to various alternative therapies that claim to use diet and other strange techniques to remove toxins from the body. 2 *Detox* often refers to a period giving up certain foods or alcohol. 3 The title suggests that the writer is addicted to digital media and electronic devices.
- 2 She spent a weekend without access to any electronic device.
- 4 1 F *thus* and *all dutifully and habitually recorded* in para F refers to *connecting unconsciously* and *sharing such moments* in para 1. *This is how we live these days* is contrasted at the start of para 2 with *That weekend, however, we were offline*. 2 G *I barely noticed I wasn't online* in para 2 is contrasted by *What did strike me though* in para G. *And I take equal responsibility for our digital obsession* in para 3 refers back to description of Will's addiction in G. 3 B *such lapses* in para B refers to Will reaching instinctively for his phone in para 3. 4 H *they* at start of para H refers back to *such people* in para 4. *such multi-tasking* in para 5 refers back to the examples the writer gives in para H. 5 C *that finding* in para C refers back to the study described in para 5. *In other words* at the start of para 6 is rephrasing the quote in para C. 6 D *He* in para D is the same *he* in para 6. *One practical suggestion* at the start of para 7 refers back to *introducing a little disconnectedness* in para D. 7 E *More radical still* is another suggestion following the one in para 7. *we seemed to have achieved that* in para 8 refers back to *being in one place, doing one particular thing* in para E

5 1 the weekend in para 2 when they saw the owl 2 William Powers first mentioned in para 1, then referred to as *Powers* in para C, and *he* in para 6 3 the writer's surprise at how quickly her partner, Will, adapted. (*Suddenly, however, we had his full attention*) 4 the heavy users of technology mentioned in para 4

Vocabulary p.58

- 1 Students should be familiar with the use of *google* as a verb and *tweeting* as a form of informal communication. The statement suggests that people instinctively reach for Google when they are unsure of anything. (Well, that's what it says on Google!)
- 2a Here there is further emphasis on the use of metaphors and imagery in creative writing. Students compare the normal use and the metaphorical use in the passage.
- 2b Technology is rich in vocabulary that is a new (digital) use of a traditional idea. Younger students will be more familiar with the new uses of the words and will require explanation of the original meanings of things such as in/out trays on a traditional desk.
- 2c Students should compare the functions of a Blackberry or similar smart phone with an old-fashioned writing table.
- 3a/b Students combine words from the two columns to create the collocational phrases required to complete the sentences below, setting them in context. This could be done in pairs in classes with less computer literacy.
- 4a Word building is the key to developing a good working vocabulary and the ability to express concepts clearly and succinctly. Many verbs can form two or more adjectives that might express cause and effect (e.g. *interest* – *interesting/interested*), opposites (e.g. *help* – *helpful/helpless*), or other relationships (e.g. *function* – *functional/functioning*).
- 4b If time, get students to write some further gapped sentences, using other words from 4a, for classmates to complete.
- 5 If necessary remind students that *to* can also be used as a preposition.
- 6a/b Remind students that phrasal verbs with *up* often have a sense of creating or completing something whereas phrasal verbs with *down* are often more negative and can express ideas such as stopping, failure or relenting.

Spend time with students emphasising the range of meanings that many phrasal verbs can have. For example, whereas *back down* has only one meaning (*to admit defeat, relent*), *back up* has many (as a transitive verb it can mean *to say sth is true* or *to provide help and support* or *to make a copy of sth*, as an intransitive verb it means *to reverse or move backwards*, or *to become blocked or congested*).

Extra!

Advise students how they can record multiple meanings of phrasal verbs, for example with spider maps or by linking to different opposites.

- 7a Compound nouns from phrasal verbs can be either one word (e.g. *letdown*) or two words hyphenated (*let-up*). There are many other compounds in the text on page 57.
- 7b Students use vocabulary found in 7a to complete the sentences.

Photocopiable activity

Activity 4A could be used here. It is a pairwork activity in which students match two halves of different sentences while completing them with different forms of the same word.

- 2a 1 Brushes come in all shapes and sizes. In the passage, its use suggests the grass is like the bristles of a brush, brushing against the writer's legs as they walk through it.
2 A person usually *nags* someone else when they complain to them repeatedly about something they haven't done – in the context, the repeated ringing of the phone demands his immediate attention.
3 *seep into* is usually used to describe liquid that gradually passes through material, soaking it and perhaps spoiling it. Used here, it implies that technology has gradually taken over our lives, in a secretive sort of way, so that we've hardly noticed it.
- 2b **search engine:** an engine is usually the part of a vehicle that makes it move. In computer terms, it is a program that enables you to find information on the internet.
shopping cart/basket: a metal-framed basket on wheels we use in a supermarket. In computer terms, it is an icon we click on to collect items that we want to buy on an online shopping website.
chat room: a 'place' on the internet where you can exchange messages with others and have an informal conversation online.

mouse: the small animal. In computer terms, the object connected to the computer that you press in order to give instructions to the computer.

file: a set of papers or records on a particular subject that are kept together. In computer terms, a collection of information you can store under a particular name.

inbox: in an office, this is a tray on someone's desk where incoming letters are placed. In computer terms, it is the place on the internet where incoming messages are collected.

recycle bin: a container for placing rubbish suitable for recycling. In computer terms, place on a computer where items you have removed are kept.

outbox: in an office, the tray on someone's desk where letters to be sent are placed. In computer terms, it is the place on the internet where outgoing messages are placed.

folder: a container, usually made of card or plastic, for collecting papers. In computer terms, a group of related documents that you store together.

2c The BlackBerry represents an item of technology that has become a necessary part of our busy lives. It has brought changes to our lives, just as the writing table must have brought dramatic changes to the way of life in Shakespeare's time. The Blackberry is now the place where people send and receive mail, have their diary, notebooks and their contact details in the same way that a writing desk would have functioned years ago.

3a 1 download files 2 update your profile
3 add new contacts 4 blog the latest news
5 post on someone's wall 6 desktop publishing

3b 1 add new 2 profile 3 files 4 desktop
5 wall 6 blog the latest

4a 1 compelling, compelled, compulsory, compulsive 2 meaningful, meaningless
3 controlling, controllable, controlled
4 representative, representational, representing, represented 5 dependent, dependable, depending, depended
6 informed, informative, informing, informational

4b 1 representational 2 compulsive
3 informative 4 controlled 5 dependent
6 meaningless

5 1 at 2 in 3 to 4 to 5 to 6 without 7 on
8 in

6a back up, back down; set up, set down;
break up, break down; make up; let up, let down; play up, play down; follow up; catch up; put up (with), put down (to)

6b 1 let down 2 broke down 3 play down
4 back up 5 put down to

7a backup, set-up, breakdown, make-up, letdown, follow-up, put-down, let-up, downplay. Compounds from the text include: Facebook, voicemail, overload, backlit, offline, online, outdoors, woodpecker, bedtime, otherworld, self-affirmation, fireside, backdrop, moonlit, BlackBerry, phone-free, notebooks

7b 1 breakdown 2 voicemail 3 online
4 overload 5 backup

Use of English 1 p.59

1 Tell students to look back at a previous example of the lexical cloze, the type of words tested and the suggested strategies. Get students to skim the text to discover what Safaricom's original aim was (to set up a mobile phone network) and what the unexpected consequence was (it became a money transfer system).

Give students 8–10 minutes to complete the task, reminding them to check that the words they use fit both grammatically and in meaning.

2a The discussion assumes that the one item people can't live without is their phone. Divide the class into those for whom that is true and those who would find it harder to live without some other gadget such as their laptop or iPad. Then get the two groups to debate the question.

2b Start by brainstorming different types of digital gadget that students could write about.

1 1 set 2 for/to 3 then 4 What 5 of 6 could
7 when/once/after 8 without

► **Student's Resource Book, pages 39–40**

Listening 1 p.60

1 Begin by looking at the cartoon and using it to guess what the listening extract will be about (online campaigns).

2 Read the first two questions, highlighting the key words (1 *the man, think, speaker's suggestion, 2 woman, generate ideas*). Emphasise that in both questions students are listening for the speaker's opinions.

3 ► **T1.24** This is the third time students have attempted a Part 1 listening question so should be familiar with the strategy by now. Therefore elicit what students can remember before checking their ideas against the Strategy notes on page 170. Students listen to the recording and complete the task under exam conditions, so

play the complete recording twice with a short pause in between.

- 4 ▶ T1.24 Play Extract One again. The analysis emphasises the point that for each correct answer there are two incorrect answers. Establishing why they are wrong confirms the correct choice.

Photocopiable activity

Activity 4B could be used here. It is a groupwork activity in which students listen to five short monologues or dialogues and answer multiple-choice questions. They then use words from the correct answers to complete a sentence.

- 5 The discussion should be around students' personal reflections on the ideas raised in the task.

- 3 1 B The whole point of playing online games is that they're fantasy, and all players can be heroes because they're set achievable goals, according to their level. 2 B If you had slick marketing, a snappy title, then kids might buy it. And if it followed the formula, with different levels of achievement and a points system, you could just let people play, and see what ideas they come up with. 3 B The software alone, however, is hardly going to combat the problem. You can't do without a good response team in place. 4 C This provides a forum for any potentially damaging feedback to be addressed immediately. 5 C big companies that once sought to keep most of their policies under wraps now have websites that overtly state their position on most issues. 6 A do bear in mind the potential repercussions.

Language development 1 p.61

- 1 The page contains a number of exercises that give a rapid review of modals for obligation, necessity, advice and criticism.

Students look for ideas in the context that suggest the obligation is internal or external. Most commonly, internal obligation, which the speaker imposes on themselves or on someone else, is expressed with *must* (*I must go* = I want to) whereas external, which another person (not the speaker) imposes, is expressed with *have to* (*I have to go* = I don't want to but am required elsewhere).

- 2a See if students can identify the difference between negative obligation (to not do sth) as opposed to the lack of obligation (so have a free choice).
- 2b If necessary, start by reviewing the difference between *didn't need to* (knew beforehand that sth was not necessary, so either did not do it or did it anyway) and *needn't have done* (did it but discovered afterwards that it was not necessary). Ask students to determine the context when they rewrite the sentences.
- 3a This exercise is to remind students which structures can be used for suggestions, advice and criticism.
- 3b Again stress that the context is key. Grammatically, there is a certain amount of leeway in selecting the modals. For example in Q3 *could/should/might* are all possible – it comes down to speaker choice and whether they are imparting moral force (*should*) to their words, or suggestion (*could*) or faint possibility (*might*).
- 4 This exercise looks at lexical ways to express obligation etc. Check students know the pronunciation of some of the less familiar words (e.g. *onus*) before they complete the exercise individually and then compare with a partner.
- 5 Students should approach the summary exercise just like any exam task, first skimming the text for gist then using clues around each gap to complete it with a single suitable word. Point out that this exercise practises the modal forms rather than exam practice. In CPE the instructions for Paper 1 Part 2 (structural cloze) tell students to use only one word in each gap, so they are not expected to use contractions.

- 1 1 internal 2 external 3 external 4 internal 5 external 6 internal
- 2a 1 shows an obligation not to do something 2 expresses the idea that something is not necessary
- 2b 1 They didn't need (*Needn't have bought* does not fit here but would be appropriate if they didn't know Beatrice's father had already bought tickets when they did.) 2 You needn't have / didn't need to 3 You don't need to 4 He doesn't need
- 3a advice – should; would; could; might; criticism – should(n't); would (She *would* say that!); should(n't) have; might have
- 3b 1 shouldn't have 2 wouldn't 3 could/should/might 4 should (could) 5 should/could 6 might have (to indicate speaker's annoyance)/ should have

- 4 1 duty 2 up 3 obligation 4 onus 5 your
6 had 7 would 8 ought
- 5 1 might (*should* would also be correct in an exam, but point out that it doesn't express the feeling of annoyance to such an extent.) 2 wouldn't 3 better 4 onus
5 should 6 have 7 your 8 would

► Student's Resource Book, pages 41–43

Writing 1 p.62

- 1 Give students a minute or two to read and understand the task and to highlight the key words. Remind them that this is to determine the style as well as the content of the writing task.
 - 2 Students can then carefully read the model answer and decide if it covers all the points that they have underlined.
 - 3 Note that the words in each pair are very similar in meaning. Students should therefore identify the subtle differences (e.g. *present* = to show or describe something new, *illustrate* = to make the meaning of something clearer by giving examples) or identify the collocations and difference in usage (e.g. *Generally talking speaking*).
 - 4 Here students suggest alternative words or phrases which could be used in the same text without a significant change in meaning. Point out that in some cases there is more than one alternative. Do the first one with the whole class as an example.
 - 5 Brainstorm headings for the three middle paragraphs. Hopefully students will notice that they follow the three points specified in the task (the individual's social, intellectual and physical development) so their headings will be similar.
 - 6 Students work in pairs with one taking the role of the counsellor and the other the college student. The counsellor asks the questions and makes notes. Encourage students to make use of the expressions on p. 201 when making their recommendations.
 - 7 Students work in their pairs to plan and outline their report.
- 8a/b** Point out to students that a subjunctive form (e.g. *I suggest/recommend that you/he/we/they go ...*) can be used in more formal situations with these verbs. Check students understand the concepts of *Freecycling* and *LinkedIn*.

Background

Freecycle is an international movement of locally based groups who prefer exchanging unwanted items rather than selling them or throwing them away. They use the freecycle websites to advertise items they wish to give away or items that they are looking for. 'Freecycle groups match people who have things they want to get rid of with people who can use them. Our goal is to keep usable items out of landfills.' (from www.freecycle.org). it encourages re-use and community involvement.

LinkedIn is a professional social networking site launched in 2003. It has members all over the world although half are in the USA. It helps people get/keep in touch with ex-colleagues and make connections to help them in their careers. It is used to advertise jobs and to seek suitable candidates.

- 1 Students underline: report; positive and negative effects; Internet; individual; social, intellectual and physical development; recommendations; appropriate use.
- 2 Yes, it does answer the question fully.
- 3 1 presents 2 speaking 3 When
4 however 5 far 6 concern 7 denied
8 lead
- 4 (i) results (ii) impact/influence (iii) improve/increase (iv) services (v) risk (vi) In addition (vii) at the expense of (viii) correlation/connection
- 5 Suggested headings include: **A** Social communication **B** Intellectual inspiration **C** Physical life
- 8a 1 I suggest (that) you check your computer for viruses. 2 I propose we create a blog for the chess club. 3 I recommend (that) you update your profile. 4 I propose (that) we set up a local Freecycle website./ I propose setting up a local Freecycle website. 5 I suggest (that) he cancel his subscription. 6 I recommend (that) she join the LinkedIn network.

8b Suggested answer:

One of the main problems of social networking sites is their addictive nature, causing students to spend fewer hours studying. I therefore propose that the college restricts access to such sites to one session per afternoon. Another concern is that social networking sites can spread computer viruses, so I suggest that the college invests in the best anti-virus software available.

Listening 2 p.63

- 1 Start by discussing the two proverbs and ask students for examples of when they have (or haven't) been true. With a mixed nationality class it might be interesting to hear how they are expressed in other languages as translations of proverbs often vary between languages.
- 2 Students read the task introduction and highlight key words. They then read the five questions and options for each which should give them a good understanding of the topic.
- 3 ► T1.25 Review task strategies before students attempt the task.
- 4 The task analysis is best conducted in groups.
- 5 As in previous cases ask students to look at the items in the Word Check box and find all relevant information (e.g. pronunciation, stress, word type, use, grammar, word family, collocations) for each word.
- 6 Students can continue the discussion, contributing their ideas on the benefits of people sharing ideas and information online. The way the giant website Wikipedia was created and translated into so many languages would be a good example.

- 2 1 open science (projects involving the general public) 2 mainly speakers' opinion, except for Q3, which is factual.
- 3 1 A as a result of rivalries between scientists, many more might've been stifled by them. 2 D Corporations which sponsor research projects expect a return on their investment, and don't want their competitors to have access to any findings before they're published. – But perhaps we need to think outside the box and imagine science conducted without such constraints. 3 A Once, during an online search for information, I came across a forum that Alicia participated in, and responded to some of the ideas that'd been posted. That led to collaboration with Alicia. 4 B They tend to come to the subject from a different perspective. They're not so bogged down in the theory, you know? So, they often bring new ideas. 5 C A well-known professor of Mathematics posted a complex problem on his blog. Over forty people provided their ideas, and were soon close to a solution that might've taken years for an individual to reach.

► Student's Resource Book, pages 44–46

Speaking p.64

- 1a The photos show an online news story with readers' comments, a smartphone advertised on a social networking site, a TV news studio and the most common daily national newspapers in the UK.

The photos should prompt an interesting discussion on the media as it is something everyone is familiar with.

- 1b The exercise gives students a chance to practise long turn speaking on a specific subject. Dividing the class into groups of four will give each student a chance to speak on two of the topics. Check the meaning of all words before they start. Appreciating a level of bias or censorship in the media is quite hard and can be quite controversial so the discussions should be handled carefully.

- 2a/b The exercise contains useful vocabulary around expressing opinions of the media.

Follow up by asking students to spot collocations (e.g. *a controversial issue, open to doubt*).

- 3 ► T1.26 Remind students that in the exam candidates are given a written prompt for their long turn speaking task. When students have read the card and thought about how they would answer they listen to Egon attempting the task and give feedback on it. Encourage them to focus on the positive aspects of Egon's performance.

Follow by eliciting follow-up questions that the examiner could ask Egon's partner. (e.g. *How do you obtain news? Generally, do you think people will eventually stop buying newspapers altogether? What do you think will be our main source of news in the future?*)

Finish with a discussion on the effect the internet has had on how students receive news. It is likely to incorporate the use of their smartphones.

- 4a ► T1.26 Play the recording again. This time students listen for discourse markers that Egon uses to structure his answer.
- 4b The exercise looks at alternative discourse markers that could be used when expressing an opinion.
- 5a Again get students to read the question card and consider what they would say before reading and completing the start of Isabel's answer.

- 5b** Students then finish the answer using another collection of useful phrases.
- 6** Quickly revise all the discourse markers covered in Exercises 4 and 5 before students do the task under exam conditions, paying attention to their fluency while speaking continuously for 2 minutes.
- 7** Encourage students to be honest in their analysis of their performance.

1a Traditional newspapers: good for news summaries and comment/analysis by professional journalists. Ease of use, people still like reading them on the train, while eating breakfast, etc.

TV news: people often watch this in the evening, may discuss with other family members, good for people who prefer moving images, can contain live updates.

Online article + readers' comments: combines best of both above, accessible almost anywhere with video and constant updates, readers often interested in other readers' comments.

Companies advertising via social network sites: cheap advertising for businesses; quick way to learn what's available on the market – particularly useful for specific professions.

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

3a Answers may vary, but expect:

1 Egon handles the task very well. His answer flows naturally, without pauses, and he manages to use all the time available to him.

2 He starts by talking about the topic generally, but quickly makes it more personal, by talking about his own experience. He talks about his preferences, and also mentions what he dislikes, allowing himself more to talk about. He uses a variety of linking words to connect his points, and really makes use of the card to help him.

4a 1 problem with 2 However 3 regard to 4 not suggesting 5 does happen 6 have to say.

4b 1 I must admit = I have to say: I don't mean = I'm not suggesting; As for = with regard to; On the other hand = However

5a 1 the thing about 2 depends 3 in order to 4 the value of this 5 find 6 rather than

5b To complete the answer, students could mention websites like LinkedIn, which are used to make and maintain business contacts, and the value of this. Some mention could also be made of the dangers of putting sensitive personal information on their webpage, namely that they expose themselves to abuse. Then, in terms of research, the value of sharing information is that problem solving can be achieved more quickly with an exchange of ideas. Innovative ideas can be generated and developed in a less restricted environment. However, there is the danger of ideas or data being stolen, and someone else taking credit for your work, but posting methodology, together with time and date, should protect you against this. Some may refer to file-sharing of music, and YouTube. Basically, they should reiterate points that have been made throughout the module.

Language development 2 p.66

This section continues the review of modals, focusing here on ability, possibility and deduction.

- 1 Ask students to skim the text then complete it with a suitable form to express ability. Point out that in some cases more than one answer is possible. Review the difference with past ability talking about general (*could* or *was/were able to*) and specific abilities (*was/were able to*).
- 2 Get students to explain the meaning of the sentences using the words in the title of the section (ability, possibility etc.) as well as creating a context for each sentence.
- 3 Students complete the sentences. Point out that *be able to* is often a better choice in more formal writing than *can* or *could*.
- 4 The exercise focuses on using modals to make deductions which can be a difficult aspect of modals for some students to understand, so this section might require more time than previous ones. They might need some discussion to establish the context. Do the first one together.

- 1 1 weren't able to/couldn't 2 weren't able to
3 can 4 won't be able to 5 hasn't been
able 6 can
- 2 *could* and *might* are very similar in
meaning, although *could* has more emphasis
on possibility, whereas *might* is more about
probability. *Could* can be used to make a
suggestion as the speaker thinks of it, while
might implies that the speaker has been
considering the idea for a while. *Should*
imposes a slight obligation here.
- 3 1 might join 2 should (might) have finished
3 can't/couldn't have been 4 can be
5 shouldn't have
- 4 1 must have made 2 must be having
3 can't be 4 must be 5 must have
forgotten

Photocopiable activity

Activity 4C could be used here. It is a
pairwork/class activity in which students read
out or listen to gapped sentences. They decide
what the missing words are and then write
them on a crossword grid.

Use of English 2 p.66

- 1 The exercise uses key word transformations to
give further practice of the modals.

- 1 1 was David able to 2 post personal
information on networking sites must
3 if it would be alright to/I could drop by
4 can't/cannot be serious about emailing
5 won't/shouldn't need any more help
6 he can't have left

► Student's Resource Book, pages 47–48

Use of English 3 p.67

- 1 The initial discussion is to revisit the sense of
connectivity that the internet gives people.
Additional questions could be about how many
of the students' contacts are really friends and
how many people they follow on Twitter.
- 2 Start by looking at the photo and ask students
what they know about Kevin Bacon. Then
students read the text and start activating the
task strategy by looking at each gap and
deciding what type of word is required. Do the
first few together as an example. Remind them
to look for negatives.
- 3 Give students five minutes to complete the task
and then let them check with each other or with
a dictionary.

- 4 Discuss the analysis and what students learnt
from doing the task.

Background

Kevin Bacon was born in Philadelphia in 1958.
His first film role was in *Animal House* in 1978
and He became successful after appearing in
Diner in 1982. Since then he has appeared in
over 70 films and TV series across a wide
variety of genres. He became the focus of the
game *Six degrees of Kevin Bacon* after once
mentioning that, because of his long and
varied career, he had worked with everyone
in Hollywood or someone who had worked
with them.

- 5a/b Students discuss the concept and play the
game. In the game *Six Degrees of Kevin Bacon*,
players are required to find the shortest series of
steps connecting any other actor to Kevin Bacon
by using links of other actors they have worked
with. Kevin Bacon has a Bacon number of 0. Any
actors that have worked directly with him (i.e.
on the same movie) have a Bacon number of 1.
For example Julia Roberts has a Bacon number
of 1 as she appeared with him in *Flatliners* in
1990. Any other actors that that have appeared
in a film with them have a Bacon number of 2 as
they are connected to Kevin Bacon in two steps.
And so on. Students could try to think of actors
that are likely to have the highest Bacon number
(i.e. the least connection to him) and then check
their answers at www.oracleofbacon.org.

- 2 1 verb 3rd person singular as it follows it
and is followed by an object (the internet)
2 adverb before adjective easy 3 adjective
following be – using past participle of verb
4 adjective following verb deemed
- 3 1 pre-dates 2 surprisingly 3 unknown
4 inconclusive 5 popularised 6 entitled
7 representative 8 feasibility

Writing 2 Report p.68

- 1 Some of the points will already have been raised
in Module 1. If students are unforthcoming in
the discussion give some specific scenarios and
ask students if they would answer their phones;
e.g. during dinner with family? in a library? in
the cinema? on a first date? in church or other
religious building?
- 2 Give students a few minutes to read and
appreciate the scope of the task and answer the
three questions.

- 3/4** Students compare the two plans and decide which they prefer. Using aspects of both they then create their own.
- 5a/b** The exercise gives specific phrases that help to structure a report of this type. Again, students should be encouraged to learn them as set phrases.
- 6** The paragraph gives a good example of the style that students should be aiming for when they write a report.
- 7** In this last exercise students should bring together the review of modals from earlier in the module with the work on style, language and content from exercises 5 and 6.
- 8/9** Students write the report and check it, using the checklist on p.191 and also checking for the type of mistakes they made in earlier compositions.

- 2** 1 to report on the effects of mobile phone use in public places 2 Your course tutor 3 effects on the person's ability to relax and be with the people around him, effects on people in the immediate area + recommendations
- 3** While both plans appear possible neither is ideal. Plan 1 appears to read more like an essay using a problem-solution paragraph structure, and not a report. Plan 2 has a report structure, but the content needs re-organising.
- 4** Students should be encouraged to use aspects from both models, to create a more effective plan.
- 6** 1 In the light of 2 could 3 suggestion 4 premises 5 appeal 6 In this way
- 7** **Suggestions:** 1 PC terminals could also be separated into sections for gamers and people wanting to use the facilities for work purposes.
2 Gamers could be directed to one area or asked to use headphones if this is not possible.
3 Meanwhile, job-seekers and people wanting to use email facilities would be placed in another, quieter area.

7b Suggested answer

In the light of the information gathered, it is believed that the Alpha Internet café could be improved in several ways. One suggestion is to redecorate the premises in brighter shades. Creating a coffee bar at the front of the shop instead of the back would also enhance its appeal as a meeting place. Also highly recommended is the separation of PC terminals into sections, whereby gamers would be placed in one area, while job-seekers and

people wanting to use email facilities could be directed to another quieter area. In this way, the café would be able to satisfy all its customers' needs.

8 Suggested answer:

Report

This report outlines some of the effects of mobile phone use in public areas and how it affects the way people relax and act with friends and other people. It is based on interviews with a selection of students. It makes three recommendations on how to restrict phone usage.

Generally speaking modern mobile phones bring huge benefits to the user. Feedback suggests that greater connectivity means that people socialise more. One reason for this is that it is easier to contact friends and arrange meetings at short notice. Good relationships are maintained as smartphones with maps help people arrive at their meeting point quickly and they can phone friends to let them know if they are running late. People appreciate the ability to use texts when they wish to communicate without other people in public areas overhearing. Comments were made about how using a phone can reduce the embarrassment of waiting alone in a bar or cafe or a friend to arrive.

On the other hand, complaints were made that you never have some people's full attention as they are constantly watching their phone for new messages and of the constant interruptions they bring. Concern was raised about the increased noise factor from ringing phones and people talking and accidents caused by people texting as they walk and so not looking where they are going. Also it was mentioned that it can be harder to strike up conversation with strangers if they are immersed in their phones.

The following measures would encourage people to limit their phone use. The first would be to introduce 'no phone' areas in cafes and restaurants and on public transport. Another suggestion would be to encourage people to either put their phones on silent or preferably turn them off after they have met up with their friends. A third measure would be to prohibit mobile phone use when people are on the move. (318 words)

► **Student's Resource Book, page 49**

Module 4: Review p.70

- 1** 1 would 2 would 3 won't 4 needn't have sent 5 could 6 duty 7 might 8 must

- 2 1 compulsive 2 meaningful
3 uncontrollable 4 representing
5 dependent 6 informed (informative is mainly used for things such as writing, research, interviews but recently has been used with people e.g. *The most informative people on Twitter*) 7 compelling
8 dependable
- 3 1 breaking up 2 put down 3 setting up
4 followed up 5 catch up 6 let down
7 making up/thinking up/coming up with/dreaming up 8 back down
- 4 1 informed 2 updated 3 compelling
4 output 5 relevant 6 questionable
7 representative 8 question

Exam practice 2 TRB p.186

Paper 1: Use of English Part 1

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

Paper 1: Reading Part 6

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

Paper 2: Writing Part 2

Credit is given for:

- Content – coverage of points and relevance of content to the target reader.
- Communicative Achievement – successful communication of complex ideas in a way that holds the attention of the target reader.
- Organisation – effective use of cohesive devices and organisational patterns.
- Language – range and appropriateness of lexis, range and accuracy of grammar.

1 Review

Key points to include are:

- description of the gadget
- explanation of its usefulness to the writer
- evaluation of its usefulness to others

Suggested answer:

Product Review: Smartphone 8520

I can honestly say that the Smartphone 8520 has changed my life. In terms of its functionality and appearance, it's probably no different from many other similar models. Indeed, by the time you read this review, it will surely have been superseded by even smarter gadgets. That, however, is true of all modern technology and doesn't detract at all from my satisfaction with the 8520.

The fact is that, before getting my 8520, I'd been accustomed to using a very simple mobile phone. I could call friends, send and receive texts, take and share photos; but beyond that I made little use of it. Indeed, had I not received my 8520 as a gift, I doubt that I'd have bothered to get one at all.

The fact is however that, although it fits neatly in a jacket pocket and is remarkably easy to

use, the Smartphone 8520 allows me to do all manner of things that I never even knew were possible. For example, I soon discovered I could log into the internet and access a whole range of websites when I was out and about. I can, for example, check whether my train is on time as I walk to the station, or see how my bids on items for sale on my favourite auction site are going. Best of all, however, I can access the messenger facility for free. This means that I can chat with my friends in Australia and the USA at any time – and it doesn't cost a penny.

I know that the 8520 wouldn't suit everybody. For instance, it doesn't have a touchscreen, which I know many people find easier to use than its tiny keyboard. So if you want to create and send large documents, then a tablet would certainly be the thing to get. I must say, however, that because it is portable and compact, the 8520 is perfect for me – and I couldn't do without it.

2 Report

Key points to include are:

- description of the event
- detailed analysis of two contributions
- evaluation of their relevance to college students

Suggested answer:

Report: Alternative Remedies and Therapies Fair

College Hall: 22 October

Description of Event

The fair, which lasted all day, had two main focuses:

Firstly, a number of alternative practitioners gave presentations and demonstrations of their therapies or products. There was a timetable of eight speakers, and an exciting range of topics was covered; everything from the healing properties of beeswax through to hypnotherapy and acupuncture – complete with live demonstrations using volunteers from the audience.

Secondly, there was also a static exhibition in which various alternative remedies were on display across a total of thirty-two separate stands, with experts on hand to answer questions and give out free samples. Again, the range of remedies and therapies represented was impressive, with a fascinating array of products and information to browse, some featuring interactive audio-visual displays.

Two key Contributions

Perhaps the most relevant presentation for the predominantly student audience, was Dr Malachi's talk on the subject of sleep. Dr Malachi presented some interesting findings on the relationship between regular sleep patterns and effective study habits – knocking on the head once and for all the idea that 'burning the midnight oil' is the best way to produce written assignments. Dr Malachi then went on to analyse the effectiveness of various health products designed to promote a good night's sleep.

The stand that attracted the most attention featured a vast array of products, all made using the herb rosemary. This herb has the reputation of promoting a good memory and students were keen to find out if any of the products would be useful during the lead up to exams. A senior herbalist from the college's department of botany was available to indicate which products might be most suitable.

The event was judged to be a great success, both by students who completed the feedback questionnaire and the college authorities, and it is hoped to repeat it again next year.

3Article

Key points to include are:

- description of a piece of research
- analysis of the impact of the research on the subject
- evaluation of the relevance of the research in the wider world

Suggested answer:

The impact of DNA

As a student of law, I can safely say that the discovery of DNA has had a profound influence on my subject of study.

The discovery of DNA dates back to 1951 when two scientists, James Watson and Francis Crick, began to gain an insight into its structure. They already knew that DNA was present in every living cell and that it was the key to understanding heredity, but nobody understood its structure or how it worked. Watson and Crick used chemical and X-ray evidence to come up with their now famous 'double helix' structure – one of the most significant discoveries of modern science. This opened the way for an understanding of genetics in terms of the molecules involved. It is now understood that the double helix of DNA controls heredity by replicating itself and by determining the way in which proteins control living processes.

The significant thing for lawyers is that, since the DNA of any species, and of any individual within that species, is unique, it can be used as a means of identification. For example, it is possible to extract DNA from organic remains, such as the blood or saliva found at crime scenes, and use this to identify the criminal. The discovery of DNA has therefore had a profound impact on things like police procedures and the type of forensic evidence which can be submitted when a case comes to court.

But DNA also has many other uses. For example, it can be used to determine parentage through a process known as DNA fingerprinting, and it can indicate the composition of ingredients in certain substances. I have seen DNA evidence used to show, for example, that an illicit medical product contained traces of an endangered animal which had been killed illegally. What's more, its significance is not restricted to the law. Academic subjects like archaeology, medicine and anthropology have also benefited enormously from Crick and Watson's discovery.

Paper 3: Listening Part 4

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

The theme of the module is language, and includes topics such as literature and other genres of writing, the influence of Shakespeare, endangered languages and the power of words.

Lead-in p.71

Start with books closed. Write up a few words, such as *ketchup*, *dollar*, *noodle*, *orangutan*, *shampoo*, *wiki*, *alcohol*, and ask students if they can work out the connection – they are all loan words. Then, in groups, ask them to guess which language the words are from. (*ketchup* – Chinese, *dollar* – Czech, *noodle* – German; *orangutan* – Indonesian (= forest man); *shampoo* – Hindi; *wiki* – Hawaiian (= fast); *alcohol* – Arabic).

- 1 Show students the timeline and point out how the English language reflects the history of the nation. They then match the words to the period in which they first appeared in English.
- 2 Students then discuss the three questions; first for more examples of loan words in English, then for examples of English words used in other languages. Try to steer them away from IT and business management words, which are very common in many languages. Many loan words have very changed meanings or never even existed in the original language (e.g. in Italy *a smoking* is used for a dinner jacket, in Spain *footing* means jogging).

- 1 1 1900s–present day 2 Celts 500BC–43BC 3 Renaissance 1476–1650
4 Romans 43BC–c.450AD 5 100 Years' War 1337–1450s 6 Anglo-Saxons 449AD
7 St Augustine 597 AD 8 Industrial Revolution 1760–1800s 9 Vikings 789AD
10 Normans 1066

5A It's all in a word!

Reading p.72

Start with books closed. Ask students to have a short discussion in pairs to talk about the most recent book they read, including how they read it, for example, whether it was in English, in traditional book form or electronic form such as a Kindle.

- 1 The discussion might include how the differences between written and spoken forms are becoming less distinct as much writing now

is more a written record of spoken language (e.g. texting, Twitter and to some extent blogging and email).

- 2 The discussion is likely to include magazines and journals as well as online reading and digital media.
- 3 A quick skim for gist should enable students to answer the question.
- 4 Remind students that, as with other multiple-choice tasks, their strategies should include identifying reasons why three possible answers are incorrect as well as looking for the clues as to why one is correct.
- 5 Students identify the parts of the text that helped them to find the correct answers.
- 6a/b Students discuss their attitude to books and where they keep them. Remind students that the question in 6b is the sort of thing that they are asked in the speaking exam, so it is good to practise expressing an opinion.
- 7 Ask students to find the vocabulary in the text to check meanings, pronunciation and usage and to add them to their vocabulary records.

- 3 The writer believes the home library will survive because of the statement books make about the home owner.
4/5 1 C (*other aspects of the print media have felt the heat of virtual competition – why not books?*) 2 C (*there then ensued much speculation ...*) 3 B (*perhaps we all seek out others whose tastes in such matters match our own*) 4 D (*Books define a space ... you've immediately created an area. ... about creating an ambiance*) 5 A (*their primary purpose was to disguise ... fridge. ... no longer destined to be a feature so books were deemed redundant*) 6 B (*the odds of them hanging around look good*)

Vocabulary p.74

- 1a Tell students that remembering the terminology here is not as important as appreciating the concepts that the words express. When they have matched the words to the definitions and examples, ask them to search the text for other examples. Remind them of how the words describing animal sounds on page 26 are good examples of onomatopoeia.

- 1b** The text is a good example of metaphor/cliché packed detective fiction. As students identify examples of the literary devices point out that a phrase might be an example of more than one. Discuss what effect so many metaphors and similes have on the reader.
- 2a** Explain the word *wits* (your ability to think quickly and make the right decisions) before students attempt the task. Ask students how they could express each one in other words.
- 2b** The exercise is potentially quite hard with so many phrases to choose from, so might be best done in pairs/groups. Remind them to pay attention to the choice of personal/possessive pronouns too. Follow up by getting students to try writing examples of uses of some of the other expressions.
- 3a** Start by asking students what they know about Shakespeare and whether they have read anything written by him. Look at the three example expressions together and discuss the meaning of them (*it's Greek to me* = it's totally incomprehensible; *vanished into thin air* = disappear suddenly, as if by magic; *not budge an inch* = to refuse to change an opinion, relent or compromise).

Students underline any other expressions they think might be from Shakespeare and what they mean. Hopefully, by the end of the exercise, they will start to appreciate the huge contribution Shakespeare has made to the language!

Photocopiable activity

Activity 5A could be used here. It is a pairwork activity in which students complete sentences with expressions taken or adapted from Shakespeare plays, while playing a board game.

Extra!

Students might be interested to know that an anagram of *William Shakespeare* is *I'll make a wise phrase*. Interestingly for a man who was famous for spelling his name in different ways, another is *I am a weakish speller*. Ask students to find anagrams of their own names.

- 4a** Previous exercises have looked at various affixes. This looks at words formed with both prefixes and suffixes. Draw students' attention to the fact that while prefixes are frequently used for negatives and therefore affect meaning,

suffixes are generally used to change word type. Examples of exceptions include the prefix *en-* to form verbs from adjectives (e.g. *enlarge*) or the suffix *-less* meaning without (e.g. *worthless*).

Students should work in pairs or small groups to identify the form of each word. They will notice that there are often two or more words of the same form (e.g. *disbelieving* / *unbelievable* are both negative adjectives form from *believe*). Students should compare the words highlighted and identify the differences in meanings.

- 4b** Students should think of as many words as they can, formed from the three verbs given, before checking their ideas in a dictionary.

When checking the answers, pay attention to students' pronunciation, especially to the silent *b* in *doubt* and to the changing stress patterns (e.g. *suitable* – *suitability*) and secondary stress on negative prefixes. Also notice that *doubtless* is an adverb although it looks like an adjective (ending in *-less*) and that the usage is quite distinct from *undoubted*. *Doubtless* (= almost certain to happen or be true) is often used at the start of a sentence (e.g. *Doubtless the opposition to his idea would be fierce.*), *undoubted* (= definitely true or known to exist, e.g. *His undoubted strength of character will take him through this difficult phase.*)

1a 1 f (this is also a metaphor) 2 a 3 g 4 c
5 i 6 h 7 d (pun on *sense of humour*) 8 b
9 e

More examples from the text: *wear your personality on your bookshelf* (metaphor, stemming from the idiom 'wear your heart on your sleeve'), *cost the earth* (metaphor), *the oldest trick in the book* (idiom), *[books] hanging around* (personification)

1b The night was as black as ink [simile/cliché]. As Detective Rowley trudged through the forest, the wind howled [onomatopoeia/metaphor/cliché] and the trees threw their branches around madly [personification], as if threatening to slap him round the head [simile/personification]. 'Where was that cabin?' Rowley asked himself as he peered into the blanket of darkness [metaphor] around him. Normally he had a good eye for spotting things – being a detective – but that night he couldn't see in front of his nose! Suddenly, a piercing scream cut through [metaphor] the wind and darkness like a knife [simile]. Detective Rowley snapped [metaphor] his head around and stared in the direction it had come from. Glowing in the darkness was a tiny pinprick [metaphor] of light – the cabin!

2a **1** head: say sth without giving it much thought **2** mind: when sth ceases to be a worry **3** wits: when you have tried everything to solve a difficult situation and you don't know what to do **4** brains: be the mastermind behind a certain plan or project **5** face to face: meet sb in a way that surprises or frightens you / experience a difficult situation and have to deal with it **6** mind: have an idea **7** mind: tell sb what you really think, usually in a disapproving way **8** head: when some praise or flattery makes a person feels better or more superior than he/she really is **9** mind: say that you might do sth to show your disapproval **10** mind: when a piece of equipment won't function properly or do what you want it to **11** face: when you try not to smile at sth funny **12** wits: try to keep calm in a difficult situation **13** head: when you feel you aren't managing to make sb understand what you want to say **14** face: lose face: when you feel humiliated in front of others; save face: when you avoid humiliation at the hands of others **15** mind: decide to do sth and work hard at it **16** brains: try very hard to remember or think of sth

2b **1** keep a straight face **2** keep my wits about me **3** racking my brains **4** a piece of my mind **5** Off the top of my head.

3a If you cannot understand my argument, and declare 'It's Greek to me', you are quoting Shakespeare; if you act more in sorrow than in anger; if your lost property has vanished into thin air, you are quoting Shakespeare; if you have ever refused to budge an inch, if you have been tongue-tied or a tower of strength, if you have insisted on fair play, slept not one wink, or had too much of a good thing – why, the more fool you, for it is a foregone conclusion that you are quoting Shakespeare; if you think it is high time and that that is the long and short of it, if you believe that the game is up, if you lie low till the crack of doom because you suspect foul play, then – if the truth were known, you are quoting Shakespeare; even if you bid me good riddance and send me packing, if you wish I was dead as a door-nail, if you think I am a laughing stock, then – Tut tut! For goodness' sake! – It is all one to me, for you are quoting Shakespeare.

4a understand (v), understanding (adj, n), misunderstand (v), misunderstanding (n), misunderstood (adj, from past participle) believe (v); belief (n); disbelief (n); disbelieving (adj); believable (adj); unbelievable (adj); unbelievably (adv). Note: disbelieving = doubting (e.g. *She gave him a disbelieving look.*); unbelievable = very good, bad, difficult, hardly possible to believe (e.g. *Her imaginative powers are unbelievable!*) comprehend (v); comprehension (n); comprehensible (adj); comprehensive (adj); incomprehensible (adj) Note: comprehensible / comprehensive: comprehensible = easy to understand (e.g. *Whatever you write, it has to be comprehensible!*); comprehensive = including all the necessary details (e.g. *The book was a comprehensive account of the author's travels in the Far East.*)

4b **1** conceive (v) → conception (n) → misconception (n) → conceivable (adj) → inconceivable (adj) → conceivably (adv) **2** doubt (v, n) → doubtful (adj) → doubtfully (adv) → doubtless (adv) → undoubted (adj) → undoubtedly (adv) **3** suit (v, n) → suitability (n) → suitable (adj) → unsuitable (adj) → (un)suitably (adv)

Use of English 1 p.75

- As the title of the text suggests, it is about how the choice of words used can influence outcomes, so ask students to spend a few minutes thinking about the effect that the right or wrong words can have.
- By this stage in the course students should be familiar with the task type so ask them to do it in exam conditions in 8–10 minutes. Then compare and check answers.

1 By having a wide range of vocabulary so you have more possibility of choosing the exact word to express your meaning; by being concise in what you say and not long-winded, otherwise people will give up listening or interrupt; by using humour / play on words; by using simile/metaphor to create a richer image. Also, by using a variety of different forms of sentence structure to highlight emphasis, contrast, etc.

2 **1** subtlety/subtleties **2** suitability **3** competence **4** misunderstood **5** ensuring **6** humorous **7** unexpected **8** inclusion

► Student's Resource Book, pages 50–51

Listening 1 p.76

- 1a Students who are unfamiliar with the theory that the two halves of the brain have separate functions might require some introduction. Possibly someone in the class might introduce the concept that the left side of the brain focuses on logic and the right side on creativity.
- 1b The discussion is very hard to generalise as it will vary according to many factors such as the age of the child (with younger children more creativity, art and music, with older ones more logic, maths and science) as well as according to the interests of both children and parents. It may be easier to personalise and ask them what their parents encouraged more.
- 1c Extend the discussion above to what students now do for themselves as well as ideas for 'brain training'.
- 2 ▶ T1.27 Students start by reading the question and the notes to get the gist of the talk. They then listen to complete the gaps. Remind them to use words or phrases from the recording.
- 3 Students discuss whether minority languages should be preserved. Ask them to consider whether it would be better if everyone in the world spoke English plus another language or just English.

- 1a **Left:** analytic thought, logic, language, science and maths **Right:** holistic thought, intuition, creativity, art and music
- 2 1 anthropology 2 Enduring Voices
3 6,500 4 random 5 grammar
6 education 7 biological diversity
8 folklore 9 Welsh

Language Development 1 p.77

This section focuses on words that are often confused either because they have similar meanings (e.g. *affect/effect*), similar spelling (e.g. *stationary/stationery*) or the same pronunciation (homophones) (e.g. *your/you're*). It might be comforting for the students to know that many native speakers have problems in this area too!

- 1a Ask students to define the three words in each case in order to decide which is the most suitable in the context given. They then need to decide what form the word needs to be in. Do the first question together as an example (*entail* = involve/require something as a necessary part; *contain* = include, have something inside;

enclose = to surround or put something in another thing, such as an envelope).

- 1b Students either write or find example sentences for the other words.
- 2 Again start by identifying the differences in meanings (see Key) between the words as well as in their pronunciation (esp. with *loath/loathe* and *suite/suit*). Then choose a suitable word for each gap.

Finish by asking students to find the meaning of *gobbledygook* (also *gobbledegook*), an informal word used to show disapproval and meaning 'complicated language especially in official or technical communication that is difficult or impossible to understand'. Ask students if they have a similar word in their language, as it is said to be one of the hardest words to translate!

- 3 Students will probably be familiar with the number and nature of homophones in English where the flexibility of spelling/pronunciation rules allows words with identical pronunciation to have quite different spelling.
- 3a Treat the task as a correction exercise. Students should read through the sentences, correcting the words that are spelt incorrectly and comparing the use/meaning of the homophones. Do the first one with the whole class as an example. (*fowl* = bird used for meat such as chicken / *foul* = unpleasant; *boy* = male child / *buoy* = floating object in sea or lake to mark an area).
- 3b This could be set as a competition with a point for each correct homophone. Point out that some of the words have more than one. Finish by checking that students know which spelling goes with which meaning for all the words!

Extra!

If there is sufficient time, students might like to research homophone phrases, sometimes called *oronyms* (e.g. ice cream / I scream; four candles / fork handles; some others / some mothers) as they are often used in comedy. That could lead on to misheard lyrics in music, known as 'mondegreens' (from '*they laid him on the green*' misheard as the '*Lady Mondegreen*'). Famous examples include '*Excuse me while I kiss the sky/ this guy*' in *Purple Haze* by Jimi Hendrix. Students may well have their own versions! Ask for examples of other misheard lyrics.

- 1a** 1 contains 2 differentiating 3 difference
4 compared 5 potential 6 rare 7 refrained
8 similarity
- 2** **disinterested:** impartial, not wishing to make any personal gain out of sth
uninterested: showing a lack of interest
exhausted: extremely tired
exhaustive: very comprehensive (search, etc), finding out all possible details
historical: relating to the past or to the study of history
historic: a very important event or a very old building
accept: (here) to agree that sth is true
except: the only thing about which a statement is not true
industrial: relating to industry or an area having lots of industries
industrious: hard-working
personal: relating to one particular person or to their private life
personnel: the staff of a company
- 2** 1 accept 2 industrious 3 personnel
4 historical 5 exhaustive 6 exhausted
7 uninterested
- 3** 1 foul, buoy 2 complimentary, principal, steak 3 stationary 4 air, assent 5 reins, son 6 fazed 7 source 8 Gorillas, prey
- 3b** 1 allowed 2 byte 3 feat 4 ensure 5 leant
6 lessen 7 paws/pores/pours 8 sent
9 seize/seas 10 cereal 11 site/cite
12 sought 13 sauce 14 whine

► Student's Resource Book, page 52–57

Writing 1 p.78

Start with books closed and ask students whether they read/listen to reviews of music, films, books, restaurants etc. and where/when. Ask them what makes a good review. Then compare with the notes at the start of the exercise.

- 1 Look at the notes that describe the stages of planning a review. Highlight the importance of focusing on *wh-* words when planning style and content; *What is it about? Where is it going to appear? Who is going to read it?*
- 2 Students decide on who the likely readers are in each task and what style would be appropriate.
- 3a The exercise looks at topics that could be included in four common types of review. Follow up with a quick brainstorm of any other topics that each review type might include (e.g. restaurant: value for money, variety of dishes, amount of local produce/source of ingredients).
- 3b Students think of topics to include in two more reviews. Point out that 'an exhibition' could

mean a display at a museum or could mean a trade show for people working in a certain area.

- 4 The potential here is huge, so just elicit a few words for each category as examples.
- 5 Reviews, being descriptive, are likely to need topical adjectives. The exercise includes a range of suitable adjectives that students might not be familiar with. Start by eliciting the meanings. Note the compound adjectives (e.g. *true-to-life*, *up-to-scratch*) and draw students' attention to how they are formed and where the stress lies. Then students match them to review types and identify the connotation of each. (Note: The picture shows Kaya Scodelario as Catherine Earnshaw in the 2011 film version of *Wuthering Heights*.)
- 6a Students plan the film review using ideas from the page.
- 6b Students could write their reviews collaboratively, working in pairs and helping each other.

- 2 1 visitors to the area of all ages who enjoy or will need to eat out, unlikely to be regulars (local people are unlikely to be reading a tourist brochure for the town)
2 readers of the online magazine, likely to be parents, with an interest in new children's literature. Language: (semi-) formal for both, although the review for the online magazine might be slightly more formal

3a Suggested answers:

R décor, service, quality of food, atmosphere/ambiance, location, cost/price

C standard of players, choice of music (programme), length of programme, atmosphere, cost/price, location

F acting, location/setting, historical/factual accuracy, cast, camerawork/lighting, plot/storyline, theme music

B plot/storyline, historical/factual accuracy, characterisation, interest level, cost/price

3b exhibition: (museum) content, display, layout, supporting information, (trade) exhibitors, arrangement of stands, size, usefulness

magazine: attractiveness of layout, price, content, pictures, appropriateness for target audience

4 Suggested answers:

restaurant: menu, starter, main course, dessert, waiter, bill, chef

concert: classical, jazz, rock, sound quality, performers, performance, strings, percussion, drums, brass, orchestra, band, musician

film: well-known stars, leading role, scenery, scene, shot, denouement, director, premiere, production, cast, camerawork, big-screen adaptation, (shot) on location, genre (these are particularly useful for the written task in ex 5)

book: fiction (novels / short stories: detective, fantasy, romance, chick-lit, the classics, modern fiction), non-fiction, poetry, drama, biography, autobiography, academic, travel; author, etc.

exhibition: Home and Garden, Craft, Art, Book, car / boat / computer shows, exhibitor, exhibition centre

magazine: articles, interviews, artwork, photographs, features, cover, issue, circulation, editor

5 acclaimed: (+) (film, book, concert, restaurant) **clichéd:** (-) (film, book);

exceptional: (+) (film, book, concert, restaurant, exhibition, magazine)

gripping: (+) (film, book) **hi-tech:** (n) (film, exhibition, magazine) **legendary:** (+) (film, concert, restaurant), **mediocre:** (-) (film, book, concert, restaurant) **(un)memorable:** (-/+)(film, restaurant) **over-hyped:** (-) (film, book)

over-priced: (-) (book, restaurant, magazine)

over-the-top: (-) (film), **sophisticated** (+) (concert, restaurant); **superb:** (+) (film, book, concert, restaurant, exhibition, magazine)

thriving: (+) (restaurant, magazine)

true-to-life: (+) (film) **up-to-scratch:** (+) (film, restaurant) **world-renowned:** (+) (film, book, concert, restaurant + others?)

6b Suggested answer:

Review: Salmon Fishing in The Yemen

Salmon Fishing in the Yemen is an unusual story about a seemingly impossible dream, of the people who become involved in the project and with each other, of war, love and faith and government co-operation. It is the dream of a wealthy man from the Yemen who loves Scotland and fishing and decides to use his considerable assets to introduce salmon to a river in his homeland. He recruits the help of a very reluctant and sceptical government scientist and before long various departments of the UK government are involved. It is a completely unbelievable story with comical government aides, yet the message about the importance of faith in a project comes through and the development of the relationship between Dr Jones and the sheik's assistant played by Emily Blunt is handled sensitively.

The acting is good, especially Ewan McGregor, who is convincing as the reticent scientist Dr Jones and Amr Waked who conveys the wisdom and quiet belief of Sheik Mohammad.

The film makes the most of the spectacular Scottish scenery, and the lush green forests and riverbanks around the sheik's castle in Scotland are well contrasted with the dry dusty riverbeds in Yemen.

The film is based on Paul Torday's debut novel of the same name. It is an interesting modern book in which the story unfolds through a series of emails, diary extracts, interviews and other devices most of which is lost in the film. As is often the case, the characters, especially that of the sheik, are far more developed in the book. The first half of the film follows the book quite closely, but from then on the book and film diverge with the film taking the easy option of a clichéd rom-com ending.

It is a good, but unmemorable film that could have been better had it stuck to the more realistic relationships and outcomes of the book. (316 words)

5B An open book

Listening 2 p.79

- 1a Brainstorm types of literature. Students may only think of genres of fiction, so point out that the word means all forms of writing and can include academic writing and marketing and publicity material (promotional literature).
- 1b Ask whether students prefer fiction or non-fiction. If fiction, do they prefer classics or something more akin to an 'airport novel' (remind students of the reference to holiday reading in the text on p. 73).
- 1c Students decide what makes a good book.
- 2 ▶ T2.01 Students will now be familiar with this type of listening task so it might be appropriate to do it closer to exam conditions, giving them less time to read the tasks before playing the recording.

Photocopiable activity

Activity 5B could be used here. It is a groupwork activity. Students write a short review of a book. They read their review to the class for them to decide what kind of book it is about and give their opinion on the review.

- 3 Students speak about a book in a form of spoken review but targeted towards their partner.

- 4 The exercise picks up on some useful vocabulary in the listening. The set includes a phrasal verb, idioms, collocations and informal language. Make sure students can identify more than just the meaning of each word.

1a types of literature: poetry; non-fiction prose (biography, autobiography, academic, essays, publicity, scientific journals, travel, cookery, hobbies etc); fiction, novels/short stories (detective, fantasy, romance, adventure, spy, chick-lit, the classics, modern fiction, science fiction, horror, erotica, historical novels)

2 1 H *the idea of reading and re-evaluating it at a reading circle I'd joined* 2 D *I was introduced to him through reader comments posted on an online bookstore* 3 G *I was browsing in a second-hand bookshop, and was drawn to the cover illustration. I had to have it* 4 B *A book that stands out for me is one that my cousin put me on to* 5 A *It was given to me by a friend who doesn't usually bother about my birthday* 6 G *Such insight into motivation and thought processes* 7 D *one thing that shines through, even in translation, is his subtle ironic touch* 8 H *What blew me away was the beautiful prose – it's intricate, poetic and flowing* 9 E *it throws light on transformations taking place in China during the last century* 10 C *Behind all these accounts is the idea that anything's possible, which has really fired my imagination.*

Speaking p.80

- 1a** Start by identifying the range of jobs shown and get students in groups to identify what language skills each requires.
- 1b** Students decide which of the points listed apply to a particular job. Suggested ideas are given in the key but all answers should be accepted if they can be justified.
- 1c** Brainstorm other jobs where use of language is important. This could include use of foreign languages too.
- 2** Practise the pronunciation of the phrases for concluding/moving on, paying attention to intonation and stress.
- 3** Students use the phrases in short conversations. Point out that these questions are typical of the type that candidates might be asked in Part 1 of the speaking exam. Ask students to look at the Exam strategy notes on p.171.

- 4 Do the same as in exercise 2 with these phrases.

5a/b Remind students that Part 2 consists of two sections; in the first students need to react to some of the pictures, in the second section they collaborate on a task. Tell students that they can speak about their own opinions as well as what most people think of politicians and writers in their countries. They then go on to do the collaborative task in pairs.

- 6 Ask students to give feedback on their own and their partner's performance, highlighting both strengths and areas to work on.

1a Suggested answers:

An author/writer requires the ability to use words creatively or descriptively, imaginative skills, skills of ordering one's thoughts, use of imagery

An advertising agent/executive requires skills of manipulating language cleverly, using puns, metaphors etc. to get the message across, persuasion, description, originality.

A holiday/tour rep requires skills of explaining, describing, planning, story-telling, engaging interest.

A news correspondent requires skills of summarising events concisely and clearly in a balanced way, using impartial language without going into hyperbole (over-exaggeration).

1b Suggested answers:

1 huge responsibility, requires good oratorical skills, dependent on public opinion, uncertain future

2 creative imagination, good command of the language, solitary occupation, can suffer from writer's block

3 has to come up with new and inventive slogans, needs to convince the public, works under a lot of pressure, potential for high income from sales

4 responsibility, should respond calmly to difficult situations, should describe ongoing situations with the aid of background knowledge, can involve being in dangerous circumstances, 24/7 availability

5 should be sympathetic and well-organised, should be able to deal with emergencies, should have good personal skills, involves a lot of travel and time spent away from home

1c diplomacy, the legal profession, journalism, editors. Knowledge of a foreign language would include: trade, import/export work, translator, interpreter; any job in the travel industry; teaching, etc.

Language development 2 p.82

- 1a** Students compare the sentences for both structure and dramatic impact. They are more emphatic because they start either with a clause (e.g. *All I ever ...; What I like ... is ...*) that attracts attention and hooks the listener in or by bringing the important part to the start (*Having a library ...*).
- 1b** There may be more than one way to emphasise the sentences here. Compare suggestions.
- 2** Some students will have been using nominal relative clauses without really knowing what they are. Spend a while focusing on the structures and comparing them with simpler forms (e.g. *we've been doing that with the books*). It might help to give students a topic such as reading or books to focus on when trying to complete the sentence stems.

Photocopiable activity

Activity 5A could be used here. It is a pairwork activity in which students complete sentences with pairs of words within a set time limit.

- 3a/b** Remind students that nouns combine in different ways. Personal/ animal and temporal nouns often combine with possessive s (e.g. *writer's cramp, collector's item, dog's dinner, three weeks' notice*) whereas most other inanimate nouns combine with a preposition (usually *of*).

When they have completed the exercise ask them for other noun collocations that they know using the nouns given (e.g. *life of crime/leisure/poverty/Riley*).

Extra!

With a strong class, follow up by playing a game in which students take turns to complete a chain of noun collocations by starting a collocation with the final word of the previous one (e.g. *balance of power – power of love – love of life – life of ...etc*).

- 1b** **1** The reason why I've come is to discuss my project with you. / What I've come to do is discuss my project with you.
2 The person (who) you need to see is Mr Evans. / Mr Evans is the person you need to see.
3 There isn't a lot I can do about the problem, I'm afraid.
4 To give up / Giving up the course now would be a pity.

5 All / The only thing I want to do is pass my exams.

6 What I like about you / The reason why I like you is that you always try hard!

2 Sample answers:

1 I completely understand what you are saying.

2 You take your thoughts with you wherever you go.

3 I really don't know why you like that author!

4 I'll do whatever it takes to make the children happy.

5 Can you remember when you first stayed at home alone?

6 Does he know who you're meeting tomorrow?

7 I can't remember where/when I read that book.

- 3a** Collocations: balance of power, centre of attention, choice of career (also books), cost of living, course of action, crack of dawn, language of love, life of leisure (also: crime/poverty), matter of principle (also time / life or death / opinion), point of no return, price of success, sign of trouble (also success), time of year (also day), train of thought

Other similar collocations: kind/sort/type of person; break of day, standard of living

- 3b** **1** train of thought **2** price of success
3 crack of dawn **4** matter of principle
5 language of love **6** sign of trouble

► Student's Resource Book, pages 58–59

Use of English p.83

- 1a** Ask students if they think it would be easy or hard to write books for children. It is generally considered harder than most people realise because of the limited range of both language and situations that children are aware of.

The exercise gets them to consider the qualities that are important. If they find the task hard, ask them to think of examples of good children's literature and the qualities it has. The *Harry Potter* books would be a good example as they contain many of the ideas listed here.

- 1b** Students should work in pairs or small groups to decide on three qualities that make a great writer.
- 2** Remind students that when doing the multiple-choice lexical cloze they should be looking for idioms, phrasal verbs and collocations as well as grammatical clues.

3a/b This is a chance for students to discuss personal favourites. It might be helpful to start by giving an example.

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

Writing 2 p.84

- 1** Open the session with a quick discussion of the two questions regarding getting/giving books as presents.
- 2** Ask students to start by reading the task, then look at the questions. Point out that these are the questions that they should ask themselves in the exam to help plan their work.
- 3** Students use the guide to plan their review.
- 4** The exercise highlights more useful vocabulary, including phrasal verbs and collocations, that could be used when writing a book review. As in previous modules emphasise the need to learn some of the phrases as chunks (e.g. *I was pleasantly surprised by...; it would suit me/him down to the ground*).
- 5** Ask students to look back at the Writing 1 section on p.78 as well as other sections of the module before they sit down to write their review uninterrupted and without further reference to the book.
- 6** They should be encouraged to check their work systematically, following approaches covered in previous modules, before it is marked.

- 2** 1 narrative, descriptive, explanatory, evaluative 2 reasons why you bought that book, why you thought it was special and why the other person would appreciate it 3 Either the title of the book or something like, 'Best choice for birthdays!' 4 You could start off as a narrative, from the process of choosing the book to giving it, or you could start off with how pleased the other person was with the book (i.e. perhaps a more interesting start) and then go back to how you chose it 5 vocabulary to do with books and literature, evaluative adjectives, etc.
- 4** 1 vivid 2 detail 3 set 4 realism 5 complex 6 worth 7 strongest 8 up to 9 pleasantly 10 down to

5 Suggested answer:
Review: How to Bake Bread

Early this year I had my annual dilemma of what to buy my dad for his birthday. Then one Sunday morning he announced that he was going to make bread. What he presented us for lunch that day was not very good. But his enthusiasm was undimmed. He spoke enthusiastically about self-sufficiency and the spirituality of bread making. I knew that he wouldn't give up. You can guess what I bought him; a book on bread making!

'How to Bake Bread' starts with the basic techniques a novice baker requires to produce simple loaves and then introduces more complex ideas to help more experienced bread makers to attempt more adventurous baking. It is an attractive looking book, richly illustrated with pictures showing each step in the process and large colour photographs of the finished products. One of the things I like about this book is that the language is clear and easy to understand and is accessible for people who have no previous experience of bread making. The recipes it contains go from simple bread made with plain flour to complex breads from around the world.

The reason why I chose this book is that I first saw it featured in a newspaper article on bread making. I then did some research online where it had many positive reviews. Finally I went to a bookshop and compared it with a number of similar titles. It seemed to be well written with clear explanations but also includes interesting facts about the role of bread through history. I started to become fascinated myself!

My only criticism would be that it almost too beautiful to take into the kitchen where it might get food spilt on it.

I recommend this reasonably priced book for anyone who is interested in cooking and is looking to develop their skills.

► Student's Resource Book, page 60

Module 5: Review p.86

- 1** 1 mind 2 brains 3 head 4 face 5 mind 6 head(s) 7 wits 8 face to face
- 2** 1 whatever 2 where 3 How 4 When 5 who 6 what 7 what 8 what 9 wherever 10 why 11 why 12 how.
- 3** 1 B 2 D 3 C 4 D 5 A 6 C 7 B 8 B
- 4** 1 pursuit 2 rhetorical 3 unbelievable 4 steak 5 location 6 action 7 insights 8 command 9 factual 10 sites

The theme of the module is travel and adventure. Reading texts cover topics such as the effect technology has had on modern travel, long independent travelling, travel to remote places, to food festivals, commuting, ethical travel and travel photography.

Lead-in p.87

Start with books closed. Ask students to think about the place (or 2–3 places) that they would most like to visit, assuming time and money was no object. Divide the class into small groups and ask students to talk about their choices, saying why they would go and what they would like to do there. Then tell them to look at p.87.

- 1a Discuss the meaning of the adjectives. Ask students to form the collocations, looking for as many as possible.
- 1b Students draw comparisons between the photos, which show tourists visiting a Greek island village, a woman climbing in a high mountainous area and someone cross-country skiing in a remote landscape, possibly Antarctica.
- 2 Check understanding of the term *self-fulfilment* before the discussion.

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

6A Sense of adventure

Reading 1 p.88

Start with books closed. Have a short discussion about what students always take with them in their luggage when they travel. The website <http://iampacked.com> allows travellers to upload a photo of contents of their luggage and might be an interesting stimulus to talk about what people travel with.

- 1 Students discuss the various items of technology, which they own and what they would take on holiday. Ask them to consider why someone would want to take a GPS device with them (e.g. on a walking, cycling, skiing or other activity holiday; explorers).

- 2a/b Students skim the text to see which writers are in favour or against technology and which they agree with.

Background

Jan Morris started travelling as a journalist after the Second World War and later accompanied the British team that made the first successful ascent of Mt Everest in 1953. Morris, who now lives in Wales, has written many books the most famous of which are about Hong Kong, Venice, Spain and New York.

Pico Iyer is a son of Indian parents, born and educated in England, but he was raised in the USA, so he started travelling at an early age. He started writing guidebooks in his summer holidays where he would have to cover 80 towns in 90 days. He currently lives in Japan. **Benedict Allen** is a British traveller and adventurer, famous for arduous journeys relying on his survival skills and acquiring local knowledge from indigenous people. He was the first explorer to cross the Amazon basin at its widest point. He has said 'For me exposure and vulnerability is incredibly valuable. Your emotions and body have to confront the unknown.'

Vicky Baker is a freelance journalist writing for a number of publications and blogs. She lives in Buenos Aires and specialises in writing about local life in South America and promotes the use of travel networking sites, such as www.couchsurfing.org (where people make contacts and arrange to stay) to meet local people.

Rolf Potts is an American writer for magazines and blogs who promotes independent travel. He has travelled extensively all over the world, sometimes without any luggage at all. Though he rarely stays in one place for more than a few weeks or months, Potts feels somewhat at home in Bangkok, Cairo, Pusan, New Orleans, and north-central Kansas.

- 3 Students start the task by highlighting key words in the questions. Elicit suggestions for the first as an example (e.g. *retain, identity, despite, time*).

- 4 Allow 8–10 minutes for students to do the task, highlighting the sections of the text which help them to identify the correct section.
- 5 The task analysis should emphasise how ideas are expressed differently in the questions and in the text.
- 6 Many of the words and expressions in the Expert Word check are recycled in the following vocabulary exercise.
- 7 The two statements compare whether it is better to travel accompanied or alone.

2b No, Vicky Baker gives some positive uses and Rolf Potts encourages people to be aware of both the good and bad sides of technology.

4 1 B (*Though the tides of ... never seems greatly diminished*) 2 E (*Many of the older travellers ... argued ... These days I am tempted to look at younger travellers*) 3 A (*The comfort and safety of modern transport has lost some of its allure for me.*) 4 D (*There's nothing to stop you following a random tip you saw on an obscure blog..*) 5 C (*Not a greatly significant journey in itself ... Yet the ...*) 6 C (*Is it exploration? Well, ... no*) 7 A (*I am ashamed to admit ..*) 8 E (*That means ... travellers ... must be aware ...*) 9 B (*two weeks at Los Angeles airport ... offered as curious and rich a glimpse ...*) 10 D (*And if you have the ... to go off without so much as a guidebook ...*)

Vocabulary p.90

- 1 Many of the words here are from the text on the previous page. Ask students to decide if the words are positive or negative and which could be considered as opposites (e.g. *grimy/pristine*). Follow up by eliciting example sentences using the alternative words.
- 2 When students have complete the text with a suitable noun, elicit adjectives of each word (e.g. *nostalgia – nostalgic*) and check pronunciation of both. Finally check students' awareness of other vocabulary in the text (e.g. *stifled, nine-to-five, naive*).
- 3 The key words, all travel related, have plenty of collocations. Emphasise that the aim here is to find the words that do not collocate. Point out that the key word could be the first or final word in the collocation (e.g. *flight details – connecting flight*).

- 4 The expressions use two meanings of *sight*; 'the ability to see' and 'something you see'. Elicit any other expressions with *sight* that students have heard. (e.g. *a magnificent sight / a sight for sore eyes / out of sight, out of mind / not let sb out of your sight*).
 - 5 One way to start the exercise would be to ask students to find expressions in the text on p.89 that refer to remote places (e.g. *back of beyond* in D, *far-flung* in E). Alternatively they could use a dictionary to find the expressions.
- 6a/b** Point out that *set* as a verb has more meanings than most verbs in English as well as many phrasal verbs. Some such as *set off* are likely to be well-known to students, others such as *set apart* are likely to be less well known.

Photocopiable activity

Activity 6A could be used here. It is a pairwork activity in which students identify incorrect words or word forms in sentences and exchange them for the correct words with a partner.

- 7 Start by asking students to check the meaning of the verbs and group them according to similarities e.g. fast/slow, direction of movement.
- 8 Ask students to use the picture for inspiration or think of a trip that they made, and remind them to use as much of the vocabulary from Exercises 1–7 as possible to describe it.

1 1 ravaged 2 far-flung 3 grimy 4 fraught
5 tainted 6 haphazard

2 1 vagabond 2 spontaneity 3 motto
4 resilience 5 nostalgia 6 cynicism

3 1 trap 2 round, agency 3 documents
4 home 5 operator, tour 6 business, information

4 1 out of sight 2 looked a sorry sight
3 seeing the sights 4 set her sights on sailing 5 was a sight to behold
6 lose sight of

5 1 far-flung 2 nowhere 3 track 4 earth
5 sticks 6 backwater 7 out-of-the-way
8 beyond.

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

Use of English 1 p.91

The lexical cloze uses some of the vocabulary from the page.

Background

Martin Strel, born 1954, is a Slovenian long-distance swimmer with records for being the first person to swim the length of many of the longest rivers in the world. In 2007, he swam 10 hours per day for 66 days to complete the 5268 km length of the Amazon. Describing the feeling of completing the swim he is reported to have said 'I was very happy; I was still alive!'

1 up 2 apart 3 something 4 as 5 order 6 So
7 date 8 for

► Student's Resource Book, pages 60–62

Listening 1 p.92

- 1 Ask students to say what they can see in the picture and the impression it creates, using the words given where possible. The picture is of an ice shelf in Antarctica, although that is not important here.
- 2 Students discuss the Arctic/ Antarctic as a travel destination as a lead-in for the listening exercise.
- 3 ► T2.02 Allow students sufficient time to read the rubric and the incomplete sentences before playing the recording. Remind them that the word or short phrase they require will be heard but that the ideas will be expressed differently.
- 4 At this stage students should be familiar with the strategies suggested and may have tried other approaches for completing the task.
- 5 A simple way to conduct the debate would be to divide the class in two and ask one group to consider the benefits more tourism will bring while the other half prepares to argue what the downside will be.

Background

Sermeq is the Greenlandic word for 'glacier' and *Kujalleq* means 'southern'. It is also known as Jakobshavn Glacier and lies on the west coast of Greenland 250km north of the Arctic Circle. It is the largest glacier in the northern hemisphere and, moving at 19–20m per day, is one of the fastest flowing glaciers in the world. At its mouth, icebergs that calve (break off) can be up to 1km in height. The place where it calves is receding each year.

3 1 (Scandinavian/Danish/Viking) settlers (from Scandinavia/Denmark) 2 productive 3 key indicator 4 permafrost 5 helicopter 6 veins 7 fish 8 dignity 9 washing line

Language development 1 p.93

- 1a This area of grammar is something that many students will be less familiar with and may require extra time and attention. Refer students to the Expert Grammar on p.181.

Elicit a context for each situation, thinking about who is speaking, to whom and what about.
- 1b Students consider the meaning of the phrases highlighted and how they could be rephrased.
- 2 Help students out by giving them a suitable, perhaps topical, context for their sentences.
- 3 Having read the grammar summary students complete the second sentence using a subjunctive form to make it less personal or more formal. In Q1 compare a simpler passive form (... *insists that your suitcase is opened*) with the more formal subjunctive (... *insists that your suitcase (should) be opened*) or in Q5 the simpler verb + -ing (*I propose crossing ...*) with the subjunctive (*I propose that we should cross ...*).
- 4 The exercise highlights a number of structures students are likely to be familiar with (e.g. *I'd rather* + past tense) as well as some that are likely to be less familiar (e.g. *Suppose they were to do* compared with *Suppose they did*).
- 5 Students start by skimming the text to get an idea of the content and context; a letter, probably from a lawyer, offering legal advice (and therefore quite formal) to someone who has disputed costs involved in hiring a boat.

- 1a 1 Could be various people speaking, but accept parent, friend, colleague or boss – speaking to a person in their early/ mid-twenties
2 teenager/young adult, probably speaking to a parent
3 Speaker 1 could be a young impatient traveller, but speaker 2, a fellow traveller, is probably wiser, calmer and more accepting.
4 probably a parent speaking to teenager
5 could be two colleagues, an employee talking to a superior, customer and shop manager, etc.
- 1b 1 I don't mean to preach 2 whatever
3 Nevertheless 4 go ahead
5 Put it this way

- 3 1 suitcase (should/must) be opened
2 should see Joanna in Cairo, give/send her 3 (should) go to the market in Istanbul to 4 were you, I'd visit/go to Macchu Picchu 5 (that) we (should) cross the desert by 6 that David should follow the guide's instructions 7 that all passengers (should) have their passports ready / that all passengers' passports be ready 8 be offered the job, she'll have to.
- 4 1 had 2 packed, left 3 didn't 4 were to 5 weren't 6 Had 7 have made
- 5 1 take 2 have/hold 3 Had 4 may 5 suffice 6 were 7 reconsider / retract / amend / change 8 Should

► Student's Resource Book, pages 63–65

Writing 1 p.94

- 1 The opening discussion on commuting asks students how they travel from home to work/college in order to introduce pros and cons of different forms of travel, especially train travel. In classes where all students have a similar situation, elicit factors that would affect people in other locations (e.g. size of the town/city, availability of parking, range of public transport options, climate, economics).
- 2 Remind students that in Paper 2 Part 1, they have to both summarise and evaluate the texts. The two questions here get them to do just that.
- 3a Other counter-arguments could be that the trains can be unreliable or where popular can be very crowded, cancelling the benefits outlined in the text, and may not run at all times.
- 3b Elicit counter-arguments for travelling by train when going long distances. Sample ideas could include: a car could be useful at the destination, it is easier to transport luggage and a number of people can travel for little more than the cost of one. However, driving long distances is tiring and has greater accident rates. Air travel is the safest, but airports are often far from city centres. Counter-arguments to trains in 3a apply here too.
- 4 Students complete a summary paragraph with suitable linking words.
- 5 The essay should cover both sides of the argument for the best forms of travel over short and longer distances.

2 1 The first text advocates commuting by train, and lists the physical and emotional advantages of choosing the train over the car. The second text compares the environmental and financial cost of air travel to travelling by car or train, and suggests that the train is preferable.

- 4 1 While 2 certain 3 One of these
4 Another point worth 5 resulting in
6 Similarly 7 with respect to 8 In fact.

5 Suggested answer:

Both texts promote the virtues of train travel; the first considers the benefits for regular commuters, the second looks at the advantages of train travel for longer journeys. The first text lists some of the reasons why taking the train is often the best choice for those taking a daily trip to and from work. These include the fact that it is less tiring, that you avoid getting fed up when stuck in traffic jams and there is the chance to either use the opportunity to work or to unwind and snooze on the journey home. The second text compares trains, planes and cars when travelling over longer distances and asserts that train travel in such cases is both less damaging to the environment than air travel and cheaper than driving due to the high costs of fuel. While the first text makes some strong arguments in favour of travelling by train, there are certain aspects of rail travel that it ignores. One of these is the lack of reliability. Whatever the rail companies say there is no denying that trains are often delayed, leading to the frustration of being stuck outside a station unable to get off. Another point worth considering is that despite rail fares continually rising making train travel very expensive, the trains are often crowded, meaning that commuters pay high prices to stand. Similarly, the second text's argument has limitations. It ignores the fact that when travelling by train, travel arrangements have to be made in advance, whereas car drivers can set off whenever they wish. In addition, the car is the only way to get to out-of-the-way destinations. (273 words)

6B The conscientious traveller

Listening 2 p.95

- 1 Many people will put cost and climate as high priorities when choosing a holiday destination. The discussion here looks at some other factors. Students will no doubt have others.

- 2 The topic was introduced in the discussion on p.92. Encourage students to think of both positive (e.g. employment, business opportunities, income, cross-cultural relations) and negative (e.g. noise/pollution, only low-skilled seasonal work, use of precious resources, crime, erosion of traditional culture) consequences of tourism development for a local community. Encourage students to link and contrast ideas using suitable linking words.
- 3 ▶ T2.03 To help students prepare for the exam, limit the time they have to read the task instructions, the questions and answers before playing the recording. Encourage them to use speed reading to gain as much information as possible in the short time available before they hear the passage.
- 4 Students compare answers, justifying their choices with evidence of what they heard on the recording. Students could use the audioscript to support their choices of why other possibilities are wrong. It is important that they become familiar with how distractors are used.
- 5 Give students a few minutes to respond to the content of the passage, justifying why they would or wouldn't like to visit the island.
- 6 Students check the meanings of useful words from the exercise, possibly using the audioscript to see the expressions in context. Emphasise the metaphorical use of some of the less common phrases (e.g. *watchdog*, *slip through the net*). Some (e.g. *unwind*) will be well-known.
- 7 Students discuss whether the rights and desires of people to visit famous sites and business interests are more important than the need to protect important historical and cultural places.

- 3
 - 1 C Brian – acting ethically – in other words considering the needs of the local community
 - 2 B .Customers should check out each company's green credentials online
 - 3 D Slow travel's more about respecting the tourist's need to unwind and just appreciate the fact of being
 - 4 A Its aims are fairly simple: to preserve the island's unique environment and cultural identity.
 - 5 Cy will the exposure the island's receiving in the media ultimately have an adverse impact on its environment, as the number of visitors increases

Speaking p.96

- 1a/b Start by spending a minute discussing what the pictures represent (a package holiday, a travel agent, an activity club for children and a simple camping trip). Students then sort the phrases into the three categories by meaning. Finish by eliciting other items to add to each category.
- 2a The exercise focuses on synonyms. Students will notice that the words in the box are also used in the sentences. For each sentence they should replace the word in *italics* with a synonym from the box.
- 2b The four words in the box are very similar in meaning. Deciding which fits in each of the five sentences will help to separate meanings and usage as well as identifying collocations (e.g. *urge caution*).
- 3 ▶ T2.04 The candidate answers the question on the task card on p.205 where she is asked her preference for a package holiday or independent travel. Students listen and assess her performance. Draw students' attention to the fact that the examiner is required to interrupt them if they speak for too long. It does not mean they have not performed well.
- 4 The exercise gives examples of useful 'starters' that candidates can use as fillers when composing their ideas. Ask students to think of them as phrases and to remember them as such.
- 5a–d In pairs, students act as candidate and examiner using the task cards on p.205, with the 'examiner' monitoring time.
- 6a/b Students assess their own and their partner's performance.

Photocopiable activity

Activity 6B could be used here. It is a pairwork/class activity in which students answer a question they are given, and the others in the class must decide what the question was.

- 7 The final discussion introduces factors that might prevent people from travelling to certain destinations. Other factors might be health, international relations / political situations, climate.

▶ Student's Resource Book, pages 66–68

1a Source of information: travel blog, travel agent, holiday brochure, newspaper travel section, friends' experiences, surfing the Net
Criteria for choosing: babysitting facilities, sporting activities, proximity to airport, access to beach/shops

Types of travel: package deal, coach tour, weekend break, backpacking

2a 1 consequences + for 2 result/upshot
 3 impact/effects 4 outcome/implications
 5 consequences/effects + on 6 a spin-off

2b 1 advocate 2 urged 3 recommended
 4 promote 5 advocated/urged

3 1 Yes, she touches upon all the points in the card, though she doesn't manage to complete the last one. 2 She makes a comparison between different groups of people, the family and the single traveller, which strengthens her points. 3 She doesn't finish what she wants to say, but this will not affect her marks at all, as the reason for the interruption is that the examiner is obliged to stick to a strict timetable.

1 you (ever) entertain | the idea of staying
 2 what happens, | Simon can be relied 3 mind
 is made up 4 what may, | I have no intention
 of missing 5 paid attention | to Gayle's advice
 6 as it | may sound

Use of English 3 p.99

- 1 One way to start would be by asking students to describe the strangest thing that they have ever eaten. Then ask them to look at the list of unusual dishes and say which they have tried, and which they would like to or not.

Background

Snake is very common in Asia and other regions. Its meat is low in fat, nutritious and tastes similar to chicken.

Sheep's head is a common dish from Iran to Western China where heads are boiled and served whole. Eaten by picking the meat from the bones starting with the eyes. Cooking an adult sheep's head is now banned in the EU.

Frog's legs is the classic French dish.

Black pudding British name for *blood sausage* widely eaten across Europe, Asia and the Americas. Made with boiled congealed blood from various animals and fillers such as potato, oatmeal, bread and rice.

Haggis Although said jokingly to be a rare small hairy Scottish animal, a traditional haggis is made from the minced heart, lungs and liver, mixed with spices and oatmeal stuffed into the stomach lining from a sheep. It is therefore like a spicy round sausage.

Tripe is the cleaned stomach of an animal – usually a cow. In the UK, it was a common dish for people on low incomes, cooked with onions. It is eaten all over the world.

Head cheese is not a cheese but a terrine made from the tongue, cheeks and possibly other parts of a cow's head. When boiled and left to cool, it sets solid and is usually eaten cold. Known as *brawn* in the UK, *pyeonyuk* in Korea, *salceson* in Poland, the name translates into 'head cheese' in many languages (e.g. *queso de cabeza*, Latin America; *cabeça de xara*, Portugal; *formaggio di testa*, Italy).

Language development 2 p.98

- 1 The exercise demonstrates how to add emphasis by starting sentences with an emphatic phrase. Draw students' attention to the structure of the phrases (e.g. *Whatever your reasons for + -ing, no matter what + 3rd person pres, no matter how + adj*)
- 2 The text picks up the theme of the effect that technology has on travellers.
- 3 Students give a personal reaction to the ideas expressed in the text using the stems given to give further practice of the emphatic structures.

1 1 d 2 a 3 f 4 e 5 b 6 c
 2 1 Whatever 2 Whether 3 though/as
 4 However 5 matter 6 whenever

Photocopiable activity

Activity 6C could be used here. It is a pairwork / groupwork activity in which students match sentence parts to form complete sentences, then identify a suitable 'response' for each sentence.

Use of English 2 p.98

Remind students of the requirements of the KWT task by looking at the example together. Remind them of the mark scheme; that there are two marks per question and that they are often divided between two halves of the answer with one point for each correct half.

- 2a/b** Students discuss why people are interested in food from around the world.

- 3 The exercise is to encourage students to think of different words of the same type that can be formed from the same root word. Here all the words can form a number of different nouns.

Ask students to brainstorm what they can think of before looking for more in a dictionary.

- 4 Set a suitable time limit for students to skim the text then complete the task.
- 5 Ask students to describe a food related festival that they have experience of.

- 3** 1 back – backing – backup – backdrop – background – backer – backpacking – backpacker – backlash – backhander – backbone
 2 set – setting – setup – setback
 3 work – worker – workman – workmanship – workshop – worktop – workstation – workout – worksheet – workroom – workmate – workforce – workhorse – workhouse
 4 refer – referral – reference – referee
 5 life – lifetime – lifebelt – lifebuoy – lifeline – lifeboat – lifeguard – lifelessness
 6 serve – servant – serving – service – servitude – server – servery – servility – disservice
4 1 expertise 2 workshops 3 unspoilt / unspoiled 4 background / backdrop 5 diversity 6 incomparable 7 enriched 8 indulgence / self-indulgence

► Student's Resource Book, pages 69–70

Writing 2 p.100

- 1 The initial discussion could pick up on the ideas expressed in the text on p.98.
- 2 Ask students to look at the photographs and if any of them can recognise or guess where they were taken.

Ask students what their photos are mostly of when they travel; landscapes, interesting buildings, themselves, friend and family or local people. Discuss what that might say about them or their attitude to holiday and travel. Why do people like to photograph themselves in front of a famous monument? To aid their memory? To prove they were there? To tick off the destination from a list of places to visit?

- 3 Discuss the difficulties of photographing scenery.
- 4 Students skim the texts and answer the summary questions.
- 5 This reminds students of the need to spend equal amounts of time on the summary and the evaluation of the texts.

- 6 Remind students that there are different ways to plan the essay, either summary and evaluation of text 1 followed by the same for text 2 or summary of both texts followed by evaluation of both.
- 7 There is a chance here to revise the travel-related vocabulary practised earlier.
- 8 There is some useful contrasting language here (*juxtaposed; While the first text..., the second text ...; Weighing up the points made in ...*).
- 9 Remind students that although the bulk of the 240–280 words will be in the middle paragraphs summarising and evaluating, they need to save a few for a short strong conclusion. This exercise gives them some useful phrases to help.
- 10/11 At this stage, the essay could still be written either individually or collaboratively in or out of class. The important factor is that they practise the skills of planning and organising their answers and expressing ideas in well constructed linked sentences.

- 1** 2 Left: landscape of Meteora, in Central Greece, famous for its incredible monasteries built high on the rocks; Right: village street market scene taken in Mexico. 3 Possible things to consider: the lens, the time of day, light, angle/direction of the sun, weather, colours, creating depth, framing the scene
- 4** 1 Travel photography 2 While both talk about the feelings travel photography arouses, text 1 is a personal reflection on the nostalgic value of travel photography for the photographer, while text 2 gives advice on preparing to take such photographs, and the need to get a feel for the place that you intend to photograph. 3 Answers will vary.

10 Suggested answer:

The two texts consider different aspects of travel photography, the first focuses more on the nostalgic value of photographs while the second gives advice on how to approach travel photography.

The first text describes the effect travel pictures have when seen years later and how seeing a photo can take the photographer back to the time and place it was taken, evoking all the senses that were active at the time. It concludes that what sets good photography apart is that it is not just a record of the moment but a reminder of the whole trip and the people and places the photographer came across. The second text emphasises the importance of responding to a place and to

being guided by the feelings it arouses. It gives the unusual advice that to take better photos you should go out without a camera, especially initially when you set about finding people and places to photograph.

I tend to agree with the writer in text 1 that seeing a photo from years ago can take you back to the pristine landscape or the street scene bustling with life where it was taken. However, the writer overlooks the fact that a good photographer can convey so much of the atmosphere of a place or the character of the people in a photo for people who were never there. Although the importance of responding to initial feelings is valid the idea could be misguided, especially if your first reaction is negative.

To sum up, whether your pictures are of a day out or a round-the-world trip, a little planning will result in photos that help memories to last a lifetime. (277 words)

► Student's Resource Book, page 71

Module 6: Review p.102

- 1 1 behold/see 2 nowhere 3 travel 4 aside
5 beaten 6 set 7 connecting 8 beyond
- 2 1 D 2 B 3 C 4 C 5 B 6 A 7 B 8 B
- 3 1 setback 2 workmanship 3 reminiscent
4 juxtaposition 5 comparatively 6 landmark
7 erosion 8 memorable
- 4 1 Suffice it 2 amend/update/revise/alter
3 be 4 Had 5 Be that as 6 whatever
7 were 8 be

Exam practice 3 TRB p.191

Paper 1: Use of English Part 3

- 1 invaluable 2 ongoing 3 reluctance 4 binding
5 invariably 6 ingenious 7 sculpture
8 incisions

Paper 1: Reading

Part 5

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

Paper 2: Writing Part 1

Essay

Key points to include are:

- whether guidebooks provide useful information
- the increased range and popularity of guidebooks
- the need to choose the most suitable guidebook

Suggested answer:

The two texts present a very different view of guidebooks. The first writer can really see no point in them at all and is clearly an independent traveller who prefers to go off on a journey into the unknown. That is all very well, but the majority of us are not so confident when visiting unfamiliar places. Indeed, without the services of a guidebook, many of us would risk missing the best sights and experiences altogether. Even worse, we might wander into areas that are unsuitable, or possibly unsafe. In other words, without a guidebook we would be unlikely to stray far from the 'tourist spots' that the first writer so despises.

The second writer makes a more realistic appraisal of the role of guidebooks, highlighting the fact that an enormous range of titles is available, each geared to the needs of a particular type of traveller. I think this underlines the great strength of the modern guidebook. When I go away, I usually buy two: a general one that will provide me with the basic information about the place, its history and culture, good places to stay and eat, etc; but also a specific one aimed at people like me who are into adventure sports, so I can see where exactly to go find the right sort of action. To conclude, there's another point to make about guidebooks; they can be fun to buy, read and collect. Am I alone in deriving pleasure from reading about places that I might never visit; from planning itineraries for visits to hypothetical destinations? I think not. The guidebook, after all, is the ideal gift for the armchair traveller. (276 words)

Paper 3: Listening Part 2

- 1 hunter(-)gatherer 2 monolingual
3 colour/color 4 batteries 5 humming
6 pronouns 7 collective memory 8 sense of direction 9 (keeping) (an) open mind

The theme of the module is how people live their lives. Texts cover topics such as the role of coffee shops past and present, town planning, ethical business, lifestyle choices and festivals.

Lead-in p.103

Start with books closed. Ask students what they understand by the word *community*. It usually means a group of individuals living in the same area but can be used for any groups of people with shared connections or interests. Ask them to think about different communities that they belong to (e.g. work/study, family, home/street/village, friends, leisure interests) and how they would represent them with circles. Do they overlap (for example someone working for a family business, or where they socialise with classmates/colleagues/teammates) or are they all quite distinct? They then compare ideas in groups.

Ask students to look at the pictures that show people relaxing in different ways.

- 1 Check understanding of the words and phrases in the box before students use them to discuss the pictures. Ask students what they think the relationship is between the young man watering plants and the older lady giving him instructions (e.g. is he family, an employee, a helpful neighbour, doing social service?).
- 2 Students discuss the questions about the area where they live.
- 3 After the discussion see if there are any other features (e.g. similarity/difference of people, local employment possibilities, cost of housing, opportunities for young people to stay in the area).

7A Communities

Reading 1 p.104

- 1 Some of the points in the discussion here may have been raised in Module 4.
- 2 Students should read the two questions and then quickly skim the text to get a general understanding which should enable them to answer the questions.

- 3 Students complete the task following the exam strategies they have practised earlier.
- 4a The question reminds students that at the end, if they have enough time, they should read through the complete text once more to check it all hangs together well.
- 4b Additional confirmation that they have made the right choices comes from reasoning why the extra paragraph cannot be used.
- 5 Ask students to find the vocabulary in the text in order to see it in context. Use it in a revision game in a few days' time to see how well students have remembered it.
- 6 The illustration includes many of the points made about coffee houses in the text: the popularity, the debate, the style of decoration, the reading of books and newsletters, and (on the left) a runner bringing news and gossip.

In discussions about coffee houses today, ask how popular they are for meeting friends, as a place to go and study or for business appointments. Compare the growth of Starbucks in the 1990s with coffee shops in the 17th century. Ask students to comment on the role of coffee shops in popular comedy shows and dramas (Central Perk in *Friends* would be a good example).

- 2 1 They both represent an invaluable source of news, information and gossip for consumers. 2 Information should be free.
- 3 1 H 'which one this would be' refers back to 'your favourite coffee house' in para 1. 'What's more, rumours, news and gossip' at start of para 2 refers back to mention of unreliable sources of information in H. 2 C 'this vibrant network' in C refers back to the web of connected coffee houses in para 2. 'This reputation' at start of para 3 refers back to coffee being regarded as stimulating etc. in C. 3 A *such a scholarly place* refers to the look of the coffee houses adorned with bookshelves etc in para 3. *this ethos* in para 4 links the ideas of social equality, respect, sober discussion mentioned in A with the concept of rationalism – where actions are based on reason and knowledge not emotion. 4 E *this social*

stratum refers to the middle classes mentioned in para 4. Mention of the educational function of coffee shops in E is followed by the variety of them in para 5.

5 D This extends the idea of a coffee house (*to use one*) as an extension of home by being the place mail was sent to. '*That said*' in para 6 contrasts the idea of a being a regular in one in D with the need to visit many mentioned in para 6.

6 B *But that was a risk* contrasts with the idea of social exclusion in para 6 and the benefits of coffee mentioned earlier.

This ... kind of threat at the start of para 7 refers back to the mention of people being *alarmed* in B. **7 G** compares the attempts to regulate the internet with attempts to restrict coffee houses mentioned in para 6.

4b Paragraph F begins with *Such kinship*, but there is no reference to strong bonds in relationships between the customers of the coffee houses to justify the use of this word.

Photocopiable activity

Activity 7A could be used here. It is a groupwork activity. Student groups have one paragraph from a short passage, and they must find two other paragraphs from the same passage. These other paragraphs are held by two other groups in the class.

Vocabulary p.106

1a As students match words, point out that the items in the box can be used before or after the 5 key words (e.g. *community spirit* / *rural community*).

1b some of the expressions formed in 1a can be used to complete the sentences here.

Note that '*community service*' (usually used with *to do* or *to be given*) can also refer to a punishment for crimes such as vandalism, shoplifting, minor assaults that are committed against the community and are not serious enough for a prison sentence. The punishment (e.g. collecting litter, removing graffiti) is designed to benefit the local area and is therefore also referred to as 'Community Payback'.

2a/b The next two exercises focus on expressions using the word *place*; in 2a as a verb and in 2b as a noun.

Extra!

Follow the exercise by eliciting any other expressions the students know (e.g. place an order, not be able to place someone = don't recognise/remember them, in second/third etc. place, a place in history, put someone in their place, be all over the place).

- 3** The exercise compares and contrasts the uses of the words *purpose* and *intent/intention*.
- 4a** The exercise looks at the meaning of phrases that use the words. When students have worked out the meanings ask them for alternative ways to express the sentences.
- 4b** This could be done as a fun, timed competition.

Photocopiable activity

Activity 7B could be used here. It is a pairwork activity in which students identify the words they need to complete sentences while playing a bingo-type game.

- 5a** Here students compare three negative adjectives formed from the word *social*. They should notice that whereas the prefix *un-* tends to mean *not*, the prefix *anti-* is a little stronger, meaning *opposed to* or *against*. It should highlight how difficult the word-building exercise in Paper 1 Part 3 can be and how students should keep their mind open to many possible derivatives of a word.
- 5b** It might be useful to do the first few together as a revision of exam strategy and to highlight the form of some. For example, in Q1 *spend time* is followed by a verb in the *-ing* form, Q2 requires an adjective (probably negative because they were arrested) before the noun *behaviour*, Q3 is a proper noun as the name of a subject, Q4 requires a noun between *the* and *of*, etc.
- 5c** Students should brainstorm a list before consulting a dictionary.
- 6a/b** Elicit the meaning of the prefix *inter-* (= between, involving or connecting). Then get students to decide which of the given words can take it as a prefix, creating sentences to illustrate the meanings.

- 1a** community spirit, rural community, community centre, community pride, safe place, pride of place, place of one's own, neutral ground, ground level, safe ground, a sense of community, a sense of security, a sense of belonging, a sense of pride, sense of wellbeing, community services, social services, security services, financial services
- 1b** **1** belonging / community = sense of wellbeing, of being part of a group; security = idea of safety in numbers **2** spirit/pride (little difference in meaning) **3** social/community – both refer to services administered by charities or (local) government and often given by volunteers. (In USA the term 'Human Services' is used). **4** pride **5** safe = you're certain to get the right kind of information **6** life
- 2a** **1** importance (there are many similar expressions, e.g. *value/emphasis*) **2** bets **3** blame **4** an advertisement **5** restrictions **6** hopes/bets
- 2b** **1** a place of her own **2** be going places **3** There's a time and a place **4** out of place **5** fall into place **6** in place
- 3** *That said, most people frequented several houses with the intention of furthering their commercial, social or political interests.* Here *With the intention of* means the same as *for the purpose of* i.e. *in order to / with the aim of*.
That said, most people frequented several houses intent on furthering their commercial, social or political interests. Here *intent on* is more emphatic, implying that the person is determined to do something.
- 4a** Answers may vary slightly, but should be along the following lines: **1** effectively, though not officially **2** both mean deliberately, wilfully **3** aiming/planning to / having decided to **4** in order to [use it] **5** worked/succeeded **6** determined to
- 5b** **1** socialising **2** anti-social **3** Sociology **4** socialisation **5** Society **6** unsociable / antisocial **7** unsocial / antisocial / unsociable **8** Sociable / Social
- 5c** Examples of other derivatives are: *socialism/-ist, socialite*.
 Examples of compounds are: *social club, social climber, social worker, social engineering, social housing*.
- 6** Words which can take the prefix *inter-* are: *departmental; action; connect; mixed; city; section; change; continental*.

Use of English 1 p.107

- 1a** Students discuss the functions and advantages of having a town or city square where they live (e.g. as a market place, for open air concerts/performances, political rallies, or demonstrations). The village green would be an equivalent in smaller communities.
- 1b** Give students 10 minutes to skim the text then work through identifying the missing words. Check answers, highlighting the clues that determined the form of the word.
- 2** In the discussion, ask students to think of famous squares around the world such as: Red Square in Moscow, Tiananmen Square in Beijing, Trafalgar Square in London, Tahrir Square in Cairo, all of which have held famous demonstrations. Ask students where people gather in their town or city.

1b **1** settlement **2** focal **3** strategic
4 prosperous **5** identity **6** unrest
7 relocate **8** anonymity

► Student's Resource Book, pages 72–73

Listening 1 p.108

- 1** Compare social activities that involve other people with other leisure activities that could be done alone. Students discuss any social activities that they participate in.
- 2** The question should introduce activities that students do/have done by choice and those that they might have been required to do as part of their studies.
- 3** ► T2.05 Students listen to the extracts and try to summarise how the three speakers feel.
- 4** ► T2.05 Do the listening task in close to exam conditions but allow students time to compare and justify their answers before correcting them.
- 5** Students discuss the issues that are raised in the three extracts that they listened to.

- 3 Extract 1:** Man – optimistic; woman – enthusiastic **Extract 2:** Man – matter-of-fact **Extract 3:** Woman – enthusiastic
- 4** **1** C B *What I couldn't get over was all the stuff you can do in your free time . A I was spoilt for choice* **2** B *I was expecting to be out of the loop as far as keeping myself up-to-date* **3** A *then shopkeepers, quite rightly, raised concerns about losing trade* **4** B *It's a bit unorthodox, ..., but where's the harm in giving it a try?* **5** A *I found myself wanting to do something about this, but not really knowing how to go about it.* **6** C *And actually, the enthusiasm and cooperation amongst volunteers is incredible..... it's more about finding ways to connect as a neighbourhood*

Language development 1 p.109

Start by comparing sentences from the listening in order to introduce the topic and determine how confident students are about using relative clauses. Ask them to find and identify any relative clauses in the audioscript and why they are used. Some examples are:

'It could've been any one of a dozen things – but no pressure, which I thought there might be.' (Extract 1)
'Wouldn't it be good to have a centre where you could get help and advice?' (Extract 3)
'The proposal to build a bypass received support from homeowners.' (Extract 2)

- 1** Students decide which is the correct relative pronoun or phrase to use in the context of each sentence. Follow up by asking students to rewrite the sentence using the other one. For example, Q1 *The youth club is a place to which people go to meet and socialise.* (NB *where* would also fit here, i.e.. *a place where people go.*)
- 2** Remind students that this is what they should do with their own writing, checking for mistakes by focusing on specific aspects of language.
- 3** Do the first sentence with the whole class, eliciting the full clause. If students have problems ask them to read the grammar section on pp.183–184 before they continue.
- 4** Get students to expand the examples as a way of reinforcing how they are formed. For example *The protesters, (who were) angered at not being allowed to attend the meeting, started chanting.*
- 5** Students should identify the relative pronouns and other words required to complete the text and in which cases they can be omitted.

- 1** 1 where 2 whom 3 which 4 in which case 5 that 6 by which time

1 Extension

1 *to which* and *where* would both be possible if they referred to movement (*a place to which people go to meet*). *at which* would be possible (*a place at which people can meet ..*)

2 *which* can't refer to people. (cf *Many of the houses, some of which are built close to the road, are affected by the traffic*).

3 we don't use *that* after the comma in an indirect relative clause. Compare *The library that opened yesterday was designed by* – specifies which library / *The library, which opened yesterday, was designed by ...* adds additional information)

4 *at which point* refers to a definite time when something happened or will happen. There is no condition.(e.g. *The location of the meeting will be decided tomorrow afternoon, at which point we will contact all attendees*)

5 *where* would need to refer to a second subject (e.g. *The coffee shop where I went with Mum was very cosy*).

6 *by which time* is used here to refer to something that will have happened before a time in the future. *at that point* refers to a fixed point (e.g. *Course details will be announced sometime in September, at that point you will be able to reserve places*).

2 **1** The talk on sustainable communities that we heard was very informative (we were there) / The talk on sustainable communities was very informative, we heard (we weren't there but heard good reports)..**2** correct **3** My girlfriend, who has recently got a job in the town council, hopes to promote community projects in the area. (one girlfriend but two pieces of connected information) **4** The village pub (which) we visited last night was very cosy and welcoming. **5** The councillor who I spoke to this morning.... OR The councillor to whom I spoke this morning assured me the problem would be dealt with. **6** correct

3a **1** Anyone who wants to take part in the carnival parade should write their name on this list.

2 All questions that are raised at the public meeting will be discussed when the organising committee meet next Tuesday.

3 The person that you can/should talk to about the arrangements for the carnival is Carrie Evans.

3b **1** The introduction to the theme of the Carnival, given by the events chairperson, Carrie Evans, was considered very informative.

- 2 The next person to speak was the headmaster of the local primary school, who offered some interesting ideas. (or The headmaster, who spoke next, offered)
- 3 The headmaster's proposal advocating the inclusion of a fireworks display to conclude the celebrations has been met with widespread approval.
- 4 There is still a lot to organise for the provision of entertainment in the square. (or Planning to provide entertainment, we still have a lot to organise/there is still a lot to organise)
- 5 All those/Anyone wishing to become involved in the carnival preparations should apply to Carrie Evans directly.
- 4 1 (Having been) affected by cutbacks in local government spending, the Youth Club has been forced to close. (or The Youth Club, affected by ..., has been ...)
- 2 The Town Hall, one of the finest examples of Victorian architecture in the northeast, is undergoing renovation.
- 3 The company, supporting local farmers' cooperatives, is a sustainable business, whose net profits go to fund community projects in Africa.
- 5 1 with (= who have) 2 (which is) – 3 who 4 whose 5 (which was) – 6 whom 7 which

► Student's Resource Book, pages 74–76

Writing 1 p.110

- 1 Give students a moment to read the task and determine the scope of the task by answering the four questions.
- 2 Ask students to compare three possible opening paragraphs, choosing the most suitable.
- 3 Students think of a suitable project that they are familiar with or make up details of one if necessary.
- 4 The notes contain sufficient content to write a decent letter. Do sentence 1 together, comparing different ways to combine the points.
- 5 The final exercise could be set as homework.

- 1 1 A magazine 2 a description 3 description of the project, reasons for the benefits for local people, aims and further plans for the project 4 neutral – neither too formal or informal

- 2 a is unsuitable. Too abrupt, doesn't mention that the letter is in response to the newspaper's announcement and it is rather informal in style.
b is unsuitable. Too formal, and reads like the opening of a proposal, so is in danger of not answering the question in the correct way.
c is suitable. Explains the reason for writing by referring directly to the newspaper request. Also, the register is just the right pitch, neither too formal nor informal.
- 4 **Suggested answers:**
1 The scheme, set up by university students in Bath to help local residents gain allotment space in unused gardens produced its first vegetable crops this year.
2 Many students living in rented accommodation leave their gardens unused.
3 It was suggested that neighbours interested in gardening but unable to find green space could use the students' gardens to plant vegetables.
4 The Growing Together Project, involving both students and residents, gives them the chance to interact, in the hope of improving relations between the two groups.
5 The response from residents, some of whom are working with students on the vegetable patches, has been extremely positive.
6 Kate Myers, who lives in Oldfield Park, is enthusiastic about the scheme. 'I hadn't had any contact with students before, but the lads in the house are a really nice group and I'm hoping to grow some potatoes for them.'
7 Caroline Walker and Ming Chan, two undergraduates passionate about gardening, are helping Kate in her endeavour, and theirs is the first garden share to prove successful.
8 They've managed to grow onions, carrots and potatoes so far, providing both them and the students in the house with fresh produce to eat.
9 Several such garden shares are now functioning, but students are hoping to encourage more residents to join the scheme.

5 Suggested answer:

It is hoped that the scheme can be extended to involve a wider section of the community such as older people unable to look after their gardens and families with young children who would enjoy learning how vegetables grow. With this in mind, the scheme is planning an 'open day' to which local people will be invited. I recommend that anyone wanting to get involved should check the scheme's website for details. The person to talk to at the university is Brian Lake.

I wish the scheme every success.

*Yours faithfully,
Edwina Dolby*

7B Lifestyles

Listening 2 p.111

- 1 Start by asking who in the class cycles regularly and for what reason. Then expand to consider other reasons why people use bicycles, as in the ideas listed.

The answer to the second question will depend a lot on circumstances; in many parts of the world the bike is an essential means of transport and for many people in car-dominated societies they are still invaluable for those who are too young, unable or banned from driving.

- 2 ▶ T2.06 The approach here is to listen first to get a basic understanding without being distracted by information in the questions.
- 3 ▶ T2.07 This time the students listen for both the reasons why each speaker started cycling and advice they have.
- 4 One approach would be to divide the class into pro- and anti-cycling lobbies and get each group to present their case having spent time preparing their argument. Encourage them to use suitable linking phrases. Ideas in favour are likely to include factors such as: cheapness, fitness benefits, easy parking, speed in cutting through dense traffic, no test/licence necessary, fashion. Those against might include: effort on long distances, dangers in traffic, weather, arriving at destination hot and sweaty, need to carry spare clothes and helmet, risk of theft.

The picture is of people using bikes of the London bicycle sharing scheme sponsored by Barclays Bank, which has thousands of bicycles

available for public use spread across hundreds of docking stations around the city.

2 Suggested answers:

Speaker 1: enjoyable, and keeps you fit

Speaker 2: enjoyed losing weight

Speaker 3: less stressful, and more healthy than other means of transport

Speaker 4: relaxing and a form of escape

Speaker 5: stops medical condition from getting worse; enjoys the company of other cyclists

- 3 1 G it was a real blow when the bus service into town was axed 2 F didn't have much choice but to join the Cycle Challenge – everyone in my department was dead set on it; 3 E I chose to be a non-driver for ethical reasons, 4 D I do need to wind down on occasions and cycling's the thing that does it for me 5 H A friend recommended I take up cycling to combat the progression of a medical condition. 6 G We have a car-share scheme too, of course, that's a must if you're setting up a scheme like ours, so nobody's absolutely dependent on the bikes; 7 D I'd say don't agree to this sort of thing unless you have a go first 8 A You do need a decent bike though, with good gears and lights 9 C I've heard that cycling clubs can be a bit competitive – I'd say steer clear of all of that. 10 B I'm always saying: 'Don't bite off more than you can chew – gradually build up stamina.'

Speaking p.112

Start by eliciting what activity each photograph shows or is an example of. Picture 1 is a carnival or street festival, 2 is a traditional cheese rolling contest (where competitors chase a cheese rolling down a steep hill and the first one to catch it keeps it as a prize), 3 shows two girls singing karaoke, 4 is a tree-planting project.

- 1a The important point to notice here is that the task requires students to group words of similar meaning rather than the given words being the topic.

Most will be familiar to students at this level but the difference between some (such as *fair*, *fete* and *festival* or *contest*, *tournament* and *competition*) will require attention.

- 1b Remind students that in the exam it is always better to speak from personal experience, but failing that make something up!

- 2** Start by asking students if they see a connection between the verbs listed in column A (they are all very positive and have the sense of increasing or improving).

Look at the example and point out that additional words including *people* or *people's* will be required in many cases to join the verbs to phrases.

- 3** Ask students not to accept answers from their partner if they do not include a number of phrases from the exercises 1 and 2.
- 4a** Start by discussing in a bit more detail what photograph 4 shows (*an organised [note matching T-shirts] communal tree-planting or garden improvement project*). Then look at the structures of the prompts identifying the relatives clauses used, before students use them to talk about similar projects.
- 4b** The phrases in the box are responding phrases/devices that signal agreement or not and encourage turn-taking. They are essential in the speaking exam where discourse management and interactive communication are assessed.
- 5a/b** Students work in pairs and do the tasks as in the exam.
- 6** Encourage students to be honest in their appraisals of their performances.

1a 1 sport, hobby, pastime, activity 2 event, festival, fair, fete, function, occasion, celebration 3 championship, game, match, tournament, contest, competition 4 project, scheme, programme 5 leisure, free time, spare time 6 club, organisation, association, society, group

2 Suggested answers:
The activity stimulates / encourages / generates / boosts community spirit.
It encourages local people to build relationships.
It allows people to let their hair down by offering them a great way to relax.
It enhances/improves/develops people's social awareness of the community they live in.
It creates/offers people the chance to meet new people, by encouraging them to get out of the house.

► Student's Resource Book, pages 77–79

Language development 2 p.114

- 1a** Remind students that time can be expressed both through grammar/tenses and lexically.

The exercises here focus on words and phrases that establish the order of events as well as the reason.

Students should establish whether the choice of word/phrase in each case is down to meaning and time or structure. Follow up by asking the class to think about how they could change the sentence to use the other. E.g. Q1 *While waiting ages for a bus, we chatted about our holidays*, Q2 *Once she has stopped eating meat, she will feel much healthier.*

- 1b** The words and phrase are all used to talk about reason but with different structures. (e.g. *hoping to* + infinitive, *planning on* + noun/gerund, *in case* + clause). When students have completed the exercise ask them what the structure of each is.
- 2** Each sentence here contains two clauses where one expresses the result of the other. Ask students to identify what is the reason and what is the result in each case.
- 3a** The more obvious combinations are given in the key but students with good imaginations would be able to justify other combinations (e.g. 5a, 6b).
- 3b** Note that whereas in 3a the linking devices connected two clauses within one sentence, here the linking devices connect two separate sentences. Ask students to stretch their imaginations to come up with some creative ideas to complete the prompts.

1a 1 After – actions separate in time compared with while for actions occurring at the same time 2 Now that – past (compared with once – future) 3 While – same time (compared with as soon as – future) 4 The moment – specific point (compared with until – duration), NB past simple also possible here 5 Ever since – duration (no sooner – point in time) 6 Until + pres – from now until point in future (after + pres – from that future point onwards) 7 On – point in time (while – duration) 8 As soon as + past – point in past (also past perfect here) (no sooner followed by inversion of past perfect *No sooner had he arrived ...*)

1b 1 hoping to 2 Seeing 3 in that/since 4 in case 5 Since/Seeing (that) 6 Planning on/since

2 1 C 2 B 3 A 4 A 5 B 6 D
3a 1 d 2 f 3 b 4 a 5 c 6 e

3b Suggested answers:

- 1 Nevertheless, I'm trying not to show it.
- 2 All the same, I wish I could!
- 3 Even so, I admit it would be less stressful!
- 4 However, I'm not sure I'd like living/to live there all the time.
- 5 All the same, I'd prefer to have a home in one place, where I know my neighbours.
- 6 Be that as it may, I sometimes get tired of it.

Photocopiable activity

Activity 7C could be used here. It is a pairwork/groupwork activity in which students complete sentences with words and phrases which they then write into a grid.

► Student's Resource Book, pages 80–81

Use of English 2 p.115

- 1a Ask students to link the three words in the phrase with the picture of the man on a yacht to work out what it means.
- 1b Ask them to think of as many reasons as they can why working conditions are changing to allow people to be more flexible.
- 2 Students skim the text to get a general understanding of the content and then go back and complete the gaps. Remind them to finish by reading the text through once more to see if it all fits together and keeps the general sense.
- 3 The class discuss their attitudes to distance working.

1a A professional person whose job does not tie him/her to one place. They can choose where they work.

1b Examples:

Technological: Powerful lightweight laptops, fast internet connections increasing across the globe, Skype and other online communication tools, BlackBerry and other smartphones that send and receive email anywhere, cloud computing.

Sociological: changes to family life, separation more common, greater independence, leisure time more highly valued, work–life balance shifting.

2 The text suggests that this lifestyle allows a flexible timetable that can improve family life if working from home, but while becoming a digital nomad may be great if you're single, it may not be suitable for anyone with a family.

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

Writing 2 p.116

- 1 Don't spend time discussing the pictures at this point as the subject of them will become apparent later in the exercise.

Ask students to describe a favourite festival. In classes where all students are from the same place they could spend a few minutes researching a festival they have heard of elsewhere.

- 2 Students read the task instructions and highlight the key parts, using those points to answer the five questions that are designed to help the writer focus on style and content.
- 3a Students choose a festival that they are confident enough to write about.
- 3b They then use the notes from 2 to plan the content of each paragraph.
- 4 Ask students to read the sample answer, and 'mark' it. Also ask them if they think it is the right length. Show them that is quick to count the number of lines (29) and at 10–11 words per line the total is about 290–320 words.
- 5 Here students use the ideas in the sample answer but organised according to their own plan. Also point out how much repetition there is and elicit alternatives to the underlined words.
- 6 The exercise demonstrates how to make content more interesting (as well as using fewer words) by using the clauses practised earlier in the module.
- 7 Rewriting the sample answer will help to reinforce the structure of the text as well the linking devices used.
- 8 Students decide how successfully other pairs have completed the task, using a suitable range of grammar and vocabulary.
- 9/10 Students write and check their own composition under exam-like conditions, i.e. timed and without recourse to a dictionary.

2a 1 The editor of an English-language magazine. 2 A letter of description, containing some narrative/anecdote 3 A description of the festival, its content and organisation, with some anecdotal comments on what was special about your experience. 4 semi-formal. 5 280–320 words.

- 4 1 The candidate covers the points in the task, but doesn't really say much about the organisation of the event.
 2 The letter is not very well-organised, and doesn't flow well. The main paragraph is too long, and should be separated into two shorter paragraphs.
 3 The language is rather simplistic and repetitive. There is not much variety in either vocabulary or sentence structure. The opening address and paragraph are rather abrupt, and the closing phrase of *Yours sincerely/faithfully* is missing.
- 5 **products:** concoction, merchandise, lotion
festival: carnival, celebration, event
- 6 **Suggested answers:**
 1 The festival [that/which] I'm going to describe is the Mud Festival, which is held in Boryeong, South Korea.
 2 Since then, the event has become very popular, with over two million visitors arriving each year. (or 'attracting over two million..'.)
 3 The festival, first held in 1998, was inspired by a desire to advertise the benefits of skin-care products rather than any religious celebration.
 4 I managed to get mud in my eyes and mouth, which wasn't pleasant, but even so, I really enjoyed myself.
 5 Not only do local people come to get dirty, but tourists also come from all over the world.
 6 The only thing I found annoying was the problem of traffic. It was so crowded that there was a lot of congestion.

9 **Suggested answer:**

Dear Editor

I'm sure that your readers would love the five-day Glastonbury Festival which takes place most years at the end of June on a farm in the south west of England. Going for over 25 years, it is the biggest and best music festival in the UK, possibly the world. Attracting top bands, it is the music that gets the headlines, but the festival also includes dance, comedy, theatre and circus skills among other arts. Despite welcoming over 120 thousand people, the festival sells out as soon as the tickets go on sale. Most people camp in the fields around the music stages.

There are many reasons to go. Foremost for me is the variety and quality of the music. I saw three of my favourite groups last year and discovered many exciting new acts. Depending on your mood or energy level, you can rock with the crowds in front of the main stage or relax in the chill-out zones. Secondly is the amazing community spirit that develops. Most

of the festival visitors, many of whom go every year, are really relaxed and happy to help people there for the first time. With so many people sharing one giant camp site there is a strong feeling that everyone is in it together. There were a number of things I didn't really enjoy. Much as I love camping, it's not very pleasant sharing temporary toilets with so many people. Then there was the wet ground. After a sudden downpour, parts of the site became impossible to use without getting covered in cold sticky mud. Some of the food was great and worth queuing for, but even so I would recommend visitors to take as much as they can as it can be expensive. For anyone wanting a great long weekend crushed together with thousands of other music lovers, I would really recommend Glastonbury. Everyone should go once and I am going again!

Yours sincerely,

David Raver (326 words)

► **Student's Resource Book, page 92**

Module 7: Review p.118

- 1 1 neutral 2 places 3 sense 4 restrictions
 5 community 6 place 7 security
 8 belonging 9 place
- 2 1 Much as 2 Be that as it may 3 so as to
 4 As a result 5 otherwise 6 Although
 7 Consequently 8 such an awkward one
 9 despite
- 3 1 sociologist 2 interdepartmental
 3 intentionally 4 enclosed 5 defiantly
 6 unequivocal 7 representative
 8 interchangeable 9 unidentifiable
- 4 1 of 2 from 3 in 4 for 5 on 6 in 7 by
 8 out

The theme of the module is how tastes change over time. Topics covered include: preserving or modernising architecture, design and interior decoration, fashion, collecting items from the past, and the lifespan of modern consumer products.

Lead-in p.119

Start with books closed. Ask students to think about ways in which their tastes have changed as they have grown up and older. Ask them to think of examples of newly acquired loves or things that they are no longer fond of. They could think of examples from their tastes in music, fashion and the clothes they wear, foods they love and hate, or the type of people they spend time with. Then ask them to explain their changing tastes to a partner.

- 1a Ask students to look at the two paintings and discuss the questions that follow.
- 1b Encourage students to think about how some great artists and scientists were treated in their time compared with how they are considered now.
- 2 Check students know the meaning of the words in the box before they spend a few minutes using them to talk about the pictures.

1b Often people either respond with hostility or indifference until quite a time has passed. Examples include: Copernicus (1473–1543) and his ground-breaking theory that the Sun did NOT move around the Earth, but the other way round. Later, Galileo Galilei (1564–1642) was imprisoned for following the Copernican theory. Even today some people refuse to accept the concept of evolution; Arts: the Impressionists' way of painting was reviled at the outset. It is said that Van Gogh sold only one painting in his lifetime; Music: people like Bach remained almost completely unknown during their lifetime and only started to be appreciated a century later. In pop music, every new trend is treated with suspicion. The Beatles were initially thought to be a terrible influence on young people, yet today their music is played in supermarkets.

8A A question of style

Reading 1 p.120

- 1 Start a discussion on what students like about their local environment. Elicit ideas for change and other improvements. Then move the discussion onto a wider topic of whether it is better to preserve and protect older buildings, to convert them for modern uses or to replace them with something new and more suitable.
- 2a Give students two minutes to read the text, getting a sense of its tone and content and to answer the question.
- 2b Give them another minute to find ideas to compare and contrast the two projects.
- 3 Students do the task as they would in the exam. Let them compare and justify their answers with each other before telling them if they are correct or not.
- 4 Students discuss conservation and planning attitudes in their countries and what they personally think can be gained from visiting old buildings.
- 5 Focus on the vocabulary from the text highlighted in the box. Check students' understanding of the words by asking for synonyms (e.g. *fortress* – *castle*; *mundane* – *boring*; *dismantle* – *take apart*).

- 2a The bank, number 510 Fifth Avenue and the High Line, a former railway.
- 2b They are similar in that they are both 'old' constructions which have outlived their usefulness or their function has been changed. Their treatment has been different in that the bank's interior was destroyed, seemingly rather hastily and the public has campaigned against the changes whereas the old railway line was neglected for nearly 20 years, until the public campaigned successfully to convert it into a garden area.
- 3 1 D has since spread economic fertiliser in its wake with 2 A banks were usually mundane but at 510 Fifth Avenue 3 C In any repurposing of a historic building, something has to give

4 D *It was scheduled to be torn down, but*
 5 C *the closer a building's form follows its function, the bigger the upheaval*
 6 C *Arguments to preserve for preservation's sake are weakened when loans are in short supply* 7 A *the vault was displayed behind the glazed façade* 8 B *On the basis that façades remained intact, the ... approved these changes, but ... argues that given the transparency ... must extend to .. interior features* 9 A *its gleaming vision of the future* 10 B *the not unreasonable assumption that ... should be adapted to suit its new tenant*

Vocabulary p.122

- 1a Students could start by looking at the picture and trying to name the labelled features before looking at the words in the box.
- 1b Students then use some of the vocabulary in the dialogues. As an extension ask students to write a few more short dialogues with other items missing for classmates to complete.

Extra!

Ask the students to describe which of the items from the 'English house' illustrated could be found in theirs. Then ask them to work in pairs to describe a favourite room in their home.

- 2a The students are likely to know the individual words but are likely to be less familiar with the idiomatic phrases. Having completed the gap make sure that they underline the words that form each phrase and what follows them. For example *'I think it's time to draw a line under our ...' / 'There's a fine line between xxx and xxx.'*
- 2b *Line* is a word with many different meanings from a mark or boundary, to a row of people, a series of words, an opinion, levels within an organisation, a phone connection, a product and many more! There are therefore numerous idiomatic phrases using the word.

Photocopiable activity

Activity 8A could be used here. It is a groupwork activity. Students replace parts of sentences with more appropriate or natural-sounding phrases, then decide how certain they are that their answers are correct. They win or lose points based on their answers.

- 3a The collocations here are quite complex, not just verb + object (e.g. *take a look*) but verb + adj + noun (e.g. *take a close look*, or even *take a good hard look*); as such they should be considered as phrases and used as chunks of language.
- 3b Finish the section by getting students to use the phrases in their own ways.
- 4a Start by asking students what they understand by the expression *on a shoestring* (with little money / a very tight budget) then scan the text to see how it applies to interior decorating. Then work through identifying the prepositions missing from the text.
- 4b Students now identify which prepositions are part of phrasal verbs (e.g. *to come by sth* = obtain sth rare or difficult to get) or prepositional phrases (e.g. *in short supply* = rare).

1a a bay window b dormer window c façade
 d loft e porch f skylight g beam
 h furnishings i windowsill j alcove
 k ornament l parquet m screen
 n wallpaper

1b 1 loft 2 ornaments 3 porch

2a 1 line – say that sth is completely finished and you will not think about it or discuss it again 2 perspective – judge the importance of sth correctly (ie not get too worried about certain things) 3 façade – a way of behaving that hides your real feelings 4 line – when two things are so similar that one could easily become the other 5 art – do sth very well 6 designs – want sth for yourself, esp. because it will bring you money 7 line – allow or accept sth up to a particular point, but not beyond it

2b Other useful phrases with *line* include: *draw a line (between sth); where do you draw the line; take a hard line; hook, line and sinker lay sth on the line picket line the poverty/bread line; read between the lines the official/party line; take a hard line; supply lines the dividing line; a chat-up line; and as a verb: to line sth up (for the future); to line your pockets.*

3a a close, fresh, good, hard, humorous
 b crucial, irrevocable, poor, rash, snap, tough c beneficial, civilising, destructive, significant, stabilising

4a 1 by 2 back 3 up 4 in 5 on 6 of 7 on
 8 on 9 by 10 without 11 out 12 by 13 on
 14 from 15 up 16 up 17 for 18 around

4b Phrasal verbs: come by, scale back, come up with, knock (yourself/sb else) out, open up, start up

Prepositional phrases: (be) in short supply, (do sth) on the cheap, (work/live) on a tight budget, (be) for sale

Use of English 1 p.123

- 1a** Students start by skimming the text to get a general understanding of the Arts and Crafts movement.
- 1b** Elicit any other styles of art or design that students have heard of.

Background

Other styles of art and design include:

Gothic: Victorian revival of 17th century style popular in public buildings e.g. Houses of Parliament in London. Featuring church-style pointed arches, mythical beasts and the tree of life. Uses lots of red, blue and gold,.

Art Nouveau: 1880–1910 influenced by nature, forward looking, uses elongated curvy lines, or vertical lines with height, stylised flower designs, stained glass, exotic wood, natural colours (greens and browns).

Art Deco: streamlined geometric style from 1908 to 1940. Wood, mirrors chrome and glass were popular. Patterns created with geometric shapes. Favourite colours were glossy black, white, cream, red The Chrysler building in New York is a good example.

Bauhaus: from 1919 in Germany. Although initially influenced by Arts and Crafts it explored ways to incorporate the then new industrial processes and thus had less emphasis on craftsmanship. Famous examples are furniture by Le Corbusier, Miles Van Der Rohe's Barcelona chair.

Modernism: 1918–1950 reaction against previous backward looking designs based on nature. Design stresses purpose; 'form follows function', and features austere spaces without unnecessary decoration, abstract motifs, bold colours, steel, plastics and plywood.

Minimalist: The 'Less in More' idea. Everything reduced to what is essential so materials make loud statement. Look requires clean clear lines, as much as possible is tidied away or hidden including handles, switches etc. White is the predominant colour, influenced by Japanese Zen aesthetics.

Contemporary: started in the 1950s and 60s, includes whatever is new and current.

Shabby chic :uses second-hand or reconditioned objects to create a warm relaxed atmosphere. Imperfection is important as is comfort and ease, as well as design reflecting familiar aspects of countries or regions (e.g. Asia or Scandinavia) and retro which recreates looks from the past (e.g. the 50s or 60s).

- 1c** This is an exam-style open cloze. Remind students of the types of words that they should expect to need and the clues that will help them. Give them 8–10 minutes to complete the task.
- 2** Finish with a discussion on students' favourite design styles and what their perfect home would look like. If there are any designers in the class ask them who or what their main influences are.

1c 1 before 2 out 3 having 4 What 5 which 6 as 7 put 8 unlike

► **Student's Resource Book, pages 83–84**

Listening 1 p.124

- 1** Ask students if they recognise either of the buildings. nother clue is that they are both art galleries.
- Follow up by finding out which famous galleries around the world students are familiar with, which they have visited and which they would like to visit.
- 2** ► **T2.08** Give students thirty seconds to skim the task rubric and the five questions to get the topic of the passage, and then another thirty seconds to skim the possible answers before playing the recording twice.
- Ask students to compare their answers and to try to remember specific phrases on the recording that helped them.

1 1 The Louvre, Paris also showing the glass Pyramid designed by I.M.Pei 2 Milwaukee Art Museum showing the roof designed by Santiago Calatrava – it's a huge sun-breaker that opens and closes 3 Examples of others are: the British Museum, the Victoria and Albert Museum, the National Gallery, Tate Modern, all in London (+ lots more!); the Metropolitan Museum of Art, New York; the National Gallery, Washington DC; the Uffizi Gallery, Florence; The Guggenheim, Bilbao; the Egyptian Museum, Cairo; The Hermitage Museum, St Petersburg.

- 2 1 C *a lot of those visitors have simply been to a travelling exhibition hosted by those museums. These are very well promoted and clearly draw in the crowds.* 2 B *great architecture generally enhances their importance in people's eyes,* 3 A *I have little sympathy with people who complain about them actually, art shouldn't be for an elitist minority* 4 C *Weirdly, most people went without actually having much idea of what they'd see when they got there* 5 D *Emily: that doesn't mean that I'd do that in preference to an on-site visit. Scott: Nothing, in my view, can replace the experience of standing in front of an object of antiquity or a work of art and seeing it with your own eyes*

Language development 1 p.125

- Students decide which preposition is required to follow the verbs used before each of the gaps. They then need to choose a verb from the box to complete the sentence and put it into the correct form. Point out that there is a big clue in the title!
- The exercise highlights a number of common expressions that are all followed by *-ing* (or sometimes a noun). In each sentence, students decide which expression fits and why.

As a follow-up ask them to think of example sentences using the other expression in each pair.
- The exercise highlights the fact that many phrasal verbs are followed by *-ing* forms as they are formed with prepositions. Students complete the text with a suitable phrasal verb, taking care to think about the order of the following verb and object.
- Give students a few minutes to prepare their role and to think about which of the expressions they could use before they do the role-play. To add interest, it could be done as a competition with each person scoring a point each time they correctly use one of the expressions on the page.

- 1 1 on, coming 2 in, demolishing 3 from, having 4 in, converting 5 from, studying 6 in, painting 7 on, creating 8 on, moving
- 2 1 Despite – expression of contrast 2 It's no good – a pointless exercise 3 can't help – unable to stop myself 4 There's no point in – without purpose 5 with the purpose of – intention 6 Through – method

- 3 1 set about gathering 2 cut down on (her) spending 3 feel up to working 4 ended up getting 5 burst out laughing 6 make up for (Rex) ruining

► Student's Resource Book, pages 85–87

Writing 1 p.126

- These discourse markers are unlikely to be new to students, so they should be able to sort them into the seven categories. Check understanding of the categories, especially *concession*. The exercise emphasises the importance of discourse markers as well as the variety of expressions that students have to choose from.
- Students complete the texts with a suitable discourse marker. Tell students that there might be more than one possibility in each gap.

Photocopiable activity

Activity 8B could be used here. It is a pairwork/groupwork activity in which students complete an essay with relevant discourse markers, then use letters from their answers to reveal a 'mystery' word.

- By now, students should be very familiar with this type of task and will know that their essay should both summarise and evaluate the two texts. It could be given to the class to do in timed conditions, with 45 minutes to plan, write and check the composition.

- 1 1 adding: moreover, furthermore, in addition, as well as (that), what is more 2 concession: it may be true, certainly, granted, of course, if 3 contrasting: on the one hand ... on the other hand, while, whereas, however, nevertheless, although, nonetheless, still, yet, in spite of / despite, even so, on the contrary, quite the opposite 4 giving examples: for instance, for example, in particular 5 giving your opinion: in my view/opinion, as I see it 6 result: therefore, as a result, consequently, so 7 structuring: to begin/start with, first of all, in the first place, then, lastly/finally

2a Suggested answers:

A 1 On the one hand 2 However / (on the other hand) 3 In my view, 4 For example / (for instance), there's 5 although 6 Then 7 despite

B 8 As I see it / (in my opinion) 9 nevertheless / (yet) 10 So / (Therefore / Consequently) 11 if 12 finally / (lastly)

2b Suggested answer:

The first text is a personal response to the William Morris quote. Although it agrees that we could all benefit from having only items that are essential or that we enjoy looking at in our homes, it makes the point that it this is something that is very difficult to achieve. The main idea is juxtaposed with the view presented in text 2 that we should all be free to decorate our homes any way we choose.

Text 1 suggests that acquiring ever more objects that we have no point in having is a common habit and that most people can't stand getting rid of items that have been given to them as gifts. The writer also gives the example of accumulating objects we bring back from holiday that seem out of place when we return home.

The writer of text 2 on the other hand, argues against rules and guidelines that restrict individuality and creativity. It outlines the importance of developing a personal style and decorating our homes in our own way. Homeowners are lucky to have the opportunity of creating a personal space that reflects their personality.

Weighing up the points made in the two texts, it seems that the writer of text 1 feels guilty about the natural tendency to accumulate objects, whereas the writer of text 2 is much more relaxed about what we keep in our homes. It strikes me that the William Morris idea is quite unsentimental. It ignores the fact that furniture and other objects may have special associations, having been passed down to us, and may provide a physical link to family no longer with us. I am more inclined to agree with the writer of text 2 and decorate my house with a variety of objects. That said, we should all have a fresh look at our home from time to time and ask how it might appear to visitors. (319 words)

8B Everything under the sun

Listening 2 p.127

- 1a** Ask students to think of areas that are subject to changing fashions, albeit not in such a fast or extreme way as in the clothing industry. Examples which might come up are: architecture and interior design (as discussed on p.123); the music industry – constantly reinventing what is 'cool'; restaurant trade – follow trends in room design, cooking style and menu contents; book publishing – different genres become popular at

different times; technology including mobile phone design and computers.

- 1b** Vintage clothes and cars, as illustrated, are the two most common. The E-type Jaguar from the 1960s is a great example of a classic car, having been voted the most beautiful car of all time. The world of antique furniture is a huge business and follows 'fashions'. Nowadays, there is a growing market for vintage PCs!
- 1c** When students have discussed their changing fashion tastes ask if they have ever worn old clothes that belonged to their parents or even grandparents. Some students will love vintage clothing; others are likely to be horrified at the thought of wearing something their grandmother wore!
- 2** Fashion, being such a huge business, has many different occupations with some creative job titles. Students start by working out what the people doing the jobs listed might do, before coming up with other jobs in the industry.

Jobs fall into four main categories:

Design: including illustrators, pattern makers, sample makers, and specialists such as lingerie, shoe or accessory designers

Marketing and merchandising: including models, fashion photographers, stylists, co-ordinators and hair, make-up and accessory specialists

Media and promotions: including journalists, editors, public relations specialists

Retail: including shop owners, shop assistants, fashion buyers, importers/exporters.

- 3** ▶ **T2.09** Remind students that, as this is a Part 1 listening exercise, it has three short passages with two multiple-choice questions each. Give them a minute to read the topics and the questions before they hear the recording twice.
- 4** Finish with a discussion on the factors students consider when buying clothes. Do they regularly use the same shops/suppliers? Extend the discussion by asking if they think it is possible to successfully buy clothes online.
- 5** The Word Check box highlights useful vocabulary from the listening task that students should make a note of. It includes phrasal verbs and idiomatic expressions, so ask them to identify which are more formal (e.g. *to get full credit for*, *mainstream*) and which are less so (e.g. *wow factor*; *go with the flow*). Check pronunciation of words such as *persevere* / *perseverance*.

2 visual merchandise designer: sb who designs floor plans, store displays and window displays in order to maximise sales – for fashion, the window display would be most relevant **costume designer:** sb who creates costumes for the theatre, films, TV, etc. **clothing pattern maker:** sb who produces master patterns from designs **textile artist:** sb who creates items of clothing, etc. out of pieces taken from different textiles and fusing or sewing them together in layers **seamstress:** sb who makes clothes (a dressmaker), either by using a sewing machine or sewing by hand (e.g. tailor-made items to order, some haute couture, one-off, hand-made designs, etc.)

3 1 C *And unless you've got a big budget, you're hardly in a position to be choosy either – so you have to go with the flow* 2 A *Sometimes I buy cars that don't go anymore, or need a bit of tender loving care, but they're little pieces of history and that's what makes them special* 3 B *Ten years ago, things weren't looking so good, but the industry's turned the corner now* 4 C *also remember that some products, ..., might be natural but they often have to go through extensive chemical processing in order to become soft.* 5 C *What fascinates me about fashion is that, like a sport that requires a lot of effort ... we produce something with a wow factor that's actually taken a lot of time and effort to produce* 6 A *I spend loads of time in the library too. I do research for their collections. It's important to keep your audience in mind*

3 The exercise contains another useful selection of fillers and discourse markers that students can and should use when speaking as they signal information to the listener, e.g. uncertainty (*I suppose, sort of*), reason (*that's why*), explanation (*I mean, in that sense, the thing is that*).

4a/b Students work in pairs, taking it in turns to be examiner and candidate practising the individual long turn, following the instructions on the cards.

5 There is an opportunity here for an extended discussion or just a quick exchange of ideas.

2a 1 Buy things that you enjoy 2 Buy the best quality items
2b 1 (important) guidelines 2 investment (purposes) 3 trends 4 (show great) promise 5 appreciating (meaning here = increasing in value) 6 anticipated 7 (general) principle (= 'basic rule' compared with principal = 'senior person') 8 (within price) range – includes top and bottom price compared with 'below the price limit' 9 (quality v) quantity 10 command (respect)

Other collocations in the text include: keep in mind, personal enjoyment, a sure thing the best defence

3 1 You see 2 so to speak! 3 Not only that 4 Somehow 5 When it comes to 6 The thing is that 7 sort of 8 That's why

► Student's Resource Book, pages 88–90

Speaking p.128

- 1** Start by asking students to scan the box to check if there are any items that they are not familiar with. They can then work in small groups to discuss the questions. There are no obvious answers to the questions as it depends on circumstances. Many people will keep the teddy bear they had as a child for sentimental reasons while those made by companies, such as Steiff, are bought by collectors, and rare antique ones are worth over a hundred thousand pounds!
- 2a** Students skim the text to identify the two main points that the writer makes about collecting.
- 2b** Students identify the correct word in each pair; it might be due to differences in meaning (e.g. *principal/principle*) or to the surrounding words they collocate with (e.g. *show great promise*). Finish by eliciting other collocations in the text.

Language development 2 p.130

- 1** Students will know that some verbs are followed by another in the infinitive, while other verbs are followed by an *-ing* form. The problem is remembering which are which. This exercise revises some common examples. The choice of verb from the box is determined by what follows, the form of the verb by the verb that precedes it.
- 2** Remind students that *to* can be both part of the infinitive and a preposition and so followed by *-ing*. Ask students to read the dialogue and complete it using either *to*, *at* or *of* in the odd gaps and the correct form of the verb given after the even gaps.
- 3a** Start by eliciting some synonyms and antonyms for *tidy* (e.g. *neat, clean, orderly, well-ordered, uncluttered, shipshape* / *untidy, messy, chaotic, disorderly, cluttered*). Then, using the phrases given, students write a description of themselves.

Photocopiable activity

Activity 8C could be used here. It is a groupwork activity. Students identify mistakes in sentences and group these sentences according to the type of the mistake.

- 3b** Students read each others' writing and note their use of the key phrases. Then, thinking about whether it is better for messy people to share with other messy people or with those who like tidying, they choose a suitable housemate.
- 4** This is an exam-style open cloze and does not focus specifically on the language of the module so could be done at any time.
- 5** Elicit examples of famous people who are involved in charity work. Perhaps the most famous is Bill Gates, whose children will inherit 'only a miniscule portion of his wealth' (about \$10m each!). The rest going to his charitable foundation, which has already received \$28 billion. Ask students to think of similar business tycoons who have promised to give away their fortunes as well as actors, musicians or comedians who take part in charity events or TV telethons and similar events.

- 1** 1 to choose 2 go 3 to be 4 spending
5 to agree 6 warning 7 selling 8 to ask
9 to inform 10 postpone
- 2** 1 of 2 being 3 to 4 organising 5 to
6 change 7 at 8 delegating 9 to 10 being
overwhelmed 11 of 12 taking
- 4** 1 way 2 Although 3 because 4 brought
5 Having 6 had 7 set 8 (al)though/while/
whilst

► Student's Resource Book, pages 91–92

Use of English 2 p.131

- 1** Students spend a few minutes discussing experiences of the durability of consumer items and their attitude to obsolescence.
- 2** When students have looked at the brief summary of how some verbs are formed, elicit examples of each. See examples in key.
- 3** Remind students that in the exam correct spelling is essential, so they should pay attention to words that require double letters, the use of *e* or *a* in unstressed vowels and which final letters are dropped when a suffix is added.
- 4** The discussion includes ideas such as whether it matters that electronic items don't last long if they become outdated so quickly now, and the

ethics of businesses that knowingly manufacture and sell objects which are designed to fail and therefore need replacing.

- 2** Possible examples: **prefix:** disbelieve, dismantle, encourage, misunderstand, mislead, replace, redo **suffix:** illustrate, accumulate, beautify, classify, familiarise, specialise, envy, brighten, weaken
another word as prefix: backslide, backtrack(= change your opinion about sth), downgrade, outdo, outline, overlook, overachieve, upgrade, update
prefix & suffix: enliven, decentralise, redecorate **internal changes:** loan → lend, choice → choose
- 3** 1 ensuring 2 irrespective 3 prevalent
4 updating 5 successor 6 remarkably
7 upgrade 8 extension

Writing 2 p.132

- 1** Give each side ten minutes to prepare their side of the debate. Give bonus points to the team that structures their argument using suitable linking words and phrases.
- 2** Ask students to read the exam task and quickly summarise the texts with two points from each paragraph.
- 3** When students have read the first half of a sample answer, ask them to analyse it according to the three questions.
- 4a** The phrases listed here can be used to report ideas expressed by the writer. All can use *The writer*; *The passage*; *The text* etc. as the subject.
- 4b** Students use the phrases to summarise ideas expressed in the second text.
- 5/6** Students write the task without further help and check it before it is corrected.

- 2** 1 the fact that fashions are always changing + the fact that they usually come around again 2 good quality things often increase in value as they become older + antiques and old objects provide the rationale for the existence of a number of institutions and businesses
- 3** 1 essay plan: the student is apparently dealing with the first text first (summary and evaluation) before moving on to the second text. Hence, the second text isn't mentioned.
- 3** Student summarises in own words: many aspects of our lives are related to what is popular and in fashion at a particular time and (it never stands still for long) = how quickly this

can change / (it makes life interesting and ensures we never get bored) = this very fact brings variety into our lives and means that we don't have to see the same things all the time / (fashions come back again) = certain fashions reappear, (they are never exactly the same) = there is always a subtle difference the second time round

Student expresses an opinion: *I agree with the viewpoint that / It's true that fashions reoccur but I think it's unlikely that we will ever wear.*

5 Suggested answer:

Text 1 makes the point that top-end fashion has no real connection with everyday life although the shops that many people frequent may be influenced by it. The writer questions what the world would be like without these creations and compares them to other more traditional art forms. It acknowledges that many people are fascinated and amused by some of the designs and find it hard to believe that they are ever worn again.

I tend to agree that most fashion designers are out of touch with everyday life. For most people it makes no difference what designers say as they are uninterested in their ideas. I am convinced that celebrities such as actors and singers exert a much stronger influence on what people wear. However we cannot overlook the fact that fashion is a huge business with newspaper and magazines editors filling pages with pictures from fashion shows. Many designers become household names using unusual and headline grabbing items to attract publicity for their more everyday designs.

Whereas the first text focuses on clothes, the second text looks at fashion from a wider perspective and examines the importance of observing how design changes over periods of time. It argues that quality objects become not only more valuable but also more interesting as they age and that by displaying these items in public galleries our appreciation of modern designs is informed by understanding what came before.

Undoubtedly, there is some truth in this view. Designers wanting to shock the public will need to know what has been done before if they are to be different and will often be inspired by a previous trend. However we have no way of knowing whether objects we see in a museum were fashionable in their day and cannot overlook the fact that many changes come about as a result of technical advances and the invention of new materials. (315 words)

Module 8: Review p.134

- 1 1 d 2 c 3 a 4 e 5 b 6 g 7 f
 2 1 As I see it 2 In other words 3 Just as
 4 so 5 Similarly 6 Of course
 7 in particular 8 In a word
 3 1 D 2 C 3 C 4 A 5 D 6 B
 4 1 mood 2 keen 3 need 4 lengths 5 how
 6 likely 7 tendency 8 advisable 9 bound
 10 trouble

Exam practice 4 TRB p.196

Paper 1: Use of English Part 4

Two marks given for each answer: one for the words before the line | and one for the words after it.

- 1 is in the habit | of going swimming
 2 on a regular basis | has fallen
 3 promises to | abide by the rules
 4 has every intention | of making
 5 (necessary) confidence | to go in for
 6 must be worn | when (anyone is)
 7 use of the tennis courts | is limited to
 8 is the likelihood of | John('s) going along

Paper 1: Reading Part 7

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

Paper 2: Writing Part 2

1 Article Suggested answer:

Does modern communications technology given the individual more or less personal freedom? It's a good question. Indeed, it's difficult for us to imagine a world without the internet and mobile phones, so crucial have they become to our everyday existence. Yet our parents grew up in a world that functioned perfectly well without these things.

Clearly, the internet grants us freedoms our parents' generation didn't enjoy. Chief amongst these is freedom of information. If I want to explore a topic, or discover how people around the world feel about certain issues, I only have to log onto the internet. The data is there at my fingertips and I'm free to surf at will, making my own assessment of the material I find.

If we contrast this with my parents' experience, the difference is striking. As teenagers, they were largely reliant on the broadcast media and books for information, which meant that they simply didn't have access to the same range and quantity of data. What's more, the TV was broadcast in real time, making it much easier for my grandparents to control what they watched.

In other ways, however, our parents may have had more freedom. Nowadays we all carry mobile phones, which effectively keep a record of where we go and who we call; just as our

computers keep a record of sites we visit and what we do there. Even as we walk down the street, security cameras are following our every move.

My mother now admits that, as a teenager, she would regularly be given permission to go and study at a friends' house. She would then set off on her bike to meet her boyfriend (now my father), which certainly wouldn't have been allowed. Once out of the house, nobody called to see where she was, she carried no electronic device that revealed her whereabouts, and nobody was filming her. Now that's what I call freedom! (320 words)

2 Essay Suggested answer:

Modern architecture: will it stand the test of time?

Since coming to Britain, I have been living in the city of Bath. The first thing you notice about Bath is a strong sense of architectural unity and continuity. Although there are modern buildings, much of the centre dates back to the beginning of the nineteenth century, when it was a fashionable spa resort. As a result, Bath has a definite character, which has remained largely unchanged for two hundred years. Look at photographs taken over one-hundred years ago, and Bath still has that distinct quality. The old buildings can certainly be said to have stood the test of time. Even today, when new buildings are planned in the historic centre, careful attention is paid to their design so that they complement rather than detract from the city's visual appeal.

But do these old buildings meet the needs of the modern citizen? In one sense, they certainly do. Tourists flock to the city to admire its architecture, and this brings undoubted economic benefits. The buildings themselves, mostly sweeping terraces of grand houses, have been adapted to suit modern lifestyles, and remain highly desirable residences. Outside the city centre, however, Bath loses its individuality. Rows of identical suburban houses are interspersed with uninspiring blocks of flats and featureless commercial complexes. The largely functional buildings of the last fifty years are indistinguishable from those in other British cities. When built, they served the needs of their new occupants very well, but time moves on and they soon became dated. Houses built with fireplaces and chimney stacks now have central heating; garages built for the cars of the 1950s are not wide enough for modern vehicles.

How will future generations view the architectural heritage of Bath? I have a strong

suspicion that the city centre will continue to enchant visitors for generations to come, but the same cannot be said for its suburbs. Could the story of Bath contain a subtle message for architects? (320 words)

3 Report Suggested answer:

This report will consider the impact of local and international fashion trends on what people of different ages wear in this country.

Local fashion trends: Overview

To be honest, this country doesn't have a particularly active fashion industry. Although it is possible to study fashion here, most serious students choose to go and study the subject in another country – and they generally don't return. Having said that, the college of fashion in the capital does hold an annual catwalk event where student creations are put on show. But I think it's fair to say that the styles are rather derivative – reflecting what is going on elsewhere rather than any flowering of original local talent.

Local fashion trends: Generational differences

It is not easy to identify a local style of dress. Sports clothing has become much more popular in recent years, especially amongst young men, and younger people generally tend to wear the casual clothes which are in fashion in Europe and the USA. Their parents and grandparents, meanwhile, are much more conservative – mostly wearing clothes that have a kind of timeless quality. Indeed, older people tend to go for good quality clothing that wears well, and have little time for ephemeral fashions.

International fashion trends: Generational differences

In recent years, the international fashion industry has begun to have a much greater impact on local people, however. Fashion-conscious teenagers have always been influenced by their role models – especially musicians and film stars from the USA – but an interest in fashion is now much more widespread amongst people in their twenties and thirties than was the case previously. A major contributing factor has been the decision of certain prominent international chain stores to open branches in the capital. The clothes they sell are far from cheap, and for teenagers from better-off families wearing the right label has become something of a status symbol. It is a very effective form of marketing. (319 words)

Paper 3: Listening Part 1

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

The theme of the module is Fitness. 9A focuses on sporting endeavour and physical achievement, whereas 9B focuses on food and diet, including GM foods and food that stimulates the brain.

Lead-in p.135

Start with books closed. Write the word *FITNESS* in capital letters vertically on the board. Then ask students to do the same and write a sentence starting with each letter of the word that conveys some of their attitude to fitness. Demonstrate with examples of your own such as: *Find friends to exercise with. Invest in good quality shoes and equipment. Try to eat less meat and more vegetables. Never stand still on the escalator.* Students then explain what they have written, in small groups.

Then ask them to look at the pictures and discuss the questions. The first picture shows people BASE jumping, the second is a long-distance runner and the third is basketball.

Background

The name BASE jumping is an acronym formed from the four types of place people jump from: Buildings, Antenna, Span (bridges), Earth (cliffs).

- 1 Ask students to check the meanings of the words in the box before deciding which apply to each picture.
- 2 Students discuss the quotes and whether they agree with them or not. Ask if they know of any other similar quotes.

9A How far can you go?

Reading p.136

1a/b With books closed again, brainstorm compound nouns beginning with *sports*. When you have *sportsman*, ask for another word formed by adding another suffix. When you have elicited *sportsmanship*, ask students how they would define it and for examples of good and bad sportsmanship.

Then ask them to look at 1a and choose the best definition before discussing the point in 1b.

Extra!

As an extra activity you could discuss whether professional sports competitors are becoming more or less sportsmanlike and if so, why this is. Does the increased amount of money at stake for winners in prize money and endorsements mean that top competitors are less fair? Does it vary between different sports?

- 2 Students skim the text and decide which of the three statements best summarises it.
- 3 Students now reread the text and answer the six questions in exam fashion, paying attention to the exam strategies practised in previous modules.
- 4 Remind students that, when they justify their choice for correct answer, they should also have a reason why the other three choices in each case are incorrect.

Background

The record-breaking game between John Isner (American) and Nicolas Mahut (French) lasted 11 hours and 5 minutes and 183 games. The final score was 6–4, 3–6, 6–7, 7–6, 70–68. The final set lasted over 8 hours and both players served over 100 aces in the match. The scoreboard had to be reprogrammed on the second evening as it was not designed to record such high scores.

- 5 Ask students to check the meaning of the vocabulary in the Word Check box. They should identify verbs of movement (*stagger, jostle, fidget*) as well as descriptive adjectives (*languid, gangly, baggy*). Chess players may well recognise *stalemate* and be interested in its use here.
- 6a/b Discuss the questions raised. If necessary ask them to think about the effects events such as the Olympics and various World Cups have.

- 1a Definition 1 is correct
- 2 Summary 3 is best. Mahut is positive but Isner is less so.
- 3 1 A (*it told you one thing: they were on the edge of their seats*) 2 B (*Few people expected a classic ... The gangly Isner was fancied to beat Mahut in routine fashion. ... There was no hint of the epic struggle to*

come) **3 A** (*..he staggered around, Mahut meanwhile skipped out of his chair*)
4 C (*the pair had officially entered the record books*)
5 B (*he suffered a breakdown, weeping inconsolably in the locker room*) **6 D** (*Isner now finds the match more painful to discuss than Mahut. 'I'm trying to get over it, in my head.'*)

Vocabulary p.138

- 1** Emphasise how much more powerful the adjectives in the exercise are when modified by the adverbs. Many (such as *bitterly disappointed* and *painfully slow*) are frequently used and should be learnt as phrases.
- 2a** Ask students to quickly read the text to get an idea of the content – one man's remarkable fight for survival. Then draw attention to the fact that all the words in the box are related to that theme. As they complete the text, tell them that in some gaps more than one answer is possible.
- 2b** Check that students know all the words in the box, including the similarity between *drive*, *persistence* and *willpower*. Encourage students to use some of the phrases in 2a as they talk about stories of perseverance.
- 3a** There are many phrasal verbs with *keep* – many of which have a meaning of *continuing*. Students identify which of the verbs here have a meaning relating to *continued effort*, *persisting* or *persevering*. If necessary, give students a clue that there are four. Then ask them for the connection between the others: *to maintain a position*.
- 3b** When students have matched the responses to the four statements ask them to think of other situations when someone might use them.
- 4a** There are probably more phrasal verbs with *get* than with any other verb. Emphasise the range of meanings that each verb + particle combination can have. One way would be to choose one and elicit different meanings. For example, *get into* = to enter a place; to arrive at a place (especially by public transport); to be elected; to be permitted to study at a college; to join a team; to start to enjoy doing something; to put on a piece of small clothing; etc.
- 4b** Encourage students to stick to the theme of sporting achievement as they make sentences using the other phrasal verb in each pair.
- 5** The exercise highlights some common idiomatic phrases that students might find useful.

Photocopiable activity

Activity 9A could be used here. It is a class activity in which students match two parts of a short conversation, complete the conversation with appropriate words, and then continue the conversation using their own ideas.

- 6a** Students will be familiar with the prefixes. Ask them for examples of people in the world of sports who are underpaid (e.g. some junior coaches) and overpaid (e.g. top footballers) to highlight that *over-* often means 'more than normal/expected', whereas *under-* means 'less than or below'. Usually prefixing verbs, they are also found on nouns (e.g. *underachiever*) and adjectives (e.g. *overripe*). Ask students to work through the list deciding which take one or other prefix and what the words formed mean.
- 6b** If students don't know the meaning of the words, ask them to guess from the context.

- 1** 1 bitterly 2 painfully 3 remarkably 4 perceptibly 5 deeply 6 perfectly
- 2a** 1 endurance/perseverance 2 resourceful/remarkable 3 ordeal 4 remarkable 5 challenge 6 perseverance 7 overcome 8 isolation
- 3a** keep it up; keep going; keep trying; keep at it
- 3b** 1 c 2 d 3 a 4 b
- 4a** 1 over 2 down 3 through 4 ahead 5 out of 6 along 7 about 8 in 9 with 10 into
- 5** 1 c 2 g 3 e 4 h 5 a 6 b 7 f 8 d
- 6a** overcome; underestimate/overestimate; undermine; undercover; undertake/overtake; overshadow; overhead; underhand/overhand; undercut; underdog; overawed; overboard; undergo; overcrowded; underdeveloped / overdeveloped; overwrought; underpowered/overpower; underpin
- 6b** 1 underdog = someone considered to be in a weaker position
2 undermine = gradually make someone or something feel less strong or effective
3 overawed = feeling so impressed that they cannot perform or act properly
4 underestimate = mistakenly think something is less (difficult) than it is; or think someone is not as capable as they really are
5 overshadow = make an event less enjoyable or special by upsetting or worrying the people involved
6 undertake = accept responsibility for a task
7 overwrought = very upset, and stressed out
8 overcome = successfully deal with a problem and recover from an ordeal

Use of English 1 p.139

- 1 Ask students to skim the text to see what they can learn about Edison Peña. Ask the class if they remember the story, which had massive news coverage from August to October 2010.

Remind students to look out for gaps that require negative words as they consider the form of each word required.

- 2 Ask students if any of them enjoy running or jogging and if so how often they run, how far and why.
- 3 The task would be best done as homework.

1 1 unbearable 2 despondency 3 extensive
4 maintenance 5 persistence 6 competitor
7 underestimated 8 charming

► Student's Resource Book, pages 94–95

Listening 1 p.140

- 1 Ask students to study the list of sports and identify the risks associated with each. Point out that this is not unlike a Paper 4 Part 2 task.

As an extension ask them to rank them in order of danger and to try to think of others that might be more dangerous. For example: bull riding, high altitude climbing, cave diving, big-wave surfing.

- 2 Here students get to practise telling an anecdote. Start by checking that they know the meaning of the words in the box. Encourage them to talk about something real, although it needn't be. They should describe their feelings during and after the event. Give bonus points to students who can use suitable adverbs before the extreme adjectives (e.g. *completely shattered*, *totally overwhelmed*) as these come up in the next section.

- 3 ► T2.10 Quickly remind students of the task strategies for this type of question. Elicit the key points in the instructions. The topic = footballers and injuries. Task one is about causes and task two about impact.

Check answers, referring to the audioscript if necessary.

- 4 Students could work in groups to discuss the attraction (and possibly the negative aspects) of team sports. Ask them to include their own experiences.

- 3 1 F *Then I got knocked down again later in the match*
2 C *diving for the ball at the same time as the striker went to kick it*
3 G *trying to kick the ball at the same time as our centre forward. He should've left it for me*
4 H *thought she was going to dribble the ball, but she kicked it*
5 E *I heard the bone break as his boot hit my leg instead of the ball*
6 F *The ribs healed fairly quickly, but recovery of the heart's something you just can't rush*
7 D *That was it for me, I'm afraid*
8 E *I was a bit hesitant when I first started playing again, I was a bit wary of kicking hard*
9 G *console myself with the idea that getting injured is par for the course*
10 A *every time I walk onto the pitch now, I feel scared that something of the sort might happen again*

Language development 1 p.141

- 1a Elicit the meaning and use of the phrase highlighted. It is used to signal that surprising and contradictory information is to follow and therefore adds interest and captures attention. Variations are *Incredible though this may sound ..* / *Incredible though it may seem.*
- 1b Students complete the responses in the dialogues to make similar expressions.
- 2 Students used some extreme adjectives in the pre-listening task on page 140 and so will be familiar with the concept. This exercise is interesting in that it shows how collocation links certain words and not others even though they might have similar meanings (e.g. *bitterly cold* but not *bitterly freezing* which is more extreme, and *utterly* is commonly used with the extreme *devastated* but *utterly sad* or *utterly shocked* are not used).

Emphasise that the task here is to find the one adjective that does not fit and to be cross it out.

Extra!

For extra practice, write some of the collocations on slips of paper and ask students to think of a situation to which it applies but without using the words given. The rest of the class guess which collocation it is.

- 3 Here the task gets students to think about the different ways some common adjectives can be emphasised. As above, they should delete adverbs that do not fit. Encourage the students to write the collocations out again to help remember them as a single phrase, in the way that best helps them to remember them. For example,
totally
utterly → unexpected
entirely

Point out that although *perfect* generally has a positive meaning, *perfectly* can also mean *completely* and can therefore be used to emphasise extreme negative adjectives (e.g. *perfectly awful/predictable*).

Photocopiable activity

Activity 9B could be used here. It is a class activity in which students discuss a given subject, and the others must decide what they are talking about. They then use appropriate words and phrases to complete sentences describing the conversations they heard.

- 4 Students should start by skimming the text for content. Point out that all the gaps are followed by an adjective. The task is to complete the text with the adverb that best collocates with each adjective and to find others that would also fit.

- 1b 1 Believe it 2 Incredible though 3 Difficult as 4 Surprisingly 5 Incredible though
 2 1 exhausted 2 angry 3 shattered 4 trained 5 captivated 6 bored 7 confident 8 excited 9 beneficial 10 opposed
 3 1 D 2 A 3 B 4 A 5 C 6 B
 4 1 rather (slightly/pretty/somewhat) 2 decidedly (rather/quite/pretty/somewhat) 3 pretty (decidedly/quite/rather) 4 deceptively 5 totally (thoroughly/absolutely) 6 stupidly 7 Somewhat (rather/quite/slightly) 8 reassuringly 9 absolutely 10 thoroughly (rather/quite) 11 slightly 12 quite (rather)

► Student's Resource Book, pages 96–98

Writing 1 p.142

- 1 Students should quickly read the task and highlight the key points. They use them to answer the three questions that they should ask every time they approach this type of task.

- 2a Students put the sentences in order. Ask them to justify their choices by highlighting the clues that helped them.

- 2b Students summarise the paragraph.

- 3 Students express the point in 2b in a single sentence.

- 4 Students can now do the same with a paragraph that offers a counter-argument, again highlighting the main points made.

- 5a/b Finally, students can piece the paragraphs together and add an introduction and conclusion to support their personal opinion, using suitable linking expressions.

1 1 For a teacher 2 Expressing an opinion on whether you can learn valuable lessons from doing sports 3 depends on writer
 2a 1 D Many of us first come into contact with team sport at school, and one of the most valuable lessons we gain from this is that of respect, both for our team mates and perhaps more importantly for our opponents.
 2 A Admittedly, we may have been kicking a ball around the garden with Dad at the weekend since we were toddlers, but it is at school that we tend to learn to play in groups.
 3 F Sports such as football, basketball and volleyball teach us to share and offer each other support.
 4 E For instance, passing the ball to a team mate who is in a better position than us is not always easy for those of us who want to score a goal on our own.
 5 C Through practice, however, we can learn that to do so will ultimately increase the chances of getting the desired result.
 6 B Furthermore, we will come to recognise the abilities of opponents, and also learn about the danger that lies in underestimating them.
 2b Taking part in team sports is beneficial in a number of ways. Examples given are learning to support teammates and to respect opponents.
 3 In this way, playing a team sport teaches us to respect others when playing sport, and to recognise the value of combined effort in order to achieve results.
 4 **Point:** The thing to remember is that not all of us are good at sport.
Example: There are many for whom the P.E. lesson at school conjures up nothing but memories of shame and humiliation, simply because they did not fit into the 'team', were never chosen to be on anybody's 'side', and ended up feeling like outcasts.

Reinforcement of point: For them, the lessons learned from sports were often cruel ones, for you are more likely to be admired by your peers in school for your skills in sport than any academic achievement you may make.

5a Logically speaking, the paragraph from exercise 2 comes first, followed by that from exercise 3. However, some students may produce an introduction which favours 3 coming first.

5b Suggested answers:

Introduction

This essay will consider the value of sport in education and the extent to which it can help to develop social skills such as teamwork and respect whilst building confidence and perseverance as well as stamina. It maintains that while most people are perfectly capable of learning a sport and will benefit from it, for others school sports can be a hard lesson in life.

Conclusion

To sum up, sport can generate extreme emotions. To some it will be the deep satisfaction of being part of a winning team, for others the bitter disappointment of never being picked to play. Although competitive games are undoubtedly team building, it is easy to over-emphasise the benefits of sport, consequently teachers must be sensitive to the needs of less sporty students.

9B A question of balance

Listening 2 p.143

- 1 Check students know what the five issues are. If necessary divide the class into five groups and get each to research one topic and make a presentation on the issues.

Background

Nanotechnology is the creation of synthetic materials and devices that are 1–100 nanometres thick, where a nanometre is 10^{-9} metre (or one billionth of a metre). Initial use was for coatings on materials for strength or protection and military applications. Later uses have been in medicine and electronics. The vision is to create machines from individual molecules. There are concerns that the tiny particles may cause health problems if inhaled and lodged in the lungs.

- 2 ▶ **T2.11** Get students to read the task and questions to understand the topic and scope of

the task. Play the recording as in exam conditions. Give students a few minutes to compare answers before giving the correct ones.

- 3 Students discuss what they heard in the task.

1 Meanings:

GM foods = foods that have had their genetic structure (ie their genes) modified so that they are not affected by particular diseases or harmful insects or so that they grow in a particular way or environment.

organic farming = method of growing food without using artificial chemicals

pesticide = chemical that is sprayed on crops to kill unwanted insects

herbicide = chemical that is sprayed on crops to kill weeds

additive = a substance that is added to food to enhance its taste or appearance, etc.

preservative = a chemical substance that is used to prevent things from decaying or going bad in a short space of time

nanotechnology = the manipulation of matter at the scale of atoms and molecules

Effects (Suggested answers):

Our health can be affected by what we eat, many preservatives are cancer-forming, additives can make children hyperactive; GM foods – the long-term repercussions of these are as yet unknown, we are faced with choices as to what to buy on a daily basis; organic foods are much more expensive, with unproven benefits; the effects of nanoparticles in the body are unknown.

2 1 C *On the one hand, you've got Then, there's another view that ... In my view, it's high time that science spoke with one voice on this issue.* 2 D *They don't come cheap though, ... although that could come if mass-production brings economies of scale.* 3 A *but it's not impossible that this vision might become a reality one day* 4 C *To me, it seems like it will confuse the picture even more as regards what we're putting in our stomachs!* 5 B *you've got to be prepared to deal with an incredible barrage of rules and red tape*

► **Student's Resource Book, pages 99–101**

Speaking p.144

- 1 Start by getting students to look at the items in the word cloud and group them in ways that seem appropriate, e.g. food components, good/bad items, approaches to food. Check they understand the difference between *vegetarian* (don't eat meat or fish but do eat animal products that don't kill the animal, such as dairy and eggs) and *vegan* (don't eat or use any

product of animal origin – although vegans are divided on whether they can eat honey and wear silk and wool), and the meaning of *trans fats*.

Background

Trans fats are man-made hydrogenated unsaturated fats that have been treated in such a way (by addition of hydrogen molecules) as to make them solid at room temperature and therefore a cheaper alternative to butter and useful in commercial food production, especially baking. Now seen as being bad for health.

- 2 Students could do the quiz in pairs with one student asking the questions and the other just listening and answering.
- 3a ▶ T2.12 Give students a moment to read the questions before they listen to the conversation.
- 3b ▶ T2.12 As they listen again, they mark the discourse markers that the speakers use. An alternative approach to encourage detailed listening would be to ask students to choose any five of the discourse markers and tick them off as they hear them, shouting 'Bingo' when they have heard all five.
- 3c Students use the five remaining phrases to complete the text.

Photocopiable activity

Activity 9C could be used here. It is a groupwork activity in which students answer a given question, incorporating given discourse markers where relevant. The other students decide if he/she answered the question well and used the discourse markers appropriately.

- 4a The idioms Maria uses are metaphorical. If students do not recognise them, ask them to find them in context.
- 4b Here they are introduced to more common food-related idioms by matching them to the definitions in the sentences. Remind them to change the verbs into the appropriate form. For a bit of fun, with mixed nationality classes, ask students if they translate into their language or if there are similar food-related idioms.
- 5a/b Students work in pairs using the Task cards on p.205 at the back of the book, taking it in turns to have the long turn, speaking for two minutes without hesitation with their partner listening and responding.
- 6 Students continue discussing their attitude to food, nutrition and healthy eating.

- 2 1 a (e.g. salmon, mackerel, sardines)
2 b (others are: all dried beans, chickpeas)
3 b 4 a 5 b 6 a 7 b 8 b 9 b 10 a
(hydrogenated oils = trans fats which cannot be broken down in the digestive system so they accumulate and clog up arteries. Butter, although not good for you in large quantities, is a healthier option since it is a natural product and also contains important nutrients such as Vitamins A and K2. It also lubricates the joints and can help to prevent the onset of arthritis)
- 3a 1 *Out of season* implies that the vegetables will not be grown locally, they may be imported, e.g. from the other side of the world and are therefore energy-consuming.
2 *take up power walking* = fast walking on a regular basis
3 She substituted wholemeal bread for white bread, cut out cakes and biscuits, reduced her intake of red meat and she eats lots more fresh fruit and vegetables.
4 the labelling and checking how many preservatives are in the foods
3b 6, 3, 11, 12, 8, 4, 5 are all used.
3c 1 in particular, After all 2 In the same way, On top of that, at any rate
4a *in a nutshell* = in a few words
have a lot on my plate = be very busy, have a lot of commitments
4b 1 am walking on eggshells 2 went bananas/nuts 3 pie in the sky 4 a piece of cake 5 food for thought 6 hot potato

Language development 2 p.146

- 1a Students will know that some adjectives are always followed by the same preposition. This exercise reinforces the point with some suitable adjectives.
- 1b Students write or use their own sentences using the adjectives in 1a.
- 2a Having completed the sentences with the correct preposition, students should underline or highlight the whole prepositional phrase, e.g. Q1 *in response to*.
- 2b There are four remaining words. Ask students to write a similar sentence to those in 2a for each of the four words, thinking about the prepositions required.
- 3a Students complete the text with the missing prepositions to complete verb, noun or adjective

+ preposition phrases. Remind students that in the open cloze in Paper 1 the word required might well be a preposition determined by a phrase of the type practised here.

- 3b** Students discuss which of the diet advice they might follow. They may be interested to know that plain chocolate has also been shown to improve memory.

1a 1 in, to 2 to, to 3 with, to 4 of 5 to 6 on
2a 1 response (in response to) 2 collaboration (in collaboration with) 3 impression (under the impression) 4 fail (without fail) 5 jeopardy (be in jeopardy) 6 verge (on the verge of) 7 extent (to a great extent) 8 mistake (by mistake)

2b Suggested answers:

belief: *His rudeness was beyond belief.* (be beyond belief)

coincidence: *By coincidence, we ended up in the same hotel as our friends!* (by coincidence)

fault: *It isn't clear who is at fault in this situation.* (be at fault)

reach: *We don't have a car, so it's fortunate that we live within reach of all the local amenities.* (within reach)

3a 1 for 2 to/for 3 of 4 in 5 to 6 in 7 of 8 on 9 to 10 in 11 in 12 to 13 in 14 in 15 with 16 against 17 from 18 to 19 in 20 for

► Student's Resource Book, pages 102–103

Use of English 2 p.147

- 1a** The expression 'balanced diet' was used on page 144 when students discussed the concept in relation to what they eat. Here they consider the concept more widely.
- 1b** Ask students what they consider to be the most suitable foods for athletes. It will depend on the sport but athletes need a lot of protein when training and carbohydrates that release energy slowly.
- 2** Students skim the text to get a general understanding.

Background

The Tarahumara live in and around Copper Canyon in the Sierra Madre in northwest Mexico. Traditionally, they lived in simple wood shelters or in caves in small remote villages miles apart. They practise communal agriculture and grow corn which is used to

brew an alcoholic drink that is consumed socially. Analysis of their running style, in which they strike the ground with the toe not the heel, helped to promote the current trend for barefoot running. They have survived invasion by the Aztecs, the Spanish and attempts by numerous missionaries to convert them. However, the lifestyle of the 50–70,000 people left is now threatened by a combination of mining, tourism and the narcotics trade.

- 3** Ensure students complete the task in a way similar to exam conditions, and within the given CPE time limit.
- 4** Before giving students the correct answers, give them time to compare their choices and discuss why the other answers do not fit.
- 5** Allow students to discuss the suitability of the Tarahumara diet in groups or as a whole class.

Extra!

As an extension students could discuss whether the Tarahumara diet would work for them because they eat only what is available locally and seasonally. It is therefore a very natural way to eat. Ask students to what extent their diet is made up of local seasonal produce and how much of what they eat is imported from far away or is out of season.

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

Writing 2 p.148

- 1** Before the discussion, remind students that GM means Genetically Modified. Ask if they know of any other movements that will affect food production.
- 2** Students read the exam task and identify the key points on the advantages of being a vegetarian in one paragraph and the disadvantages in the other.
- 3a** Students should start by reading the essay, which is more about GM foods than vegetarianism, noting the content of each paragraph. They should then attempt to complete it using the phrases given.
- 3b** Next, they highlight the main points raised.
- 3c** Finally, they should notice how each point is followed by an example and how the writer reinforces points made by consolidating them in one statement.

- 4 Students read the new task and identify the focus of the main paragraphs. There are likely to be three paragraphs.
- 5a Other factors that might influence what kind of diet would be suitable are: their gender, any health issues that they have, and their weight.
- 5b Students complete the notes with effects that work and exercise have on diet with examples.
- 5c Students write an opening paragraph to introduce their points.
- 6a As students complete the sentences with ideas they came up with previously, draw their attention to the way that they form a logical sequence within a paragraph.
- 6b Students create similar statements around the effects of work and exercise using expressions from the box where possible.
- 7/8 Students write their essay and then systematically check it. 3a 1 The question is 2 Few can deny that 3 For one thing 4 Providing 5 This is now 6 However 7 In contrast 8 Generally speaking 9 The problem with this 10 Assuming, that is 3b 1 Vegetarianism is potentially beneficial for your health. 2 Providing you ensure a daily intake of foods like pulses and nuts, it is possible to have a balanced healthy diet. 3 the rise in the number of GM foods on world market has caused concern over whether what we are buying is really good for us. 4 wise to buy organic produce. 5 Organic foods tend to be more expensive.

3c 1 by not eating meat, you avoid...chemical hormones. 2 This is now fairly easy to achieve...dietary needs. 3 Some experts argue...kinds of pesticide.

Reinforcing statement: final paragraph

4 The main paragraphs should focus on how a person's diet should reflect individual factors such as their age, the work they do and the amount of exercise they take.

7 Suggested answer:

There seems to be a general consensus of opinion that dietary needs vary from person to person. The requirements of an individual depend on a variety of factors such as their age, the type of work they do and the amount of exercise they take.

Everyone needs to follow a balanced diet for optimum health but children especially need to eat carbohydrates for energy and protein for growth. In addition they need calcium to develop strong bones and teeth. Teenagers grow rapidly so often feel the urge to eat lots of high energy food and tend to burn off fatty foods faster. Admittedly a lot depends on how active they are as there is a problem with more and more young people becoming overweight when they don't get enough physical exercise. On the other hand, older people may be less active, have slower metabolism and may find they put on weight more easily after middle age. In general, appetite may decrease with age anyway so in this respect older people often prefer smaller quantities of food. Many people try to eat less fatty food to lower their cholesterol levels as they get older in order to keep their hearts healthy.

Generally speaking, a person with a sedentary job, for example working in an office, they may be relatively inactive during the day and will not need as many calories in comparison to someone who has very active work or carries out manual labour.

The type and amount of exercise that someone does will also determine the amount and kind of food they should eat. A sporty person tends to need a diet with more protein and carbohydrate.

In conclusion, age, occupation and exercise levels are all important factors influencing a suitable diet. Admittedly, a lot depends on the individual. Another point worth noting is that dietary needs are also affected by other factors such as gender and health issues. (319 words)

► Student's Resource Book, page 104

Module 9: Review p.150

- 1 1 shattered 2 overwrought 3 resourceful 4 foolhardy 5 the hang 6 persistence 7 underdog 8 challenge
- 2 1 totally 2 entirely 3 widely 4 bitterly 5 highly 6 painfully 7 perfectly 8 deeply 9 heavily 10 utterly
- 3 1 underwent 2 overshadowed 3 underhand 4 undertook 5 overawed 6 overestimated 7 underdog 8 overcrowded
- 4 1 crucial 2 demands 3 prone 4 effects 5 committed 6 packed 7 lapse 8 mindful

The theme of the module is education and professional development. Articles include learning from mistakes in business, getting professional advice, changing work practices, the value of networking, distance and new approaches to learning, and time management.

Lead-in p.151

Start with books closed. Ask students to draw a simple time line on a piece of paper to represent their life. They should mark on it important events from their past, especially their education, show the present and mark where they think they will be and what they would like to be doing, especially career-wise, at various points in the future. They then explain their life plans to classmates in small groups.

- 1 Students spend a few minutes discussing each of the four questions in small groups.
- 2 Students discuss what the effects of further advances in technology will have on people's attitude to work and careers.
- 3 Students are likely to have many suggestions so could be asked to work in pairs or groups (as in an exam speaking task) to agree on the top three factors that would produce job satisfaction for them.
- 4a Ask students to work in pairs to identify the common abbreviations. Give them the clue that all relate to qualifications or job titles. Spend a while focusing on how they are used in spoken English. They are always read letter by letter. Abbreviations beginning with *M* and *H* are preceded with *an* (e.g. *an MBA*, *an HR manager*) as the letters begin with a vowel sound.
- 4b Students should know some other common abbreviations from work and study life, from Latin and other languages and from SMS/texting and using online chat. If they can't think of any, give them abbreviations from the answer key and ask them to guess the meanings.

1 Students should be able to add the following: Performing Arts, Visual Arts, Architecture and interior design, Sports, Science / Environment, Writing and translating, Conservation work, Agriculture, Animal care as they have been mentioned in earlier modules.

Others could be: politics, government administration, tourism/travel, manufacturing, mining, design

3 Possible answers: acceptable / good salary; pleasant working conditions; chances of development and/or promotion; the work itself should be interesting, challenging and rewarding; compatible team of colleagues; supportive boss + any other suitable ideas.

4a BA = Bachelor of Arts; CEO = Chief Executive Officer; CMO = Chief Marketing Officer; HE = Higher Education (i.e. university education); HR = Human Resources; IB = International Baccalaureate; MBA = Master of Business Administration; MD = Managing Director (Br Eng) or Doctor of Medicine (Am Eng); MEd = Master of Education; MSc = Master of Science; PhD = Doctor of Philosophy

4b Possible suggestions: CPE = Certificate of Proficiency in English!; EFL = English as a Foreign Language; DIY = do-it-yourself; ETA = estimated time of arrival; asap = as soon as possible; RSVP = Répondez s'il vous plait, (from French, meaning: Please Reply); Examples from Latin: a.m./p.m. = morning/afternoon (ante meridiem, meaning 'before noon', post meridiem, meaning 'after noon'); PS = postscript; e.g. = exempli gratia (for example)

SMS acronyms: OMG = Oh my god; LOL = laugh out loud; IDK = I don't know; TTYL = talk to you later; BRB = be right back etc; GTG = got to go; TMI = too much information; YOLO = You only live once; IMO = in my opinion; PAW/PRW = parents are watching (Note: Some students will know text abbreviations containing swear words such as: WTF; LMAO; SH which could be considered offensive and are, therefore, best avoided in class.)

10A Professional concerns

Reading p.152

- 1 When students have discussed the questions ask them if they can think of examples from real life, either theirs, their friends' or people in the news.
- 2 Students quickly read the four texts to get sufficient understanding of each to be able to match them to the points learnt.

- 3 Then get them to complete the reading task under exam-like conditions.
- 4a Ask students to look at the sayings and think about what they mean. They then discuss which they agree with, supporting their opinions with examples.
- 4b Students discuss the concept of learning from mistakes. Again personal examples would improve the discussion.
- 5 Get students to look at the vocabulary and to record words that are new to them. Pay attention to those with harder pronunciation (such as *naivety*, *burgeon*, *recoup*, *flounder*).

1 Negative: guilt; self-doubt; inability to let go of the past; loss of confidence; unwillingness to try again

Positive: willingness to learn from their mistakes; determination to succeed, whatever happens; an understanding that there will always be obstacles but that they are there to be overcome

2 bullet point 1: text A or B; bullet point 2: text B or D; bullet point 3: text A; bullet point 4: text C or D

3 1 B (*it turned out to be no more than a blip. After that we faced the prospect of radical cost cutting*)

2 A (*despite my canny parents urging restraint and patience*)

3 D (*Marketing a product in the USA is a different kettle of fish ... expectations are greater*)

4 A (*took out loans, ran up an overdraft but was still underfunded*)

5 C (*although our gut feeling told us otherwise*)

6 A (*Little did I know that he'd go ..and sell my idea to them behind my back*)

7 B (*we recruited staff in the heat of the moment*)

8 C (*the whole situation dragged on for an inexcusable length of time*)

9 D (*we headhunted some key people from a competitor*)

10 B (*I was certainly out of my comfort zone*)

Students then use eight of the phrasal verbs to complete the text giving advice to someone starting a new business. Make sure that they use the appropriate phrasal verb in the correct form.

- 1b There are other phrasal verbs in the text that students should highlight and work out a definition for each one.
- 2a Here students complete the text with the twelve words in the box forming recognised collocations with the words in bold.
- 2b Students look for more collocations in the text using the four verbs given. Then elicit other words that would collocate with the four verbs.
- 3a Students may be familiar with some of the proverbs or may recognise them if they translate them into their own language. If they can't guess the meanings, ask them to find them in a dictionary, having thought about which key word to use to look them up.
- 3b As students discuss the proverbs and idioms they may realise that many are directly contradictory or express a different emphasis (e.g. *strike while the iron's hot* / *patience is a virtue*; *actions speak louder than words* / *the pen is mightier than the sword*).

Photocopiable activity

Activity 10A could be used here. It is a groupwork activity in which students complete short conversations with appropriate proverbs and sayings.

Extra!

Elicit other examples idioms related to work or success/failure that they know. Discuss whether the advice that they contain is useful and if so how.

Vocabulary p.154

- 1a Ask students to start by highlighting the phrasal verbs in the reading text as seeing them in context will make it easier to match them to the definitions. Note that two of the phrasal verbs are very similar in meaning so share the same definition.

- 4a Ask students to first form the adjectives and adverbs from each verb (e.g. *conceivable/conceivably*) and then decide how the negatives are formed (*inconceivable/ly*). Students should work in pairs or smalls groups to produce dialogues collaboratively.
- 4b Students discuss what employers look for. Encourage them to use ideas from exercises 1 and 2.

- 1a** 1 h set up (a business/company/organisation) 2 g - take out (a loan) 3 f run up (a debt, a bill) 4 j lose out (on an opportunity) 5 k take on (a new assistant) 6 d pay off (a plan/strategy pays off if it has the result you wished for) 7 i mess up (an advertising campaign) 8 b take on (undertake work/a project) 9 e drag on (a situation/an event drags on) 10 a face up to (a challenging person or situation) 11 h start up 12 d work out (a plan can work out in the end)

Sentences: 1 setting up 2 run up 3 pays off 4 face up to 5 drag on 6 lose out 7 mess up 8 work out

1b bullet 1: build up (= increase sth gradually) bullet 4: settle for (= accept sth, even though it is not what you really want or as not as good as you wanted), step up (= increase), go along with (= agree with sb/sth or support sb/sth)

2a 1 job 2 target 3 open 4 team 5 internet 6 print 7 background 8 realistic 9 sound 10 research 11 Lifelong 12 subject

2b meet deadlines, embrace technology, enhance efficiency, broaden our perspective Also: meet sb's needs/demands/requirements/conditions/a problem/challenge/ a goal/target/ the cost/expense of sth

embrace a new concept/religion/culture enhance sb's reputation/ your skills broaden your horizons/ your knowledge/ the mind/ a discussion / the appeal of sth

3a 1 *It's no use crying over spilt milk* = don't regret or spend time worrying about past mistakes

2 *Where there's a will, there's a way* = if you have determination you will be successful

3 *Whoever laughs last, laughs longest* = being successful after initial failure is very satisfying

4 *Strike while the iron's hot* = don't hesitate, seize any opportunity

5 *Practice makes perfect* = the more you do something the better you will get at it

6 *Don't count your chickens before they hatch* = Don't assume a successful result until you have actually achieved it, things can and do go wrong

7 *I've bitten off more than I can chew* = taken on more work that can cope with

8 *Actions speak louder than words* = what you do is more important than what you say you will do

4a inconceivable/inconceivably; indecisive/indecisively; indescribable/indescribably; unforeseeable; uninformative; unrecognisable; unreliable/unreliably; invariable/invariably (Note: where no adverb is given, this means it is not commonly used.)

Use of English 1 p.155

1a The word *network* is becoming increasingly common as the world becomes more connected and can be used as a verb (e.g. *to network computers*). Elicit examples of other networks. Students may be familiar with its more recent uses in social and business contexts where *to network* means 'to meet/interact with others to develop professional contacts' and is the basis of sites such as LinkedIn (see Module 2). Where possible, elicit this use as it is the theme of the text.

1b Students complete the text with a suitable word in each gap; remind them that the word should fit grammatically as well as in meaning

1a telephone/rail/communications/road/television/computer/support/social/business, etc. network.

A network implies or facilitates communication or connection.

1b 1 After 2 whom/which 3 with 4 order 5 takes 6 even 7 that 8 should

► **Student's Resource Book, pages 105–106**

Listening 1 p.156

1a Students discuss what they know about making roofs.

1b Some of the skills listed will be fairly universal, others specific to a few countries. One approach here would be to divide the class into groups, giving each one or two topics, asking them to research them and then give a two minute presentation (like a Paper 4 long speaking turn) on each.

2 Elicit other traditional crafts especially from the countries/areas where the students are from.

3 ► **T2.13** Give students 90 seconds to skim the task before playing the recording.

4 The discussion focuses on students' ideas about industries that rely heavily on human labour. They are often seen as 'traditional' industries and some are under threat in many countries. Some are likely to have good futures (e.g. people will always need a local hairdresser) but others (e.g. manufacturing) are moving to regions where labour is cheaper.

- 2 Get suggestions from students regarding local crafts.
- 3 1 engineering 2 tiles 3 single-mindedness
4 ladders 5 legislation 6 (a) drawing(s)
7 carbon footprint 8 estimates
9 contingency plan
- 4 Suggested answers: hairdressing, teaching, house-building, the fashion industry, agriculture, construction, coal-mining
- (Note: opposite is *capital-intensive*, which relies heavily on machinery and technology.)

Language development 1 p.157

- 1 ▶ T2.14 This review of reported speech focuses on reporting verbs, rephrasing what people have said, rather than on the grammar involved. The assumption is that students will be familiar with the grammar, but for those that need it, the grammar reference at the back of the coursebook covers it all.

Students listen to the dialogue and summarise it using the verbs in the box. Pause the recording between each part, allowing time for them to write the summary.

- 2a The phrasal verbs listed here all have a reporting function. Students complete the sentences using a suitable verb, ensuring that it is the correct form.
- 2b Students create their own sentences using verbs from the list in the Grammar summary on p.190. This could be done as an exercise as in 2a, with students leaving a gap for others to complete.

Background

entrepreneur = sb who starts up a new business or new businesses which are usually very successful.

Stelios Haji-Ioannou is the founder of Easy brand. Initially, the budget airline EasyJet, then internet cafes, a cruise ship and hotels.

Richard Branson is the founder of Virgin Brand. His first business was a record shop called Virgin Records (now Virgin Megastores); he branched out into a record label, festivals and radio stations. There are now over 100 Virgin companies covering everything from cola to space flights and including airlines, train companies, phone and internet provider, a bank. Not all are successful; his shop Virgin Brides was a notable failure. Note: He is the person in the photo at the foot of p.157.

Alan Sugar is the founder of electronics company Amstrad and star of the popular TV show *The Apprentice*.

- 3a Students should first establish the precise meaning of the verbs in the box. When they have used them to complete the sentences, using the verbs in the correct form, ask the students to highlight the adverbs that collocate with them (e.g. Q1 *openly* confess).

- 3b Here students use nouns formed from reporting verbs to summarise the sense of what was said. They should first think of the noun of each verb and then match them to an appropriate sentence. Advise them to pay attention to whether the noun should be singular or plural.

Some other similar words that don't change in the noun form include: *attack, claim, comment, compliment, protest, query, remark*.

Photocopiable activity

Activity 10B could be used here. It is a pairwork activity in which students complete sentences so that they become reported speech versions of direct speech sentences.

- 4 Brainstorm other entrepreneurs that students are familiar with. Many are likely to be IT-related, so try to encourage students to think more widely or suggest less well-known local entrepreneurs.

1 Part 1: 1 The day before, Mel's boss had congratulated her on doing a really good job with her presentation **2** However, Mel objected to being/having been left with all the work on a new project with a colleague

Part 2: 3 Jack's boss is insisting on Jack being in charge of a new office in Brighton **4** Jack would prefer to have time to think about it / prefer it wasn't all going to happen so fast.

Part 3: 5 Mel said that Jack would regret not taking the opportunity **6** Mel promised to go and visit Jack (if he took the job).

2 1 fill you in on 2 get through to 3 touched on 4 reeled off 5 coming up with 6 put a colleague down

3a 1 (openly) confessed 2 (officially) confirmed 3 (seriously) doubt 4 (strongly) denied 5 considered 6 stated (categorically) 7 is alleged

3b 1 allegations 2 demands 3 recollection 4 approval 5 criticism 6 requirements

4 Mark Zuckerberg (founder of Facebook), Peter Thiel (one of the co-founders of Paypal), Larry Page & Sergey Brin (founders of Google), Bill Gates (co-founder of Microsoft with Paul Allen), the late Steve Jobs (co-founder of Apple Inc. with Steve Wozniak), Ingvar Kamprad (founder of IKEA), James Dyson (Dyson vacuum cleaners and fans), Carlos Slim Helu (telecoms), the late Anita Roddick (founder of Bodyshop), Donald Trump, Oprah Winfrey, Sean Combs (aka Puff Daddy/P. Diddy, founder of music, entertainment and clothing companies), Sara Blakely (inventor of Spanx (invisible underwear) and at 41 the world's youngest female self-made billionaire) + many others

► Student's Resource Book, pages 106–109

Writing 1 p.158

- 1a** When students have discussed the importance of making notes they should read the two texts and then Lily's notes. Having looked at Lily's notes ask students what they would add or include.
- 1b** Students decide how the points could be summarised using reporting verbs. Do the first point with the whole class as an example eliciting possible ways to express it. For example, 'Find an area in the market where there is a gap' = 'The writer advises/encourages the reader to create an original product.'
- 1c** Here the students should look at the notes Lily makes on her opinions. They complete the sentences with a suitable preposition and match each to one of Lily's notes.
- 1d** Now students make their own notes based on their own opinions.
- 2** Students make their own notes on ideas expressed in the second text and on their opinions of it.
- 3** Students combine the notes into an essay answering the original question.

1a Notes help you to select key points and then use them when planning writing.
ticked notes: research carefully what you want to do, realise it's not going to be easy
1b (suggested answers): advise, warn, encourage, recommend, suggest, hint
The writer advises/encourages the reader/us to create a product that is original and that the market needs.
The writer warns against trying to go it alone without professional help.

The writer recommends/suggests doing the necessary groundwork before starting a business.

The writer hints that if you don't do things properly from the start, you might fail badly and lose money.

- 1c** **1** (to, from) = bullet point 4
2 (to, of, to) = bullet point 5
3 (to, about) = bullet point 1
4 (that, to, for) = bullet point 3
5 (that, up) = bullet point 2

3 Suggested answer:

The two texts illustrate different aspects of achieving success in business. The writer of the first text suggests that starting up a smaller company is no different from aiming bigger and hints that it is vital to adhere to rules and regulations. The text encourages those wishing to start a business to stand out or identify a product that is both original and in demand. It recommends that new business listen and learn and seek advice from industry experts. The writer warns against just trusting instinct, which can lead to failure.

In contrast with this, the second text argues that business owners that do well have strong motivation to succeed. They set ambitious targets and will let nothing get in their way. The writer points out that entrepreneurs watch out for competing companies and respond to market changes but acknowledges that those who refuse to be beaten can appear arrogant. It hints that one secret of success is to take positive comments on board but ignore those that seem to be negative.

Most of the ideas expressed by both writers are correct. It is widely accepted that success in business, especially in the early years, requires huge dedication, determination and sacrifice. It's clear that good advice, research and professional help are vital when starting out, but text 1 overlooks the fact that there may be a gap in the market for the reason that no one wants the product, and that innovation can come from inspiration not just customer research. Similarly, text 2 ignores the common knowledge that luck can also play a huge part in success as well as good timing and a supportive bank manager. (277 words)

10B Learning: where do we go from here?

Listening 2 p.159

- 1** Check students are familiar with the concept of distance learning, eliciting some examples,

before they start the discussion on the advantages and disadvantages of it.

Online study has made distance learning much more attractive than years ago when lessons were delivered by post and contact with tutors and fellow students was very limited.

- 2 ► **T2.15** Students should complete the listening task in circumstances similar to the exam, so do not allow them much time to read the task before playing the recording and do not interrupt the recording.
- 3 Find out if students have ever studied online and if so what. Ask how easy they think it would be to study a language in that way.
- 4 Look at the useful vocabulary from the listening, noting idioms (e.g. *be at a loose end*) and informal language (e.g. *gobsmacked*) and when it would be appropriate or not to use them.

1 Suggested answers:

Advantages: fitting in study around a professional/family life; living too far away; it's now a cheaper option than studying at a UK university; more flexibility, they can organise their study as they wish and can usually take longer to complete the degree

Possible disadvantages: lack of face-to-face contact with other students on the course or lecturers; lack of exposure to other elements of student life; online learning possibly relies more on self-motivation so there might be a higher dropout rate

2 1 G *I was sent to China as part of my job and met another British girl there who'd applied to do a distance degree in IT, so I thought: 'Why not me?'*

2 C *rehearsals were only held in the mornings, so I was feeling at a bit of a loose end;*

3 H *I knew what I was doing, but felt at a bit of a disadvantage when called upon to explain why in meetings... I've got a firmer grasp on underlying concepts now;*

4 D *Since my parents were keen on me going in for teaching, I chose an online degree course in literature*

5 B *I'd always hankered after getting a college education*

6 C *my tutor said my thesis was worthy of publication*

7 G *to be offered a post as a music therapist in a big London teaching hospital on the strength of it*

8 D *the rest of the team really seem to be taking me more seriously now*

9 F *In the forums, I quickly met all sorts of amazing people who've become like my best mates*

10 A *it'd been his idea all along to make me head of department once I'd got the certificate under my belt.*

► Student's Resource Book, pages 110–112

Speaking p.160

- 1a Ignore the pictures at this stage as students will be using them in the speaking activity later.

Students complete the text about new approaches to learning with the correct word.

Background

Sir Ken Robinson: Born in Liverpool UK in 1950, Robinson is an internationally recognised authority on the development of education and creativity. He was a university professor of education and has advised the UK and other governments. He campaigns for increased creativity in education. He now lives in Los Angeles.

Salman Khan: Born in New Orleans USA in 1986, Khan is the founder of the Khan Academy, an online resource of free learning materials in numerous subjects. Their mission is to be 'not-for-profit with the goal of changing education for the better by providing a free world-class education for anyone anywhere'. The following links have further information about the topics raised in the text. If time allows, some of the video clips could be shown to the class. Alternatively, give students the links and ask them to research the topics before the lesson to get some background knowledge.

<http://www.thersa.org/events/video/animate/rsa-animate-changing-paradigms>

<http://www.thersa.org/events/video/archive/sir-ken-robinson>

<http://www.youtube.com/education>

<http://www.ted.com>

<http://www.khanacademy.org/>

- 2 Students discuss the questions related to learning and teaching.
- 3a Students work in pairs to practise the speaking exam. They start by looking at pictures 2 and 3 together, and discussing their attitudes (or the pros and cons) of these styles of learning.

- 3b** They then move on to the second stage in which they should discuss all the pictures and how they relate to learning in the future, and need to add another idea.

Remind them that they are expected to work together, negotiating agreement and working to complete the task. Remind them also of the criteria on which they are marked, i.e. fluency, interaction and range of vocabulary and grammatical structures including those for speculating, evaluating, comparing, inviting/giving opinions.

- 4a/b** Students now have their individual long turns following the instructions on the Task cards. Remind them that here they should speak confidently and fluently for two minutes with their personal reaction to, and opinion of, the topic on the card. The three bullet points are there to help them but they do not have to use them.

They should appropriate language to introduce the topic, to link or contrast their points and to sum up.

- 5** Finish the lesson with a whole-class discussion on life-long learning and a wider debate on from whom or from where we learn.

1a 1 traditional 2 quoted 3 lateral
4 diminishes 5 collated 6 source 7 tuition
8 pace 9 originating 10 endless

Language development 2 p.162

- 1a** The exercise highlights some verb phrases that are not especially idiomatic but are frequently used. Students complete the verb phrases and thus the sentences using a word from the box.
- 1b** Students have the topic and context to create a dialogue using the verb phrases. Get the pairs to act them out in front of the class and vote for the best.
- 2** Start by letting students spend a few minutes looking at the section on verb phrases on page 190. They then underline examples that they find in the start of the story. Finally they collaborate to complete the story.
- 3** Demonstrate that phrasal verbs can form nouns in different ways using the examples *to break through* – *a breakthrough* (one word); *to put in* – *input* (reversed); *to stop off* – *a stop-off* (two words hyphenated).

When they have completed the sentences by forming suitable nouns, ask them to compare the phrasal verb and the noun forms. Ask if they can work out the general pronunciation rule. It is that as phrasal verbs they are normally stressed on the second word – the particle, but as nouns they are usually stressed on the first part irrespective of the part it is formed from. Use the examples given: *to break through* – *a breakthrough*; *to put in* – *input*.

1a 1 exempt 2 question 3 comparison
4 practice 5 making 6 short 7 justification
8 disposal 9 aback 10 concern

2 Philip was a very keen student of French. His university tutor thought he had a good chance of going for a doctorate after he graduated. As the summer holiday approached before his final year at university, he came to a decision. He would take the opportunity to go backpacking around France and practise his French. It went without saying that he'd have to take some textbooks with him, but he was pretty fit so he should manage OK. While Philip was in France, he picked up a strange bug which meant he had to stay in bed for a day – and study – but he then made a swift recovery and hitched a lift with a lorry that was going to the Dordogne area. The lorry dropped him at the foot of a little hill, and as Philip came to an exhausted halt outside a little brasserie, who should he see but ...

3 1 outgoings, income 2 upturn, takeover
3 breakdown 4 lookout, intake 5 output
6 drawback, feedback

► Student's Resource Book, pages 113–114

Use of English 2 p.163

- 1** Students discuss how good they are at managing their time. Ask what techniques or tools they have to remember and to make sure they do things on time.
- 2** Note that the words in the box are a mixture of verbs, adjectives and nouns but all can form nouns using one of the suffixes listed. When students have formed the nouns, ask them to consider the stress patterns and identify any words where the stress changes when the noun is formed (e.g. *maintain* – *maintenance*, *visible* – *visibility*).
- 3** Ask students to start the task in the usual way by skimming the text to get a general understanding, then looking at each gap trying to determine the type of word required. Finally, they should work out that form of the word

given. They should finish by reading through the text once more to check that it all sounds coherent. All that should be done in about ten minutes.

- 4 Follow up with an analysis of the task and whether they recognised all the clues as to what form of the word was required.
- 5 Students finish with a discussion about achieving tasks. Find out who are list makers and who are procrastinators.

- 2 1 -ance/-ence: allowance, maintenance, relevance, significance, confidence, existence, experience, patience;
-ency: proficiency, efficiency, fluency, literacy;
-ity: ability, priority, security, visibility;
-ship: apprenticeship, entrepreneurship, hardship
- 3 1 prioritise 2 inability 3 realistically
4 appreciable 5 accessible 6 insights
7 productively 8 interruptions

Writing 2 p.164

- 1 Students discuss the pros and cons of going to university. Many of the points (and some of the opposites) will have been raised in the discussion on online learning.
- 2 Students skim the two texts and write a single sentence to summarise each one. They should also reflect on the extent to which they agree with the writer.
- 3 Students should now write complete notes summarising each text and how they will evaluate the contents.
- 4 Draw students' attention to the fact that many of the statements come across as being more formal because they use passive structures and are therefore less personal. There are many ways to express similar ideas (e.g. *It is common knowledge that ... / It is widely known that ...; many people claim / it is often claimed that ...*).
- 5 As the adverbial phrases introduce or link points, they are usually used at the start of a sentence or clause.

Students decide which are possible in each of the gaps in the sentences.
- 6 This could be done as a quick spoken exercise or as a written exercise which would help to reinforce the language.

Photocopiable activity

Activity 10C could be used here. It is a groupwork activity in which students identify and correct mistakes in sentences on cards, competing against others in their group to be the first to collect five cards.

- 7/8 Students write, correct and self-assess their essay before handing it in to be marked.

- 5 1 Apparently/Evidently 2 Presumably/Theoretically 3 In some respects / To a certain extent 4 up to a point / in some respects / to a certain extent
- 7 **Suggested answer:**
While text 1 argues that a university education is still the target for many young people, text 2 makes the case for alternative routes to work. The first text suggests that although many young people still aspire to graduating from university, it is hard to know how higher education will be delivered in years to come. It maintains that increased freedom to travel will result in more people studying abroad and that online study will play a greater part in how education is delivered, although it is generally accepted that it will never totally replace spending time with a teacher. The second text considers other choices school leavers have, including training for specific occupations at colleges or as an apprentice. It claims that increased happiness is just one of the advantages of this path, others being the fact that you can earn as you study and that you are likely to get permanent work on completion. It is widely understood that higher education is a good thing and that we need alternatives when people consider what occupation they would like to go into. Without doubt we need both systems in order to train people for the range of occupations society needs. Vocational study is a great preparation for those who want to become self-employed. I am not entirely convinced that many people will decide to study in another country as language may be a barrier, although online study will undoubtedly form a greater part of the learning process even at traditional universities. I am inclined to agree with those who say that as the cost of a university education rises alternatives will become more popular, especially if they bring enhanced job prospects. (282 words)

Module 10: Review p.166

- 1 1 invariably 2 unrecognisable 3 security
4 entrepreneurship 5 insufficiently
6 unforgettable 7 indescribably
8 significance
- 2 1 objected to our leaving 2 commented on
the management's 3 have come in for
criticism because 4 me to fill you in on
5 was suggested that I (should) sum up
6 talked their boss into giving
- 3 1 granted 2 question 3 surprise 4 worse
5 short 6 access 7 saying 8 comparison
9 justification 10 board
- 4 1 B 2 A 3 C 4 A 5 C 6 B

Exam practice 5 TRB p.202

Paper 1: Use of English Part 1

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

Paper 1: Reading Part 6

1 C 2 H 3 A 4 D 5 G 6 E 7 B

Paper 2: Writing Part 1

Essay

Key points to include are:

- whether children should be encouraged to compete with each other at school
- whether schools should encourage participation in competitive sports
- whether competitiveness is a necessary skill to do well in life

Suggested answer:

The issue of whether competitiveness is a good thing, and whether it should be actively encouraged, is discussed in the two texts. The writer of the first text sees competition as a fact of life and believes that school activities should prepare people accordingly – for competition is what lies ahead in the real world. The writer of the second text takes a different view, putting forward the view that society should be organised according to co-operative principles, and that these should be instilled in young people during their formative years, as happened at the school he attended.

Both writers give the example of academic and sporting achievement to illustrate their points. However, the first writer sees competitive sports and exams as essential in motivating schoolchildren and encouraging them to do their best, whereas the second writer gives the example of people who have done well in life without such a background.

Both writers adopt a rather extreme position, and I can't help but think there is a middle way. Although it is true that there are no winners without losers, that one student's success means that another is doomed to failure, the first writer seems not to care about what happens to those who fail. To my mind, this seems too harsh and insensitive. By the same token, to imagine a world without competition of some sort is perhaps a little idealistic, not to say naive. So I would suggest a compromise. Rather like team sports, life itself calls for both competitiveness and for a degree of co-operation. It is by knowing when and how to encourage each of those things that teachers can ensure their students receive a balanced education. (282 words)

Paper 3: Listening Part 3

1 C 2 A 3 C 4 D 5 B



Do not write in this box

Candidate Name

If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

Centre No.

Candidate No.

Examination
Details

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here ☐

Candidate Answer Sheet 1

Instructions

Use a PENCIL (B or HB). Rub out any answer you wish to change using an eraser.

Part 1: Mark ONE letter for each question.

For example, if you think **B** is the right
answer to the question, mark your
answer sheet like this:

0	A	B	C	D
---	---	---	---	---

Parts 2, 3 and 4: Write your answer clearly
in CAPITAL LETTERS.

For Parts 2 and 3 write one letter
in each box. For example:

0	E	X	A	M	P	L	E
---	---	---	---	---	---	---	---

Part 1

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

Part 2

Do not write
below here

9																		9	1	0	u
10																		10	1	0	u
11																		11	1	0	u
12																		12	1	0	u
13																		13	1	0	u
14																		14	1	0	u
15																		15	1	0	u
16																		16	1	0	u

Continues over



Part 3																								Do not write below here					
17																										17	1	0	u
18																										18	1	0	u
19																										19	1	0	u
20																										20	1	0	u
21																										21	1	0	u
22																										22	1	0	u
23																										23	1	0	u
24																										24	1	0	u



Part 4																								Do not write below here				
25																								25	2	1	0	u
26																								26	2	1	0	u
27																								27	2	1	0	u
28																								28	2	1	0	u
29																								29	2	1	0	u
30																								30	2	1	0	u





Candidate Name

If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Centre No.

Candidate Signature

Candidate No.

Examination Title

Examination
Details

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here ☐

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Candidate Answer Sheet 2

Instructions

Use a PENCIL (B or HB). Rub out any answer you wish to change using an eraser.

Parts 5, 6 and 7: Mark ONE letter for each question. For example, if you think **B** is the right answer to the question, mark your answer sheet like this:

0	A	B	C	D
---	---	---	---	---

Part 5				
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D

Part 6								
37	A	B	C	D	E	F	G	H
38	A	B	C	D	E	F	G	H
39	A	B	C	D	E	F	G	H
40	A	B	C	D	E	F	G	H
41	A	B	C	D	E	F	G	H
42	A	B	C	D	E	F	G	H
43	A	B	C	D	E	F	G	H

Part 7						
44	A	B	C	D	E	F
45	A	B	C	D	E	F
46	A	B	C	D	E	F
47	A	B	C	D	E	F
48	A	B	C	D	E	F
49	A	B	C	D	E	F
50	A	B	C	D	E	F
51	A	B	C	D	E	F
52	A	B	C	D	E	F
53	A	B	C	D	E	F

Candidate Name
If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate Signature

Examination Title

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

Centre No.

Candidate No.

Examination
Details

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Test version: A B C D E F J K L M N

Special arrangements: S H

Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).

Rub out any answer you wish to change using an eraser.

Parts 1, 3 and 4:

Mark ONE letter for each question.

For example, if you think **B** is the right answer to the question, mark your answer sheet like this:

0	A	B	C

Part 2:

Write your answer clearly in CAPITAL LETTERS.

Write one letter or number in each box.

If the answer has more than one word, leave one box empty between words.

For example:

0	N	U	M	B	E	R		1	2			

Turn this sheet over to start.

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



Part 2 (Remember to write in CAPITAL LETTERS or numbers)																								Do not write below here
7																								7 1 0 u
8																								8 1 0 u
9																								9 1 0 u
10																								10 1 0 u
11																								11 1 0 u
12																								12 1 0 u
13																								13 1 0 u
14																								14 1 0 u
15																								15 1 0 u

Part 3				
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D



Part 4								
21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H
24	A	B	C	D	E	F	G	H
25	A	B	C	D	E	F	G	H
26	A	B	C	D	E	F	G	H
27	A	B	C	D	E	F	G	H
28	A	B	C	D	E	F	G	H
29	A	B	C	D	E	F	G	H
30	A	B	C	D	E	F	G	H

Photocopiable activities: teacher's notes

Pre-course: CPE exam quiz

Use at the start of the course, before Module 1.

Aim To test students' existing knowledge of the CPE exam.

Time 20–25 minutes

Activity type Groupwork. Students find out how much they know about the exam by collaborating to complete a passage about it.

Preparation Make one copy of the first page of the CPE Exam quiz (p.138) per group and cut into two sections. Make one copy of the second page (p.139) for each student.

Procedure

- 1 Divide the class into groups of 3. Give two students in each group a copy of the Students 1 + 2 section (the numbers), and give one student a copy of the Student 3 section (the exam information). They should not show their parts to each other.
- 2 Explain that Students 1 + 2's numbers refer to aspects of the CPE exam (e.g. the number of tests in the exam, the time they have to complete them, the number of sections in each test, etc.). These students should look at the numbers and discuss which of the numbers mean anything to them in relation to the exam. Student 3 has a description of the exam, with numbers missing. While Students 1 + 2 are discussing their numbers, Student 3 should read through the text. Allow them 3–4 minutes to do this.
- 3 Explain that Student 3 is going to complete their text with Student 1 + 2's numbers. They will do this by reading out their text, and Students 1 + 2 will look for suitable numbers in their grid. As a group, they will then discuss whether or not they think this number is the right one. Student 3 writes it into the relevant space in the text, Students 1 + 2 delete it from their grid.
- 4 Let them do this for 10–15 minutes or until one group has completed their text, then tell them to

stop and review their answers. The group with the most correct answers is the winner.

Follow-up

Tell your students to put their activity papers somewhere they cannot see them, then give each student a copy of the second page of the activity. In their same groups, they should see how much they can remember, and complete the text accordingly. When you review the answers, they should make any corrections in their text. They should then keep this paper in their files for future reference.

At this stage, show students where they can find the Exam reference in their coursebook (pp.168–172) and explain that they can find more detailed information about the exam there.

1 4 2 25 3 1 4 7 5 4 6 3 7 53 8 90 9 2 10 2
11 2 12 240 13 280 14 5 15 1 16 280 17 320
18 90 19 3 20 4 21 30 22 2 23 40 24 4 25 1*
26 2 27 3 28 16

*Point out that occasionally there will be 3 candidates in the Speaking test – this happens when there are an odd number of candidates taking the CPE in one centre.

Post-module: How are you getting on?

Use at the end of each coursebook module.

Aim To help students monitor and analyse their progress throughout the course.

Time 20–25 minutes

Activity type Pairwork. Students interview each other to focus on their progress.

Preparation Make one copy of both pages of the Post-module activity (pp.178–179) per student.

Procedure

- 1 Divide the class into pairs, and give each student a copy of the activity. Tell them to write their partner's name on the first line (*Student's name:*), and their own name on the second line (*Interviewed by:*).

- 2 Explain that they are going to interview each other about their motivation, progress, plans to develop their English, etc., using the questions on the sheets. Students will take it in turns to ask their partner the questions, and write or circle their answers (note that they should do this question by question, i.e. Student 1 asks Student 2 the first question, then Student 2 does likewise for Student 1). Set them a time limit of about 20–25 minutes in total (alternatively, you could set this as a homework task to avoid taking up lesson time).
- 3 When they have finished, they should keep their own sheets (i.e. the ones their partner completed for them) in their files. You could also invite students to share their answers with you on a one-to-one basis if they like – this should not be compulsory, but could help you to spot any problems that students are experiencing but which might not be obvious in the classroom. The ‘Study pledge’ could also be followed up at the end of each module. Ask your students what they pledged, and whether or not they kept to their promises.

1A: Get the gist?

Use after Reading Exercise 6 (CB p.8).

Aim To practise reading for gist.

Time 20 minutes

Activity type Groupwork. Students read short passages and match them according to gist.

Preparation Make one copy of Activity 1A on p.140 per student. Make one extra copy and cut into cards.

Procedure

- 1 Divide the class into 8 groups, and give each pair a card, which they should place face down on their desk.
- 2 Explain that their card contains a short passage written by an actor. They are going to read the passage to get the gist, i.e. ‘the general idea of what the actor is trying to say. Each student in the group has a maximum of 30 seconds to read the passage: when their time is up, they pass the card to another student in the group. The last student to read it then places it back on the desk, face down.
- 3 In their groups, they discuss what they think the gist of the passage is. Let them do this for one or two minutes.

- 4 Each group then takes it in turn to tell the other groups in the class about their passage, and what they think the gist of it is. The aim of this stage of the activity is to match their passage with another group’s passage *which has the same gist*. Do not give them any feedback.
- 5 Give each student a copy of the whole activity and ask them to read all of the passages so that they can see if they were right.

Follow-up

In their groups, students can think up one or two questions for their passage that require reading for *specific* information. For example, for passage A: *Why do actors find it hard to continue acting when someone’s phone rings?* They can then read out their question to the other groups, who should try to answer it using their own words, e.g. *Because they are unable to concentrate properly.*

The pairs are:

A + C suggested gist: Some audience members can be selfish or thoughtless.

B + E suggested gist: It can be difficult to succeed as an actor.

D + G suggested gist: Actors get paid very little

F + H suggested gist: Actors get nervous before a performance.

1B: In other words

Use after Vocabulary Exercise 5b (CB p.11).

Aim To review vocabulary and collocations connected with the performing arts

Time 15–20 minutes

Activity type Groupwork / Pairwork. Student pairs complete gapped sentences with words given to them by another pair.

Preparation Make one copy of each page of Activity 1B on pp.141–142 per pair.

Procedure

- 1 Divide the class into groups of 4 and ask each group to divide into pairs. Give one pair in each group a copy of the Team 1 paper, and give the other pair a copy of the Team 2 paper. The teams should not show their papers to each other.

- 2 Explain that each team has six pairs of sentences. Sentence B in each pair can be completed with between one and six words so that not only does it have the same meaning as, or very similar meaning to, sentence A, but also sounds more natural. Their opposing team has the words they need to complete their sentences. The aim of the activity is to be the team with the most words in their correct places in the sentences.
- 3 The teams read through their sentences silently, then take it in turns to ask their opposing team for any *one* word from the grid at the bottom of the activity page. That team reads out a word and then deletes it from the table. The team who is 'given' that word should decide where it could be used in their sentences. If they are not sure where it goes, they should write it down in their word bank for future use: as the activity progresses, they will find it easier to place the words in their correct places.
- 4 Allow about 15 minutes for this, then tell the students to stop and review their sentences. Teams get 1 point for each word in its correct place, and the winning team is the team in each group with the most points.

Team 1:

1 playwright 2 on cue 3 singing backing vocals
4 jumped down their throats 5 leap in the dark 6 in the limelight ... knew no bounds

Team 2:

1 screenwriter 2 soundtrack was 3 a dress rehearsal 4 received a standing ovation
5 understudy leapt at the opportunity 6 backstage area ... out of bounds

1C: Who's the star?

Use after Use of English 2 Exercise 1 (CB p.18).

Aim To review past, present and future structures.

Time 15 minutes

Activity type Pairwork. Students complete sentences with missing words and phrases, and write these in a grid to reveal the name of a famous person.

Preparation Make one copy of Activity 1C on p.143 per pair.

Procedure

- 1 Divide the class into pairs, and give each pair a copy of the activity.
- 2 Explain that each sentence can be completed with words from box A and words from box B. In their pairs they should decide which combination of words completes each sentence, and write these in the gapped sentences.
- 3 Students write these words in the grid at the bottom of the activity page. They should not write any apostrophes, and they should not leave any gaps between words. If they do this correctly, they will reveal the name of a famous star by adding up the letters in the shaded spaces. The first pair in the class to do this is the winner.

1 I was just about to call 2 I was going to record
3 I might try to get 4 ever since I went
5 I'm currently waiting 6 I've yet to meet
7 the first time I've watched 8 lately I've started listening
9 I already regret promising 10 I was supposed to go
The star is actor Johnny Depp.

2A: Three in a row

Use after Vocabulary Exercise 3 (CB p.27).

Aim To review phrasal verbs which use the same verbs but different particles.

Time 20 minutes

Activity type Pairwork. Students complete sentences using a verb (in its correct form) so that it forms a phrasal verb. They use these verbs to play a noughts-and-crosses (tic tac toe) style board game.

Preparation Make one copy of Activity 2A on p.144 per pair.

Procedure

- 1 Divide the class into pairs, and give each pair a copy of the activity.
- 2 Explain that each sentence can be completed with a verb from the box at the top of the page. These verbs, combined with the particle(s) in the sentences, form a phrasal verb. Each verb can be used in *three* sentences.

- Students take it in turns to choose a sentence (any sentence – they do not need to work through them in order), identify which verb is missing, including its correct form, and then write the verb (together with the sentence number) in one of the spaces in the grid at the bottom of their page. The aim of the activity is to collect rows of three spaces, either horizontally, vertically or diagonally, a bit like noughts and crosses. At the same time that they are trying to collect rows of three, they should also try to prevent the other student from doing likewise.

Note that once a student has collected a row of three spaces, they must draw a line through those spaces. They cannot incorporate those spaces into a new row of three.

- Allow about 15–20 minutes for this, then tell the students to stop and review their answers. The winning student in each pair is the student with the most rows of three, provided that all of the verbs and their correct forms correspond with the sentence numbers.

1 cut 2 came 3 crack 4 dying 5 step 6 handed
7 crack 8 wiping 9 stepped 10 hand 11 handed
12 wipe 13 die 14 coming 15 cracked 16 cut
17 step 18 wiped 19 cut 20 came 21 died

2B: Passive pairs

Use after Language development 1 Exercise 4 (CB p.29).

Aim To review passive forms.

Time 20–25 minutes

Activity type Groupwork. Students play a card game in which they must match two parts of various active voice sentences, then rewrite the sentences in the passive form.

Preparation Make one copy of Activity 2B on p.145 per group, and cut into cards.

Procedure

- Divide the class into groups of 3 or 4, and give each group a set of cards, which they should spread out on the desk. Ask them to find the three shaded cards. Explain that the numbered card contains the first part of a sentence, the lettered card contains the second part of that sentence, and the card with the italicised

sentence shows how the two parts have been combined to form a sentence in which two passive forms of verbs on the first two cards have been used.

- Explain that the aim of this activity is to work together in their group to match the other numbered and lettered sentence parts, then ‘convert’ them to the passive by writing their own sentence on one of the blank cards. Each sentence should contain two passive forms, as in the example.
- Allow about 15–20 minutes for this, then ask the students to stop and review their answers. The group with the most correct ‘double passive’ sentences is the winner.

Follow-up

Ask your students to look at the sentences they wrote, and consider if they can write them another way, still using the passive but without changing the main meaning. For example, for number 1:

It is generally believed that climate patterns are being gradually changed by global warming.

1 e It is believed that climate patterns are gradually being changed by global warming.

2 g We were made to walk in single file, and were told that we mustn’t leave the path.

3 j Bags must be deposited at the museum entrance, and visitors are not allowed to touch the exhibits.

4 c It is thought that bees are one of the world’s most important pollinators, and everything possible must be done to protect them.

5 h It is now known that over 5000 homes were destroyed in last week’s earthquake.

6 i My cat is very friendly and loves being stroked, especially when he’s given something to eat at the same time.

7 b Her mobile phone was nowhere to be found, so she assumed it had been stolen.

8 f It is claimed (by some scientists) that global warming isn’t caused by pollution.

9 d The zoo gates are opened at 9.00, and visitors are allowed in until 4.30.

10 a The birds are caught and studied, then released back into the wild.

2C: Peer to peer

Use after Speaking Exercise 6 (CB p.33).

Aim To practise answering a CPE Paper 4 'Long turn' question.

Time 15 minutes

Activity type Groupwork/Pairwork. Student pairs give another pair a typical CPE Paper 4 'long turn' question, and evaluate their answer to it.

Preparation Make one copy of Activity 2C on pp.146–147 per group of 4, and cut into 4 cards.

Procedure

- 1 Divide the class into groups of 4, and ask them to divide into teams of 2 (Team A and Team B). Explain that they are going to do a speaking activity in which they are going to award each other points based on their answers to a question.
- 2 Give Team A in each group their two Team A papers, and give Team B their two Team B papers. Tell them to read the instructions carefully, and ask you if anything is unclear. If necessary, ask concept questions to check they understand what they have to do.
- 3 Allow the students about 15 minutes to do the activity, including awarding points and giving their opposing team feedback on their answer. The winning team in each group is the team with the most points.

Follow-up

In their team pairs, students can discuss how they think they could improve their own 'long turn' answers (for example, what their weak points were, where they could have added more information, etc.). They could then answer their question again, with the first student and second student switching roles, so that everyone in the class does a long turn.

3A: Calculated risks

Use after Use of English Exercise 1b (CB p.43).

Aim To review prefixes and suffixes.

Time 20–25 minutes

Activity type Pairwork/Groupwork. Students identify mistakes in sentences, correct them, then decide how certain they are that they have corrected them properly, winning or losing points based on their answers.

Preparation Make one copy of Activity 3A on p.148 per pair/group.

Procedure

- 1 Divide the class into pairs or groups of 3, and give each pair/group a copy of the activity.
- 2 Explain that short passages 1–10 each contain *two* wrong word forms. The words are grammatically wrong (e.g. a verb has been used instead of a noun) or grammatically right but used incorrectly in the context of the sentences (e.g. the word has a positive meaning when it should have a negative meaning). In each case, the words need to be changed by adding a prefix or a suffix.
- 3 In their pairs/groups, students identify the two wrong word forms, and change them to their correct forms. They then decide how certain they are that their changes are correct, using the key at the bottom of the page, and risk 1, 2 or 3 points. They write these down in the 'Points risked' spaces for each question in the table. For example, if they are *quite* sure that their changes for sentence 1 are correct, they write the number 2 in the first space. At this stage, you should warn them that they will lose the points they are risking if any of their changes are incorrect.
- 4 Allow about 15 minutes for this, then tell them to stop the activity and review the answers with them. They award themselves the points they risked if *both* changes in a passage are correct, but they deduct points if one or both of their changes in a passage is wrong. When you have finished reviewing their answers, they should add up the points for their correct answers, then deduct the points for their incorrect answers. The winning pair or group is the one with the most points.

- 1 accomplish = accomplishment,
achievable = unachievable
- 2 essential = non-essential,
inform = information
- 3 qualify = qualifications,
decisive = indecisive
- 4 personal = interpersonal,
judgemental = non-judgemental
- 5 humiliate = humiliation,
helpless = helplessness
- 6 inspiring = uninspiring,
conceive = conception
- 7 empower = empowerment,
persuade = persuasion
- 8 fulfil = fulfilment,
connecting = interconnecting
- 9 inhibit = inhibitions, solve = solution
- 10 weak = weakness,
understanding = misunderstanding(s)

3B: Action and reaction

Use after Language development 2 Exercise 4b (CB p.50).

Aim To review conditionals and inversions.

Time 20–25 minutes

Activity type Groupwork. Students complete gapped sentences, arrange words to complete other sentences, and join the sentences in a dominoes-style card game.

Preparation Make one copy of Activity 3B on p.149 per group, and cut into cards along the dotted lines (do *not* cut along the unbroken lines). Shuffle each set of cards.

Procedure

- 1 Divide the class into groups of 3 or 4, and give each group a set of cards, which they should spread out, face up, on the desk between them. Explain that they are going to play a dominoes-style game with these cards.
- 2 Tell the students to pick out the two shaded cards. Explain that on the right side of the 'Start' card, there is a sentence in italics, followed by a gapped sentence. The gapped sentence can be completed so that it has the same meaning as the italicised sentence, but using 'inversion'. Ask them what the missing words might be (answer = *no time did I borrow*).
- 3 Explain that the left side of the other shaded card is a follow-on sentence from the one they have just completed. In this case, the words in **bold** are in the wrong order. They should rearrange these to make a conditional sentence (answer = *had, I would have told you*). They should then put these cards side by side.
- 4 Students do the same with the other cards, completing the sentences on the right side of each card, matching them with a follow-on sentence on the left side of another card, and rearranging the words on those cards. They can write their answers on a separate sheet of paper if they prefer. The first group to complete all of their sentences and join all of their cards is the winner (alternatively, set a time limit of 15–20 minutes, the winner being the group with the most correct sentences + joined cards).

The cards are in their correct order on the activity sheet. The answers in order are:

I didn't borrow your camera at any time = At **no time did I** borrow your camera. + If I **had, I would have told** you.

You should not press the red button on any condition = On **no condition should you** press the red button. + If you **do, the whole system will shut** down.

I didn't know how hot it would be at the beach yesterday = Little **did I know how hot it would be** at the beach that day. **If it hadn't been for my hat, I would have got** really sunburnt.

I didn't realise how tired I was until I had sat down = Not **until I'd sat down did I realise** how tired I was. + But for **Susie coming in with some friends, I would have fallen** asleep there and then.

I didn't notice that the prawns tasted odd until I'd had the third one = Only after I'd **had the third prawn did I notice** that they tasted odd. + Had I **eaten the whole plateful, I'd probably have been** extremely ill.

I would have missed my flight if it hadn't been for Anna's help = Had it **not been for Anna's help, I would have missed** my flight. + If you **happen to see her, please say** 'thank you' from me.

As soon as we turned the television on, there was a loud bang and the room went dark = No **sooner had we turned the television on than** there was a loud bang and the room went dark. + We could **have tried to find out what the problem was if we hadn't been** so tired.

We were so angry about the appalling service we received that we left the restaurant without paying = So **angry were we about the appalling service** we received that we left the restaurant without paying. + Even if the waiter **had apologised, we would still have done** the same.

As soon as Erica stepped into the garden, she tripped over a plant pot and broke her leg = **Hardly had Erica stepped into the garden than she tripped over a plant pot and broke her leg.** + If she **had been more careful, she wouldn't be** in hospital now.

If you hear from Richard, could you tell him that I want to see him? = Should **you hear from Richard**, could you tell him that I want to see him? + Assuming **that he's free on Saturday, we could meet up** then.

The noise coming from the concert down the road was so loud that we couldn't hear each other speak = Such **was the noise coming from the concert down the road that** we couldn't hear each other speak. + Imagine **how loud it must have been** inside the stadium itself!

3C: Keep it short and simple

Use after Writing 2 Exercise 6b (CB p.53).

Aim To practise summarising a short passage.

Time 20–25 minutes

Activity type Groupwork. Students write summaries of short passages, keeping them as brief as possible, winning points for accurate summaries. They then win or lose points based on the number of words they used.

Preparation Make one copy of Activity 3C on p.150 per group and cut into three cards.

Procedure

- 1 Divide the class into groups of three. Give each group a set of cards and tell each student to take one of these cards.
- 2 Explain that their card contains a short passage which they are going to summarise. They should read the passage, then summarise its overall meaning in just one sentence in the box which follows it. Where possible, they should write no more than 25 words. They have 5 minutes to do this.
- 3 When the 5 minutes is up, tell them to pass their passage and summary to another student in their group. That student should read the passage, and decide if the sentence in the box is an accurate summary of the passage. They can make any changes that they think are necessary.

When they have done this, they should pass the passage/summary on to the final student, who should do the same thing.

- 4 Ask each group to read their final sentences out to the class. If, in your opinion, the sentences are accurate summaries of the passage, the groups receive 10 points per summary, giving them a maximum of 30 points. (You could award 5 points per summary in situations where the summary is not particularly accurate).
- 5 Your students will now start adding or deducting points from their score. For each word that exceeds their 25-word limit for each summary they should deduct 1 point. For each word below the word limit, they should add 1 point. So, for example, if one of their summaries is 21 words long, they should add 4 points to their total, but if it is 29 words long, they should deduct 4 points. The winning group is the group with the most points.

Follow-up

In their groups, students could combine their three summaries into a single passage, using information from the original passages. The common theme is the effect different things have on mood, so this should be clear in their combined summary. Alternatively, they could extend each of their individual summaries by adding more information from the original passages, but using their own words where possible. The passages are mainly factual, so students could also evaluate some of the key points so that they are giving their own opinion (a useful skill for the CPE Part 1 writing).

Answers will vary. Suggested summary sentences:

Passage 1: There is evidence that colour can affect our mood, with bright vibrant colours having the most dramatic effect.

Passage 2: Depression caused by short, dark winter days is a medical condition caused by insufficient light, but there are treatments available.

Passage 3: Some people find that buying things makes them happy, but the positive effects of this kind of therapy are usually short-lived.

4A: Ten sentences

Use after Vocabulary Exercise 7 (CB p.59).

Aim To review word formation, prepositional phrases and compound words.

Time 15–20 minutes

Activity type Pairwork. Students walk around the class matching two halves of different sentences while completing them with different forms of the same word.

Preparation Make one copy of the word box and grid pp.151–152 per pair. Make one copy of the gapped sentences per student. Make one extra copy and cut into cards.

Procedure

- 1 Put the cards up on the walls around the classroom (they do not have to go in any particular order) before the lesson begins.
- 2 Divide the class into pairs. Give each pair a copy of the words and the answer grid.
- 3 Explain that the cards on the walls contain 10 sentences, split into two parts: the first part of each sentence is on the numbered cards 1–10, and the second part is on the lettered cards A–J. The activity has two aims, as follows: students must walk around the class and link the two parts of each sentence by writing the letter for the second part of each sentence in the third column of their grid (see the example). They then complete both parts of each sentence with the correct form of a word or phrase from the words in the box. In each case, the same words or phrases are used in the sentence, but they will have a different form in each part according to the context. There is an example in the grid for number 1 which shows how they should write down their answers. Note that they will need to use some words more than once.
- 4 Allow about 15 minutes for this, then ask them to return to their desks. Give each student a copy of the complete activity and review their answers. Student pairs get one point for each sentence pair they linked and one point for each correct word or phrase (provided they have used the correct form). The maximum number of points they can get is 30, and the winning pair is the pair with the most points.

1 D compelling, compelled 2 G letdown (or let-down), let down 3 I informative, informed 4 H breakdown, breaks down 5 A dependent, dependable 6 J putdowns (or put-downs) put...down 7 F backup (or back-up), back...up 8 C setting up, setup (or set-up) 9 B break-up, breaking up 10 E let up, letup (or let-up)

4B: Listen carefully

Use after Listening 1 Exercise 4 (CB p.60).

Aim To practise listening for specific information.

Time 15 minutes

Activity type Groupwork. Students listen to five short monologues or dialogues, and answer multiple-choice questions. They then use words from the correct answers to complete a sentence.

Preparation Make one copy of the first page of Activity 4B (p.153) per student. Also make just one copy of the second page of Activity 4B (p.154), and cut into cards.

Procedure

- 1 Divide the class into 5 groups. Give each *student* a copy of the first page of the activity. Give each *group* one of the cards. Tell each group to read their card, which contains a short monologue or dialogue. They should match the card with one of the questions on the main activity sheet, and answer the question, choosing A, B or C. They should discuss why that answer is correct, and why the other answers cannot be correct.
- 2 Ask each group to choose a speaker or speakers, depending on how many their card requires. Explain that the speaker(s) is/are going to read out their card to the others in the class, who will listen carefully and answer the matching question on their main activity sheet. They are then going to take the *italicised* words from the correct answers, and rearrange them to complete the sentence in the box at the bottom of the activity page. This sentence contains some very useful advice.
- 3 Let the speakers read out their cards, pausing for about a minute between each one to allow the other groups to discuss and choose their answer.

When everyone has spoken, the groups must then rearrange the italicised words and write them in the sentence. The first group to correctly do this is the winner.

Follow-up

You could ask your class why it's important to check the name of the recipient before sending an email (there are lots of horror stories about people sending emails to the wrong person, usually where they have said something unpleasant about that person). You could also have a class discussion about other 'unwritten' rules for communication technology, or discuss electronic communication etiquette (for example, it's extremely rude to start checking your smartphone for emails, etc., when someone is talking to you).

1 B 2 A 3 B 4 A 5 C

The words in italics, when arranged correctly, complete the message as follows:
To avoid potential embarrassment, you should always *check* the *name* of the *recipient* *carefully* before *sending* an *email*.

4C: Completely bananas

Use after Language development 2 Exercise 4 (CB p.66).

Aim To review modals and other language used to talk about obligation, necessity, advice, criticism, ability, possibility, probability and deduction.

Time 25 minutes

Activity type Pairwork/whole class. Students read out/listen to sentences which are missing one or more words. They decide what these words are, and write them in a crossword grid.

Preparation Make one copy of both pages of Activity 4C (pp.156–157) per pair. Make one extra copy of the first page and cut into cards.

Procedure

- 1 Divide the class into pairs, and give each pair a copy of the crossword grid. Distribute the cards as evenly as possible around the class.
- 2 Explain that the cards contain a sentence from which a word or phrase relating to obligation,

necessity, advice, criticism, ability, possibility, probability or deduction has been removed and replaced with the word *bananas*. The words and phrases all appear at the top of their crossword grid, although the phrases have been broken up into individual words. They are going to use these to complete the crossword grid as follows: The student with card 1 reads out the sentence number and the sentence on that card*. The others must listen carefully, and decide which word or phrase has been removed and replaced with *bananas*. They should then write this into the appropriate space in their crossword grid. In some cases, more than one answer may be possible, but only one will fit into the grid, so there is a slight element of chance involved. As they write their words into the grid, they should delete them from their list.

* You could do this as an example to get students started. Discuss which answer(s) might be possible and why, then confirm that the answer which fits the crossword is must have, before letting your students begin the activity properly.

This process is repeated with the other cards, in numerical order, until all of the sentences have been read out. If necessary, students can ask their classmates to repeat their sentences, or ask an earlier student to repeat their sentence.

- 3 When all of the cards have been used up, give each pair the activity sheet containing the sentences to check their answers. They should award themselves 1 point for each sentence they correctly completed in their crossword grid. The winning pair is the pair with the most points.

Follow-up

In their pairs, students can discuss other ways of completing the sentences (for example, sentence 5 could use *could* or *might try* instead of *would be better off*, albeit with a slight change in meaning).

1 must have 2 up to 3 had better not 4 can't have
5 should have 6 wouldn't 7 weren't able to 8 onus
9 would be better off 10 shouldn't have
11 shouldn't 12 obligation 13 won't be able to
14 don't need to 15 can be 16 can 17 might have
18 can't be 19 haven't been able to 20 might be
21 doesn't need to 22 needn't have

5A: As Shakespeare said ...

Use after Vocabulary Exercise 3b (CB p.75).

Aim To look at well-known Shakespeare expressions used in everyday English.

Time 20 minutes

Activity type Pairwork. Students complete sentences with idiomatic/colloquial expressions taken (or adapted) from Shakespeare's plays, while playing a board game.

Preparation Make one copy of Activity 5A on pp.157–158 per pair. You will also need counters (2 per pair) and dice (1 per pair).

Procedure

- 1 Divide the class into pairs, and give each pair a copy of the activity, a die and 2 counters. Tell each student to place their counter in one of the 'Start' spaces at the top of the grid.
- 2 Explain that the expressions in the shaded spaces A–Y on the grid are quotes or lines from plays by William Shakespeare which have become part of the English language (in many cases, these are misquotes or are paraphrases of the original). These expressions form the endings for the sentences 1–25 in the non-shaded spaces. The aim is to collect as many complete sentences as possible. Your students will do this as follows:
 - Each student takes it in turns to roll their die, and move their counter towards one of the sentence beginnings. They sign or initial the space it is in. They then roll the die again and move their counter towards the follow-on Shakespeare quote for that sentence. When they land on that quote, they write the sentence number it matches, and again sign or initial the space.
 - Step 1 is repeated, with students moving from the last space they occupied (they do not need to return to the 'Start' space each time). Note that they can move horizontally, vertically or diagonally across the grid, but they can only move in one direction each time, so they may need to approach the space they need by a roundabout route.
- 3 The above steps are repeated for about 15 minutes, at which point you should stop the

activity and review their answers. The winning student is the student in each pair with the most correctly completed sentences.

Follow-up

You could follow up the activity by having a class discussion about some of the phrases. Why, for example, should one *neither a borrower nor a lender be*, or when is it necessary to *be cruel to be kind*? What do they think *with bated breath* means? You could also ask them to use some of the expressions in sentences of their own.

Note that many of Shakespeare's original lines have become misquoted or paraphrased over the years as they have become part of everyday English. For example, '*All that glisters is not gold*' is the original expression for M. '*Though this be madness, yet there's method in't*' is the original expression for F.

1 S 2 F 3 V 4 B 5 M 6 O 7 J 8 D 9 K 10 A
11 C 12 T 13 Q 14 L 15 U 16 E 17 H 18 X
19 R 20 W 21 N 22 Y 23 G 24 P 25 I

5B: Forbidden words

Use after Listening 2 Exercise 2 (CB p.79).

Aim To practise writing a short review; to practise listening for specific information.

Time 25–30 minutes

Activity type Groupwork. Students write a short review of a book, which they read out to the class. The other students have to decide what kind of book they read, and what they thought about it.

Preparation Make ten copies of Activity 5B on p.159. Cut in half between the cards and the tasks. Cut just *one* of the top halves into 10 cards (you can discard the other top halves).

Procedure

- 1 Divide the class into 10 groups (individuals, pairs or small groups, or a combination of these), and give each group a copy of the bottom half of the activity sheet (Tasks One and Two).
- 2 Explain that you are going to read them a very brief review of a book you have read. Students

listen carefully, and decide what sort of book you read, and your opinion of it. Tell them to choose their answers from the options in the two tables on their activity sheet, and write your name in the relevant right-hand columns.

- 3 Read the following, twice, at normal speed, then allow your students a few moments to think about the answers.

Generally speaking, I don't like stories about things like computers developing personalities and taking over the world, but 'My Name is Black' was different. For a start, it made great use of humour and farce, something you don't normally get in this sort of book. You could also relate to the main characters. These weren't geeky kids or gun-wielding star troopers; they were ordinary people finding themselves in an unusual situation.

- 4 Ask the students what they chose and how they arrived at their answer. They should have chosen number 10 in the first table and letter D in the second table, although the words *science*, *fiction*, *novel*, *approach* and *genre* did not appear in your review.
- 5 Give each group one of the cards and tell them to make sure the other groups do not see this, or hear what is on it. Then tell them to read the situation on it. Explain that they are now going to write a short review, similar to the one you read out, based on the information on their card. In their review, they must *not* use any of the words in **bold** on their card – instead they should paraphrase, use synonyms, etc.
- 6 Let them do this for about 10 minutes, then ask them to stop. One student in each group then reads out their review to the rest of the class. They do this twice. While they are doing it, the other groups should decide what sort of book is being described and what the student(s) thought about it. They then write the student name(s) in the relevant sections in both tables.
- 7 When all the groups have read their review, check their answers. Groups win one point for each student name(s) in its correct place in the tables (maximum 20 points), and the winning group is the one with the most points.

Follow-up

You could follow up the activity by having a class discussion about which review was most effective, and the techniques or features that the students used. They should remember that good reviews do not simply feature a description of the book, film,

show, etc, followed by the reviewer's opinions, but use a variety of techniques to get their audience's attention and encourage them to read on (and, of course, the type of audience will determine the tone of the review).

1 H 2 E 3 K 4 A 5 I 6 C 7 F 8 B 9 J 10 D 11 G

5C: A place for everything

Use after Language development 2 Exercise 2 (CB p.82).

Aim To review nominal relative clauses and cleft sentences.

Time 25 – 30 minutes

Activity type Pairwork. Students complete sentences with pairs of words in a set time limit.

Preparation Make one copy of Activity 5C on p.160 per pair.

Procedure

- 1 Divide the class into pairs, and give each pair a copy of the activity.
- 2 Explain that sentences 1–7 can be completed with the word pairs in the grid, each word pair from the grid going into one of the boxes in the sentences. Your students' task is to complete as many of these sentences as possible in a set time limit. Some of the boxes in the grid have been shaded or outlined in bold, so for example a word pair in a bold-outlined grid box will go in a bold-outlined box in the sentences. Students should read each gapped sentence carefully before they attempt to complete it, as the sentence will contain 'clues' as to what sort of information is missing.
- 3 Let students spend about 15 minutes doing this, then tell them to stop and review their answers. The pair in the class with the most complete sentences wins, provided that the sentences make sense.

Your students may come up with other answers, but the following shows the best combinations.

1 who that / man is / why he / came here / The only / thing I

2 how I / got here / who I / came with / What I / do remember

3 when the / time comes / wherever you / may be / There isn't / anything or

4 where we / are now / what the / time is / Flying through / the night
 5 what you / look like / how rich / you are / What is / really important
 6 wherever we / end up / whatever the / weather does / There's nothing / in the
 7 what Roger / says when / how he / says it / What we / find funny

6A: Word swap

Use after Vocabulary Exercise 6b (CB p.91).

Aim To review travel vocabulary

Time 15–20 minutes

Activity type Pairwork. Students identify incorrect words or word forms in sentences, and exchange them for the correct words with a partner.

Preparation Make one copy of Activity 6A on p.161 per pair and cut into two parts for Student 1 and Student 2.

Procedure

- 1 Divide the class into pairs, and give each student a Student 1 or Student 2 paper. They should not show these to each other.
- 2 Explain that each of their sentences contains a wrong word or a wrong word form, which they need to replace. Their partner has the word they need in one of their sentences. Working together, they should exchange the words they need, deleting the wrong word in their sentences and writing the correct one above or below it. They must do this verbally – they must *not* look at each other's paper. To make it a little easier, they will be making a direct swap (e.g., the wrong word in Student 1's sentence 1 is *pristine* and the wrong word in Student 2's sentence F is *grimy*, so they just swap those two words around).
- 3 Let them do this for about 15 minutes, then review their answers. The pair with the most corrected words is the winner.

1 F pristine + grimy 2 I apart + aside 3 E lost + set
 4 H fraught + mundane 5 G tainted + glorified
 6 A sight + sights 7 J beyond + nowhere 8 B up + about 9 D track + earth 10 C journey + travel

6B: What's the question?

Use after Speaking Exercise 6b (CB p.97).

Aim To practise speaking on a given subject; to practise listening for gist

Time 20–60 minutes, depending on the size of the class

Activity type Pairwork + whole class. Students answer a question they are given, and the others in the class must decide what the question was.

Preparation Make one copy of Activity 6B on p.162 and cut into cards.

Procedure

- 1 Divide the class into pairs, and give each pair one of the cards. They should not show these to the other pairs and, if possible, should try to make sure that the others do not hear what is on their card. (Note that if you have more than 32 students in your class, you may need to have groups of 3. With smaller classes, you will not need all of the cards.)
- 2 Explain that their card contains a typical Speaking Part 3 question, which they are going to answer. However, the card is missing the three prompt words or phrases that are a feature of this part of the Speaking test. In their pairs, they should try to think of three prompt words / phrases that could go here, and write these after the bullet points. Let them do this for about 5 minutes.
- 3 The pairs now take it in turns to answer (aloud to the class) the question on their card *without saying what the question is*. One student should talk for about 2 minutes, and their partner should then briefly follow up with their own observation or opinion (about 30 seconds).
- 4 After each pair has spoken, the other pairs decide what the question was on the speaking pair's card, and write this down. Each pair then reads out their question.
- 5 You should decide if the questions they read out are a close approximation of the one that was on the original card. For example, for the question *Apart from money, clothes and essential documents, is there anything that you always take with you when travelling?*, the question *What do you usually take with you when you go on holiday?* would be close enough. Award points to the pair who spoke for

each question the others read out that is a close approximation of the original, the speaking pair wins a point (*not* the students who guess the question, since the pair who spoke clearly answered their question well enough for the others to guess what it was). The winning pair is the pair with the most points when everyone has had a turn at speaking.

6C: Same here

Use after Language development 2 Exercise 3 (CB p.98).

Aim To review emphatic phrases with *whether, however, whatever* and *no matter*.

Time 15 minutes

Activity type Pairwork/groupwork. Students match sentence parts to form complete sentences, then identify a suitable 'response' for each sentence.

Preparation Make one copy of Activity 6C on p.163 per pair or group.

Procedure

- 1 Divide the class into pairs or small groups, and give each pair/group a copy of the activity.
- 2 Explain that the first three columns contain a comment made by someone about a situation or feeling. Linking a phrase from the first column, the second column and the third column will produce a complete sentence. The fourth column contains a response by someone who agrees with the comment. The aim of the activity is to link expressions from the four columns to make a short dialogue between two speakers. Students do this as follows:
 - They spend a couple of minutes looking at the paper, and especially the fourth column, which will provide clues as to how they can link the different sections in the first three columns.
 - Working together, they link the sections together. In the second, third and fourth columns they should write the number that these sections pertain to in relation to the first column. The example (shown in the shaded boxes) shows them how to do this.
- 3 The first pair or group to correctly link all of their sections is the winner. Alternatively, set a

time limit of 10–15 minutes, with the winning pair/group being the one who linked the most sections.

Follow-up

You could ask students for some other follow-on sentences for each situation. For example, for situation 1: *Same here. They make enough money out of me as it is.* Alternatively, you could include this as part of the main activity to make it more productive: students match the sentence parts, identify the response, then write their own response on a separate sheet of paper.

Students may come up with some alternatives for the first three columns, but these are the best combinations:

1 Desperate though I may be, I'm not going to the bank for a loan.

Same here. Why should we pay their extortionate rates of interest?

2 Expensive though it may be, I think Mario's restaurant is still excellent value.

Same here. And you have to treat yourself now and again.

3 However odd it may sound, I enjoy a bit of discomfort and a few challenges when travelling. *Same here. It gives you something interesting to talk about when you get home.*

4 However rude and cheeky John can be at times, I find him curiously enjoyable company.

Same here. His great sense of humour more than makes up for his impertinence.

5 Infuriating though they may be, I really enjoy doing sudoku puzzles.

Same here. You feel like you're giving your brain a real workout.

6 No matter how careful I am, I always get an upset stomach when travelling.

Same here. The only way I can be sure I'll be ok is by sticking to bottled water and packaged snacks.

7 No matter what the weather's like, I have to get out of the house and go for a walk at least once a day.

Same here. And anyway, a bit of rain won't do you any harm.

8 No matter when I take my holiday, I always seem to get awful weather.

Same here. The rain just seems to follow me everywhere I go.

9 Whatever I say to Meryl, I can't seem to please her.

Same here. She seems to spend her whole life in a bad mood.

10 Whatever I think of their methods, I believe that generally the police do a marvellous job.

Same here. Imagine what the crime rate would be like if we didn't have them.

11 Whether he likes it or not, I'm telling the boss that I'm going to take a holiday this year.

Same here. We're humans, not robots, after all, and we need some time off.

12 Whether my mother and father agree to it or not, I'm going to leave home and find my own place to live.

Same here. You need to learn how to stand on your own two feet at some point.

7A: Three passages

Use after Reading Exercise 6 (CB p.104).

Aim To practise and develop referencing skills when reading an article.

Time 15–20 minutes

Activity type Groupwork. Student groups have one paragraph from a short passage, and they must find two other paragraphs from the same passage. These other paragraphs are held by two other groups in the class.

Preparation Make one copy of Activity 7A on p.164 per student. Make one extra copy, and cut into cards.

Procedure

- 1 Divide the class into 9 groups, and give each group one of the cards. Explain that their card contains a paragraph from a short article. Allow them a minute or two to read it.
- 2 Explain that class has three short articles, each one consisting of three paragraphs. The aim of the activity is to find the other two paragraphs from their article, and to put those paragraphs into the correct order. In order to do this, they will have to walk around the class asking the other groups what is on their card. They should then try to find out if the subject is the same, using reference devices such as pronouns, linkers and synonyms. When they think they have found their other two paragraphs, they should assemble with the groups that were holding them, put the paragraphs in order and underline the reference devices that helped them identify the connections between them.

The paragraphs/articles are in their correct order on the activity sheet.

Follow-up

Once all the groups have matched their paragraphs, they should return to their seats. Give each student a copy of the whole activity and, as a class, look at the reference devices that are used. Note that reference devices can sometimes look ahead as well as back in a piece of text. You could then ask your students to write their own short article, divided into three paragraphs. The second and third paragraphs should contain one or two reference devices that refer back to the previous paragraph, in order to create a piece of text where ideas 'flow' into one another.

7B: The right words

Use after Vocabulary Exercise 4b (CB p.106).

Aim To review collocations and other vocabulary from Module 7A Vocabulary section.

Time 15–20 minutes

Activity type Pairwork. Students identify the words they need to complete sentences while playing a bingo-type game.

Preparation Make one copy of Activity 7B on p.165 per pair. Cut into two parts. Make one extra copy for your own reference.

Procedure

- 1 Divide the class into pairs, and give each pair a copy of the first part of the activity (the words).
- 2 Tell the pairs to draw a 4 x 4 grid on a separate sheet of paper. In each space in their grid, they should write one of the words from the list on the first part of the activity paper. They should write each word once only.
- 3 Give each pair a copy of the second part of the activity (the sentences), which they should place face down on their desk, then explain that you are going to play a bingo-type game with the words they have written in their grid. You will do this as follows:
 - You will read out a number between 1 and 26 at random, then say 'Go'. Students turn over their sentence paper, look at the relevant sentence, then decide if it can be completed with one of the words they wrote in their grid. They have 30 seconds to read the sentence,

decide if one of their words can be used to complete that sentence, then tick that space in their grid (and write the sentence number in that space for later reference). You should delete that sentence from your own sheet so that you don't repeat it.

- When the 30 seconds is up, say 'Stop'. Student must turn their sentence sheet back over so that it is face down.
- Repeat the steps above until one pair has crossed out all of the words in their grid and calls out 'Finished'. Check their answers. If they are all correct, that pair is the winner. If they have made a mistake, the activity continues until another pair says they have finished.

1 spirit 2 hopes 3 intention 4 social 5 level
6 purpose 7 intent 8 centre 9 place
10 importance 11 places 12 life 13 bets
14 purposes 15 fall 16 pride 17 safe 18 time
19 financial 20 wellbeing 21 restrictions 22 rural
23 neutral 24 dangerous 25 sense 26 blame

7C: Back and forth

Use after Language development 2 Exercise 3b (CB p.114).

Aim To review clauses of concession, time, reason and result.

Time 15–20 minutes

Activity type Pairwork/groupwork. Students complete sentences with words and phrases which they then write into a grid.

Preparation Make one copy of Activity 7C on p.166 per pair or group.

Procedure

- 1 Divide your class into pairs or small groups, and give each pair/group a copy of the activity.
- 2 Explain that each sentence can be completed with a word or phrase from the box. The aim is to write the words and phrases in the grid at the bottom of the page, one letter in each grid, and with no spaces between words. They should follow the direction indicated by the arrows, so some of their words/phrases (or parts of them) will be written backwards (see the completed grid in the Key). Some letters have already been put into the grid for them which means that they should be very careful with their answers. In

some of the sentences, more than one answer may be possible, but if they choose the 'wrong' one, they will find that the letters in the grid do not match with the answers they have chosen (you might suggest that students complete the grid using a pencil, so they can erase and correct mistakes without making a mess of the grid).

- 3 The first pair/group to complete their grid is the winner.

1 Such was 2 Now that 3 much as 4 Planning on
5 in such a way 6 After 7 The moment 8 In spite
9 All the same 10 despite 11 Ever since 12 No
sooner 13 Wanting to 14 Seeing as 15 in case
16 As soon 17 hence 18 otherwise 19 in which
case 20 on

Grid answers

START → SuchwasNowthatm

sninogninnalPs

ahcu

uchawayAfterThe mom

asehtllAetipsnltn

medespiteEversince

SotgnitnaWrenoosoN

eeingasincaseAssoo

wniesiwrehtoecnehn

hichcaseon → **FINISH**

8A: Crossing the line

Use after Vocabulary Exercise 2b (CB p.122).

Aim To look at common phrases using *line*.

Time 15–20 minutes

Activity type Groupwork. Students replace sections of sentences with more appropriate or natural-sounding phrases (in their correct form), then decide how certain they are that their answers are correct. They win or lose points based on their answers.

Preparation Make one copy of Activity 8A on p.167 per group.

Procedure

- 1 Divide the class into groups of four, and ask each group to divide into two teams of two. Give each group a copy of the activity.
- 2 Explain that each sentence 1–16 contains a section in **bold** which can be replaced with one of the phrases **a–p** in the box. All of these

phrases use *line*. In a few cases, some changes will need to be made to the phrases (for example, changing the form of the verb; adding an object). The aim of the activity is to replace all of the words in bold with phrases from the box. Students do this as follows:

- The teams take it in turn to choose a sentence (any sentence, they do not need to work through them in order), identify the correct phrase in the box, delete the bold words in the sentence, and write the phrase in its place.
- In the grid at the bottom of their page, they should then write the sentence number and phrase letter (e.g. 1e) in one of the spaces. These spaces each contain a number – these are the points your students can win if their answer is correct. However, if their answer is wrong, they will *lose* the same number of points. If they are bold enough / sure enough of their answer to ‘cross the line’, they could win 10 points for a correct answer (but lose 10 points if it is wrong).

- 3 Set a time limit of about 15 minutes, then tell them to stop and check their answers. Teams award themselves points for correct answers, based on how many points they ‘risked’ each time, but lose points for wrong answers (note that any changes they make to the phrases also count, so if they fail to change a verb form, for example, that counts as a mistake and loses them points). The winning team is the pair in each group with the most points.

1 e drop me a line 2 l 3 o takes a tough line
4 n steps out of line 5 p 6 c cuts in line 7 a
8 g 9 j 10 l put my neck on the line 11 b 12 d
13 k puts me in the firing line 14 f 15 m 16 h

Procedure

- 1 Divide the class into pairs or small groups, and give each pair/group a copy of the activity.
- 2 Explain that the essay on their paper needs to be completed using the words from the top box. Some of these words can be used on their own, but others need to be combined with one or two others to form a phrase. In each case, the word or phrase will be a discourse marker that students will find useful in discursive essays.
- 3 In their pairs/groups, students complete the essay with these words or phrases, writing one letter in each space. To make this more challenging, there are no spaces between the words in the essay. You could do the first one with them (= *In my view*). Your students should also note that sometimes more than one answer may be possible inasmuch as there is more than one discourse marker with the same meaning in the word box, but only one will fit into the relevant space in the essay.
- 4 When your students have completed the essay, they should rearrange the letters from the shaded boxes in the gaps to make a word which can complete the sentence in the bottom box. The first pair/group to do this is the winner.

1 In my view 2 As well as that 3 For example
4 Certainly 5 Moreover 6 Of course 7 On the contrary
8 Granted 9 However 10 For instance
11 As a result 12 Quite the opposite 13 what is more

Rearranging the letters in the shaded boxes gives the word *paradoxically* (used to describe something which is surprising because it is the opposite of what you would normally expect).

8B: Complete the essay

Use after Writing 1 Exercise 2a (CB p.126).

Aim To review some common discourse markers for discursive essays.

Time 20 minutes

Activity type Pairwork/groupwork. Students complete an essay with relevant discourse markers, then use letters from their answers to reveal a ‘mystery’ word.

Preparation Make one copy of Activity 8B on p.168 per pair/group.

8C: Gangs of four

Use after Language development 2 Exercise 3a (CB p.130).

Aim To review *-ing + infinitive* verb forms.

Time 20–25 minutes

Activity type Groupwork. Students identify mistakes in sentences, and group these sentences according to the nature of the mistake.

Preparation Make one copy of Activity 8C on p.169 per group, and cut into cards. You do not need to shuffle these.

Procedure

- Before you begin, write the following on the board, and ask your students to copy it down on a separate sheet of paper.
Gang A: Contains a missing word.
Gang B: Contains a wrong word form.
Gang C: Contains a missing word and a wrong word form.
Gang D: Contains a wrong preposition.
Gang E: Contains an extra, unnecessary word.
- Divide the class into teams of 4 or 5, and give each group a set of cards. Explain that each of their cards contains a sentence with a mistake. The type of mistake in each sentence is one of the five you have listed on the board, and there are four examples of each type of mistake (you could give them sentence 3 as an example of A, which is missing the word *them* between *expects* and *to be*). The aim of the activity is to identify which sentences contain which type of mistake, group them in 'gangs of four', and correct them.
- Set a time limit of about 15 minutes, then tell them to stop and check their answers. Teams win 5 points for each gang of four they have collected, and 2 points for each properly corrected sentence.

Gang A 3 The company has a strict dress code for its employees, and expects **them** to be smart and presentable at all times.
8 I really appreciate **you** helping me the other day, Gary, and as soon as I can return the favour, I will.
17 In addition **to** being hot and overcrowded, the room had a really unpleasant smell.
20 I'm afraid there's very little prospect **of** things improving in the near future, but we're all keeping our fingers crossed.

Gang B 6 I really don't feel up to **going** out tonight, and besides, I have too much to do.
9 We left early, with a view to **getting** a good seat at the front of the auditorium.
16 I really need to spend some time on my essay this weekend, but unfortunately I'm committed to **helping** out with the school's annual fashion show.
19 There's no point in **arriving** at the airport too early, as there's not much to do there.

Gang C 5 He claims **to be** a qualified interior designer, but I'm not sure I believe him.
10 Carol told me that she liked my suit, and complimented me **on being** the best-dressed person in the building.
13 I don't believe **in spending** a lot of money on expensive designer labels.
14 We enquired about the possibility **of meeting** the designer after his talk, but we were told it wouldn't be possible.

Gang D 2 I checked his qualifications and they seemed fine, but it never occurred **to** me to ask him if he had any experience.
7 She's a good all-round artist, but specialises **in** making objects out of rubbish and other discarded items.
11 The company was found guilty **of** copying other designers' clothes, and passing off the designs as their own.
15 For some inexplicable reason, when I asked Janet if she'd seen Alan, she burst **out** laughing.

Gang E 1 I like smart clothes, but to tell you the truth, I'd rather not **to** spend the whole of Saturday in clothes shops.
4 It's no good **in** asking Pete for help – he'll make up some excuse about being busy or something.
12 I'd never contemplated **about** leaving my place of work until I saw an advert for a similar job which paid much more.
18 I think we had better **to** leave as soon as possible, or we'll miss the beginning of the show.

9A: The same word, the same form

Use after Vocabulary Exercise 5 (CB p.139).

Aim To review phrases and expressions with *keep* and *get*; to practise other key vocabulary from the Vocabulary section.

Time 20 minutes

Activity type Individual/Pairwork/Whole class.
Students match two parts of a short conversation, complete the conversation with appropriate words, and then continue the conversation using their own ideas and vocabulary from Module 9.

Preparation Make one copy of Activity 9A on p.170, and cut into cards. You do not need to shuffle these.

Procedure

- Divide the class into 16 'units' (individuals, pairs or small groups, depending on the size of your class) and give each unit a card. Note that if you have fewer than 16 students in your class, you will not need all of the cards.
- Explain that their cards contain part of a short conversation. The cards with the numbers 1–8 contain the first half of each conversation, and the cards with the letters A–H contain the

second half. The activity will be divided into two parts, as follows:

- Students walk around the class and try to find the other half of their conversation. To add an extra dimension to this part of the activity, the word *get* or *keep* has been removed from each card. Students must find the other half of their conversation and complete their card with the correct form of *get* or *keep*. They should note that the word and its form are identical in both conversation halves (so if one half of the conversation needs *keeping*, so does the other).
 - Once students have found the other half of their conversation, they sit down with the student(s) holding that card, and together they continue the conversation, writing it out on a separate sheet of paper. In their extended conversation, they should include as many other words as possible from the vocabulary section in Module 9A of their coursebook.
- 3 Let them do the activity for about 15 minutes, then tell them to stop, and ask them to read out their complete conversations. Student pairs/groups win 1 point for each correct use of *get* or *keep* on their card, and 1 point for each extra word they use from their course book. The pair/group with the most points is the winner.

1 C keep 2 H keeps 3 E kept 4 G keeping
5 A get 6 B gets 7 D getting 8 F got

9B: Confounding collocations

Use after Language development 1 Exercise 3 (CB p.141).

Aim To review some common adjective and adverb collocations.

Time 25–30 minutes

Activity type Pairwork/Whole class. Students discuss a given subject, and the others must decide what they are talking about. They then use appropriate words and phrases to complete sentences describing the conversations they heard.

Preparation Make one copy of the first page of Activity 9B (p.171), and cut into cards. Make one copy of the second page of Activity 9B (p.172) per pair.

Procedure

- 1 Divide the class into 10 pairs (if you have more than 20 students in your class, you will need to have some groups of three. If you have fewer than 20 students in your class, you will not need all of the cards). Give each pair a card – they should not show this to the others in the class, and they should try to keep its contents secret for now.
- 2 Explain that their cards contain a situation that they are going to discuss together in front of the class. They are not allowed to use any of the **bold** words in their discussion. The others are going to listen and try to (a) work out what they are talking about, and (b) remember what they are talking about.
- 3 Allow students a few moments to think about what they will say, then let them start (you should work through the discussions in order, 1–10, and each pair should try to talk for about a minute).
- 4 When each pair has spoken, hand out the second page of the activity. Explain that this page contains 10 sentences, which describe the situations they have just heard. Working in their pairs, they should try to remember what each pair discussed, then complete the sentences with the students' names, the subject of their conversation (from the first box), and an adverb + adjective combination (from the second box). Note that in some cases, more than one adverb may be possible in some sentences (for example, *totally*, *utterly* and *entirely* are interchangeable in situations 3, 8 and 9), but they should try to use each one once only.
- 5 The first pair to correctly complete all of their sentences is the winner.

Follow-up

Working in their same pairs, your students choose another adverb + adjective collocation from exercises 1–4, and write a sentence, leaving out the adverb and adjective. They then read out their gapped sentences, and the others in the class discuss possible words that could be used to complete the sentence.

9C: Keep talking

Use after Speaking Exercise 3c (CB p.145).

Aim To practise using some common discourse markers when speaking.

Time 20 minutes

Activity type Groupwork. Students answer a given question, incorporating given discourse markers where relevant. The other students decide if he/she answered the question well and used the discourse markers appropriately.

Preparation Make one copy of Activity 9C on p.173 per group, and cut into cards. Keep the discourse marker and question cards separate.

Procedure

- 1 Divide the class into groups of 4 or 5, and give each group a set of the discourse marker cards *only*. They should spread these out, face down, on the desk between them.
- 2 Tell each student to take 4 of these cards, and look at the words/phrases on them. Ask what they all have in common (= they are all discourse markers which can be used in speaking and writing). Check that they understand how and when the words/phrases they are holding are used: they can ask you if they are not sure. Note that some of the discourse markers appeared in Module 8 Writing (*as I see it, even so, for example, granted, in my view, nevertheless, of course, what's more*).
- 3 Give each group a set of the question cards, which they should also spread out face down on their desk. Explain that each student in the group is going to take one of the cards and answer the question on it. While they are giving their answer, they should try to use the 4 discourse markers on their other cards. Tell them to do this as follows:
 - One student takes a card, looks at the question, and reads it out to the others in their group. They also read out the discourse markers they have. They then have a few seconds to think about what they are going to say, before beginning their talk. They should then speak for two minutes (the others in the group should time them), incorporating their

discourse markers if or when they think they will add cohesion and/or coherence to their talk.

- When the 2 minutes is up, the others in the group should decide if that student gave a satisfactory answer to the question, awarding them 6 points if so. They should also award them a point for each discourse marker they used (provided it was used correctly and helped with cohesion/coherence), giving a maximum of 10 points.
 - These steps are repeated with the other students in the group.
 - There are 10 question cards in total, so if you have time, you could play a second round. In this case, the discourse marker cards should be collected, shuffled and placed back face down on the desk before the second round begins.
- 4 At the end of the activity, the student with the most points is the winner. Alternatively, if each group in the class has the same number of students, the points for the whole group could be added up, and the group in the class with the most points is the winner.

10A: Contradictions

Use after Vocabulary Exercise 3b (CB p.155).

Aim To look at some common 'contradictory' English proverbs and sayings.

Time 20 minutes

Activity type Groupwork. Students complete short conversations with appropriate proverbs and sayings.

Preparation Make one copy of Activity 10A on pages 174–175 per group, and cut into three sections.

Procedure

- 1 Divide the class into groups of 3, and give each student a Student A, B or C section. They should not show these to one another.
- 2 Explain that Student A has 12 short conversations between three people. Each conversation is missing two common English proverbs or sayings. In each conversation, the second proverb contradicts the first in that context. Students B and C have the missing

proverbs: Student B's fits the first gap, and Student C's fits the second gap.

- 3 Working as a group, but without looking at one another's papers, they should try to complete the conversations. Student A should read out what the people are saying, Students B + C check their list for suitable proverbs, they then discuss whether or not they think these fit, and Student A writes them into his/her sentence (the gaps are quite small, so they might find it easier to write the proverbs on a separate sheet of paper).
- 4 Let the students do the activity for about 15 minutes, then tell them to stop and check their answers. The winning group is the group with the most proverbs in their correct place.

Follow-up

Your students can discuss which proverb in each contradictory pair they agree with, giving examples from their own experience where relevant.

- 1 B you're never too old to learn
C You can't teach an old dog new tricks
- 2 B nothing ventured, nothing gained
C Better safe than sorry
- 3 B Many hands make light work
C too many cooks spoil the broth
- 4 B clothes make the man
C never judge a book by its cover
- 5 B look before you leap
C Strike while the iron is hot
- 6 B never look a gift horse in the mouth
C beware of Greeks bearing gifts
- 7 B Practice makes perfect
C All work and no play makes Jack a dull boy
- 8 B Knowledge is power C ignorance is bliss
- 9 B Two's company, three's a crowd
C The more the merrier
- 10 B birds of a feather flock together
C opposites attract
- 11 B What will be will be
C Life is what you make it
- 12 B The pen is mightier than the sword
C Actions speak louder than words

10B: The first letter

Use after Language development 1 Exercise 3b (CB p.157).

Aim To review reported speech structures and reported summaries.

Time 20 minutes

Activity type Pairwork. Students complete sentences so that they become reported speech versions of direct speech sentences.

Preparation Make one copy of Activity 10B on p.176 per pair.

10C: First to five

Use after Writing 2 Exercise 6 (CB p.165).

Aim To identify and correct mistakes in common written words and phrases.

Time 15–20 minutes

Activity type Groupwork. Students identify and correct mistakes in sentences on cards, competing against others in their group to be the first to collect five cards.

Preparation Make one copy of Activity 10C on p.177 per group, and cut into cards. The numbers are for your reference only, so it does not matter if the cards get mixed up.

Procedure

- 1 Divide the class into groups of 3 or 4, and gave each group a set of cards, which they should place face-down on the desk between them.
- 2 Explain that each card contains one or two sentences from a CPE-style essay. In this/these sentence(s), there is one mistake. The aim of the activity is to identify the mistakes, correct them, and be the first student in the group to collect five cards. They will do this as follows:
 - One student begins by taking a card and reading it once to themselves, then once to the others in the group. That student then decides if they can identify and correct the mistake.
 - If they *can* identify the mistake, they correct it on a separate sheet of paper (they do not need to write out the whole sentence, just the

section where the mistake is – see the answer key below). They then keep the card. If they *can't* correct the mistake, they place the card at the bottom of the set.

- Play then passes to the next student, who does the same.
- These steps are repeated around the group until one student has five cards. That student should then check their corrections with you. If they are all right, that student is the winner. However, if they have made a mistake, tell them which sentence they have got wrong, but *do not tell them the answer*. The card they got wrong is returned to the set, and play continues.

You could also do an alternative version of the activity, in which groups compete against one another. Students work together in their groups to pick a card, then identify and correct the mistakes. The winning group is the first group in the class to collect 15 or 20 properly-corrected cards (or you could set a time limit of 15 minutes, and the group with the most corrections at the end of this time period is the winner).

Follow-up

Small mistakes like these are common, even among native speakers, and are often the result of speed or carelessness rather than lack of language control (often when the writer intends to write one expression, then changes it at the last moment). Encourage students to check the essay they write for Exercise 8 in Module 10B carefully for small mistakes, as these can lose them marks in the exam.

- 17 so everything = since / as / because everything
- 18 It is doubted that = It is doubtful that
- 19 so as support myself = so as to support myself
- 20 In the contrary = On the contrary
- 21 interesting enough = interestingly enough
- 22 Speaking broadly = Broadly speaking
- 23 except from the noise = except for the noise (or *apart from the noise*)
- 24 I'm inclined that I agree = I'm inclined to agree

- 1 It often is claimed = It is often claimed
- 2 are assuming = assume
- 3 been pointed that = been pointed out that
- 4 they are under = they are also under
- 5 at the time = by the time
- 6 In some of the respects = In some respects (or *respect*)
- 7 up to the point = up to a point
- 8 To certain extent = To a certain extent
- 9 undoubted = undoubtedly
- 10 I am strongly in opposition = I am strongly opposed
- 11 Which is more = What is more
- 12 in favour about = in favour of
- 13 I tend feel = I tend to feel
- 14 common knowing = common knowledge (or *commonly known*)
- 15 in spite the support = in spite of the support (or *despite the support*)
- 16 not convinced entirely = not entirely convinced

Photocopiable activity (Pre-course)

CPE Exam quiz

The numbers game

Students 1 + 2

1	1	1	2	2	2	2	2	3	3
3	4	4	4	4	5	7	16	25	30
40	53	90	90	240	280	280	320		

Student 3

The CPE (*Certificate of Proficiency in English*) exam consists of (1) ___ papers, or tests, and each test carries (2) ___ percent of the total score for the exam.

Paper (3) ___ is the *Reading and Use of English* test. This test is divided into (4) ___ parts. Of these, (5) ___ test your command of grammar and vocabulary (the Use of English questions), and (6) ___ test your reading comprehension skills (the Reading questions). Altogether, this test has (7) ___ questions, and you have (8) ___ minutes to do the whole test.

Paper (9) ___ is the *Writing* test. This is divided into (10) ___ parts. In the first part, you must write an essay based on (11) ___ short texts which are related in some way. Your essay should be between about (12) ___ and (13) ___ words long. In the second part, you are given a choice of (14) ___ tasks (an essay, a letter, a report, a review or something based on a set book), and you must answer (15) ___ of these. Your answer for this part should be between (16) ___ and (17) ___ words long. As with the *Reading and Use of English* paper, you have a total of (18) ___ minutes to do this test.

Paper (19) ___ is the *Listening* test, which is divided into (20) ___ main parts, with a total of (21) ___ questions. You hear each part (22) ___ times, and the whole test lasts for approximately (23) ___ minutes.

The final test is Paper (24) ___, which is the *Speaking* test. You usually do this with (25) ___ other candidate(s). There will also be (26) ___ examiners in the room with you, one of whom will ask you questions and set you tasks. This part of the exam is divided into (27) ___ main parts. Sometimes you will answer questions on your own, and sometimes you will work with your partner(s). The *Speaking* test lasts for approximately (28) ___ minutes in total.

How much can you remember about the *CPE* exam?

The *CPE* (*Certificate of Proficiency in English*) exam consists of (1) ___ papers, or tests, and each test carries (2) ___ percent of the total score for the exam.

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A

It's the same thing night after night. Despite requests by the manager, despite notices in the foyer and in the programme, there are always two or three people who leave their mobiles turned on. So there you are, in the middle of the show, when someone's phone goes off. You carry on, of course, but your attention has been distracted. You struggle to remember your lines and stay in character, while the guilty party starts hunting through their pockets or their handbag for the offending item, and you want to scream out, 'How dare you? Just who do you think you are?' at the top of your voice.

C

I could see that our lead actor Tony was getting increasingly irate with the couple in the third row, and it wasn't hard to see why. It had been bad enough when they had loudly munched their way through a large bag of crisps during the first act, but now it looked like they were unwrapping sandwiches and discussing who wanted what. Eventually, Tony turned to the couple and said in a loud voice, 'Sir, madam, if you're feeling hungry, may I suggest you try the Italian restaurant on George Street!' You should have seen the look on their faces!

E

I'm standing in line outside the theatre, and there must be at least 50 others in the queue. I'm cold, wet and hungry, but I'm feeling optimistic. 'This is it,' I tell myself. Finally someone is going to spot me and say, 'She'll be perfect for the role.' The door opens and we shuffle towards it. A man at the door eyes each hopeful up and down. Those who get a nod are ushered inside, those who get a shake of the head are turned away. At last it's my turn. I'm at the door. A quick up and down, a slight shake and that's it. Another chance has come and gone, and seething with frustration, my ears burning with the humiliation of public rejection, I trudge off into the autumn drizzle.

G

I've yet to meet a fellow performer who feels their work is appreciated by those who hired them. Really appreciated, that is. Sure, you're told you're doing a great job, that you gave a great performance that night, blah, blah, blah. But all the compliments in the world aren't going to feed your family or pay the mortgage. And that's the biggest disadvantage of a career on the stage – the job is great, but the financial rewards leave a lot to be desired. Real appreciation is something concrete, something tangible, not just empty platitudes put there to make you feel good.

B

There is just one rule if you want to get into the theatre: get a good agent. Because without one, there's no way you're going to get anywhere. And even when you've found one, don't expect the work to start rolling in. Remember that at first you'll be at the bottom of a long list of wannabes, and most agents offer jobs on a first come, first served basis. And even when your name finally gets to the top of the list, you'll still have to go through an audition. Meanwhile, your name goes back to the bottom of your agent's list. Fail the audition, and you're back to square one.

D

So, you get to the end of another month, and the theatre manager hands you the usual brown envelope. You know what it's going to say, how much you get, how much has been taken by the taxman, how much for national insurance, and so on. But of course you open it anyway, and look at the tediously depressing figures. There's enough there for my rent and food. I might even be able to put the heating on when it gets too cold. And if I'm really careful, there might be a bit left over for a meal or two out. And you think to yourself, is all the hard work really worth it for this?

F

There's this feeling, or rather series of feelings, you get, which starts about an hour before you're due to go on stage. It begins with a fluttering in the stomach, progressing to a dry mouth and a feeling of faint nausea. You try to tell yourself to calm down, get a grip, you've done this hundreds of times. And you ask yourself why it is that everyone around you is so calm. Of course, they're not. They're experiencing exactly the same thing, of course, and like you, they're just putting a brave face on things.

H

A little voice inside my head is talking to me. 'Don't mess up,' it says, 'don't forget your lines, don't miss your cues, don't upstage anyone, don't make a fool of yourself in front of all those people.' My body reacts, cold sweat forms on my brow, I begin trembling slightly. 'Calm down,' I say to myself. I take a few deep breaths, close my eyes and count down backwards from 20. Then the curtains open, the lights go up and suddenly all those feelings dissipate as the adrenaline rush kicks in. 'I'm going to be great,' I say to myself, 'and I'm going to give this audience the performance of my life!'

Team 1

- 1 (a) At the end of the performance, the woman who wrote the play was invited onto the stage by the cast.
(b) At the end of the performance, the _____ was invited onto the stage by the cast.
- 2 (a) The lead actor didn't enter the stage when she was supposed to, leaving the rest of the cast standing there looking rather bemused.
(b) The lead actor didn't enter the stage _____, leaving the rest of the cast standing there looking rather bemused.
- 3 (a) The lead actor wasn't a very good singer, but the actors singing with him were fantastic.
(b) The lead actor wasn't a very good singer, but the actors _____ were fantastic.
- 4 (a) Every time the actors made a mistake, the director yelled at them and threatened to walk out.
(b) Every time the actors made a mistake, the director _____ and threatened to walk out.
- 5 (a) The promoter didn't know if staging a musical version of George Orwell's *1984* would succeed, but was prepared to invest in it anyway.
(b) The promoter thought that staging a musical version of George Orwell's *1984* was a _____, but was prepared to invest in it anyway.
- 6 (a) His determination to get a lot of attention on the stage and television was endless, but he never made the big time.
(b) His determination to be _____ certainly _____, but he never made the big time.

Here are your words for Team 2:

a	a	area	at	backstage
bounds	dress	leapt	of	opportunity
out	ovation	received	rehearsal	screenwriter
soundtrack	standing	the	understudy	was

Word bank

Team 2

- 1 (a) My brother is an accomplished film and television scriptwriter, and is in big demand in the film industry.
(b) My brother is an accomplished _____, and is in big demand in the film industry.
- 2 (a) The film itself was quite good, but I thought the music and the songs were terrible.
(b) The film itself was quite good, but I thought the _____ terrible.
- 3 (a) The day before the play's opening night, the actors rehearsed the play one final time in front of a small audience.
(b) The day before the play's opening night, the actors had _____ in front of a small audience.
- 4 (a) At the end of the play, the appreciative audience stood and applauded the cast.
(b) At the end of the play, the cast _____ from the appreciative audience.
- 5 (a) The actor learning the other actors' lines in case one of them was unable to perform immediately accepted the lead actor's role when he fell ill.
(b) The _____ naturally _____ to play the central role when the lead actor fell ill.
- 6 (a) Nobody can go into the area behind the stage unless they are directly involved in the performance.
(b) The _____ is _____ to everyone except those directly involved in the performance.

Here are your words for Team 1:

backing	bounds	cue	dark	down
in	in	jumped	knew	leap
limelight	no	on	playwright	singing
the	the	their	throats	vocals

Word bank

A

ever since I already I'm currently I might try I've yet I was just I was going I was supposed lately I've the first time

B

about to call started listening I've watched I went regret promising to get to go to meet to record waiting

- 1 Oh hi, Helen. What a coincidence. _____ you!
- 2 _____ that film about modern dance tonight, but the reviews all say it's really boring, so I don't think I'll bother.
- 3 _____ some tickets for the Goo Goo Dolls concert at the O₂. Would you like me to get you one?
- 4 I've wanted to be a dancer _____ to my first ballet when I was six.
- 5 _____ to hear if I've got the part in the college play I auditioned for.
- 6 In my career as an opera singer, I'm often inspired by my fellow artists, but _____ anyone who has inspired me as much as Wynne Evans.
- 7 This is _____ an opera all the way through without falling asleep!
- 8 I love rock music, but _____ to classical music, especially Beethoven.
- 9 _____ everyone that I would get tickets for tonight's performance of *Madam Butterfly*. They all seem to have sold out.
- 10 Hi, Rick. Do you fancy coming over tonight? _____ to the theatre, but apparently the play's been cancelled because the lead actor is ill.

1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			

come crack cut die hand step wipe

- 1 A preservation order in the town means that it is illegal to ____ down any tree over 20 years old.
- 2 When the supermarket chain announced they intended to build a new shop on protected land, they naturally ____ up against a lot of local opposition.
- 3 Environmental organisations are urging governments to ____ down on poachers.
- 4 The wild population of koalas is in danger of ____ out completely.
- 5 We've been focusing too much on details. We need to ____ back and look at the bigger picture.
- 6 Before we set out into the jungle, our guide ____ out bottles of water and bags of nuts.
- 7 The stress was getting to me, and I felt like I was beginning to ____ up.
- 8 Recently, scientists have been perplexed by a mysterious disease which is ____ out the honey bee population in North America.
- 9 When fire fighters went on strike, the army ____ in to provide fire-fighting duties.
- 10 I'm really struggling with my homework, and seriously doubt I'll be able to ____ it in on time.
- 11 This watch was ____ down to me by my father, who was given it by my grandfather.
- 12 Could you ____ up that mess on the floor before someone slips in it?
- 13 The fans went wild when their team won, and it took a long time for the excitement to ____ down.
- 14 A new environmental magazine is ____ out next week.
- 15 I stayed at home on Saturday night and ____ on with my dissertation.
- 16 There's something wrong with my mobile. Whenever I'm talking to someone, we keep getting ____ off.
- 17 After losing the company over £100,000, he was forced to ____ down from his position as chief buyer.
- 18 Overnight, almost £7 billion was ____ off share prices worldwide.
- 19 The best way to lose weight is to ____ out dairy products, and especially cheese, from your diet.
- 20 Helena ____ into a lot of money when her father died, and used it to start her own business.
- 21 The plant has ____ back above ground, but I think its roots are still alive.

1 Many believe that global warming ...	A ... then we release them back into the wild.	<i>It is believed that climate patterns are gradually being changed by global warming.</i>
2 They made us walk in single file ...	B ... so she assumed someone had stolen it.	
3 Visitors must deposit their bags at the museum entrance ...	C ... and we must do everything possible to protect them.	
4 People think that bees are one of the world's most important pollinators ...	D ... and we allow visitors in until 4.30.	
5 They now know that last week's earthquake ...	E ... is gradually changing climate patterns.	
6 My cat is very friendly and loves it when we stroke him, ...	F ... doesn't cause global warming.	
7 She couldn't find her mobile phone anywhere ...	G ... and told us that we mustn't leave the path.	
8 Some scientists claim that pollution ...	H ... destroyed over 5,000 homes.	
9 We open the zoo gates at 9.00 ...	I ... especially when we give him something to eat at the same time.	
10 We catch and study the birds ...	J ... and we don't allow them to touch the exhibits.	

Team A instructions

You are going to give Team B the question on your other card, and you are going to decide how well they answer the question. You will do this as follows:

- Decide which student in Team B will answer the question, and which student will give his/her opinion afterwards. Give your question card to Team B.
- Allow the student who is answering the question up to 10 seconds to decide what he/she is going to say.
- Let him/her speak for about 2 minutes, then ask him/her to stop.
- Ask the other student *What do you think is the greatest danger that animals face from human activity?*

Award marks for Team B's answer as follows:

- 1 The *first* student answered the question well or satisfactorily, including the three points which followed it: 2 points
- 2 The *first* student used a good range of vocabulary and structures: 2 points
- 3 The *first* student structured his/her answer well, using a range of linking expressions, expressions giving personal opinions, etc.: 2 points
- 4 The *first* student in Team B didn't repeat himself/herself unnecessarily: 2 points
- 5 The *first* student didn't move away from the topic: 2 points
- 6 The *second* student gave a good answer to the 'follow-on' question: 5 points

Team A**Question for Team B (give them this card)****Task 1**

What negative effects are humans having on the animal world?

- pollution
- illegal hunting and fishing
- habitat destruction

Team B instructions

You are going to give Team A the question on your other card, and you are going to decide how well they answer the question. You will do this as follows:

- Decide which student in Team A will answer the question, and which student will give his/her opinion afterwards. Give your question card to Team A.
- Allow the student who is answering the question up to 10 seconds to decide what he/she is going to say.
- Let him/her speak for about 2 minutes, then ask him/her to stop.
- Ask the other student *What benefits does making urban areas more environmentally-friendly have for people and animals?*

Award marks for Team A's answer as follows:

- 1 The *first* student answered the question well or satisfactorily, including the three points which followed it: 2 points
- 2 The *first* student used a good range of vocabulary and structures: 2 points
- 3 The *first* student structured his/her answer well, using a range of linking expressions, expressions giving personal opinions, etc.: 2 points
- 4 The *first* student in Team A didn't repeat himself/herself unnecessarily: 2 points
- 5 The *first* student didn't move away from the topic: 2 points
- 6 The *second* student gave a good answer to the 'follow-on' question: 5 points

Team B**Question for Team A (give them this card)****Task 2**

How can we make cities and other urban areas more environmentally-friendly?

- creation of green, open spaces
- effective public transport strategy
- 'greener' buildings (e.g. solar power)

- 1 Running the London Marathon was a major accomplish for someone who had been injured so recently, and everyone agreed he had achieved the achievable against all odds.
- 2 Because of heavy snow, motorists are advised to avoid making essential journeys. For more inform, including up-to-date weather reports, visit our website at www.travelnews.org.
- 3 I was told that I didn't get the job because I lacked the appropriate qualify. I was also told that I was rather decisive, which would be a major drawback in a job which required quick reactions.
- 4 All our managers should have exceptional personal skills, as they will be required to deal with staff members at all levels of the company. Any criticism they give should be presented in a manner that is constructive and judgemental.
- 5 After being attacked in the street, I experienced a surge of rage, humiliate and helpless at the fact that I had been unable to defend myself. I decided there and then to do something about it.
- 6 The director's early films were wonderful, but unfortunately his latest offerings have been rather inspiring. Sadly, he appears to have little conceive of what cinemagoers want or expect these days.
- 7 The workers all want more empower and a greater say in how the company is run, but trying to achieve it by threatening to go on strike is not the best form of persuade.
- 8 On the whole, I'm a happy person, but I sometimes lack a sense of fulfil. It's hard to explain how or why, exactly. Perhaps it's all those connecting dreams, hopes and ambitions that have amounted to nothing over the years.
- 9 I would love to be an actor, but I just have too many inhibit. I guess the best solve would be to go on one of those character-building courses, but I find even that prospect rather daunting!
- 10 My major weak is that I don't really listen to people properly. As a result, I always find myself in situations that are fraught with understanding and confusion, and I only have myself to blame!

Points risked

3 points (we are very sure that both our changes are correct)

2 points (we are quite sure that both our changes are correct)

1 point (we are not very sure that both our changes are correct)

Question	1	2	3	4	5	6	7	8	9	10
Points risked										
Points won										
Points lost										

First sentence of first pair ⇒	<i>I didn't borrow your camera at any time.</i> At _____ borrow your camera.	If I told have had, would you.	<i>You should not press the red button on any condition.</i> On _____ press the red button.
If you system the shut whole will do, down.	<i>I didn't know how hot it would be at the beach yesterday.</i> Little _____ at the beach that day.	If it been have for I hadn't hat, my would got really sunburnt.	<i>I didn't realise how tired I was until I'd sat down.</i> Not _____ how tired I was.
But for in with fallen Susie friends, I some would coming have asleep there and then.	<i>I didn't notice that the prawns tasted odd until I'd had the third one.</i> Only after _____ that they tasted odd.	Had the whole been I plateful, eaten probably I'd have extremely ill.	<i>I would have missed my flight if it hadn't been for Anna's help.</i> Had it _____ my flight.
If you say to her, happen see please 'thank you' from me.	<i>As soon as we turned the television on, there was a loud bang and the room went dark.</i> No _____ there was a loud bang and the room went dark.	We could tried to was problem find have out been what the if we hadn't so tired.	<i>We were so angry about the appalling service we received that we left the restaurant without paying.</i> So _____ we received that we left the restaurant without paying.
Even if the waiter have would had still apologised, done we the same.	<i>As soon as Erica stepped into the garden, she tripped over a plant pot and broke her leg.</i> Hardly _____ tripped over a plant pot and broke her leg.	If she wouldn't more be careful, had she been in hospital now.	<i>If you hear from Richard, could you tell him that I want to see him?</i> Should _____, could you tell him that I want to see him?
Assuming on that up he's we free could meet Saturday, then.	<i>The noise coming from the concert down the road was so loud that we couldn't hear each other speak.</i> Such _____ we couldn't hear each other speak.	Imagine been it how loud have must inside the stadium itself!	⇐ Response to first sentence in last pair

1

Faced with increasing inmate aggression, the governor of an American prison recently tried a novel approach. She had the walls of the cells and communal areas painted bright pink. She also chose a similar colour for the prisoners' uniforms. Almost overnight, the mood in the prison transformed: incidents of violence fell by almost 90 percent, and inmates reported a feeling of enhanced calmness and wellbeing. This example illustrates the effect that colour can have on the way we feel and how we behave. Retail outlets in particular are aware of this, and choose their colour schemes very carefully. One British supermarket chain, for example, puts its success partly down to the strong reds and oranges it uses on its walls and signs, as it has been proven these colours cheer people up and encourage them to buy. Pastel blues and greens are also popular as they encourage people to linger in a shop. However, as retail units who choose these colours are discovering, they do not make a great difference to the shop's turnover.

Your summary: _____

2

Short, sunless winter days and long winter nights get everyone down to a greater or lesser degree, but some people tend to react to them far worse than others. They become extremely depressed, are unable to work effectively and lose their appetite. For them, reassuring platitudes such as 'Cheer up, spring will be here soon' just don't work. And there's a good reason for this. A great deal of research has been carried out into seasonal affective disorder (SAD), as it is known, and it would appear that the psychological effects caused by long periods of darkness are physiological in origin. Light hitting the retina sends messages to that part of the brain that regulates sleep, appetite and mood, and some people simply require more light than others in order to function properly. Telling someone with SAD to cheer up is as pointless as telling someone with a bad cold to stop sneezing. Fortunately, doctors can usually help the sufferer by prescribing a course of bright light treatment. Antidepressant drugs can also help.

Your summary: _____

3

It is often said that money can't buy you happiness. Strictly speaking, this isn't always true, as fans of 'retail therapy' will tell you. You probably know at least one or two people who swear by this form of alternative therapy. They're feeling a bit low, they need cheering up, so they pick up their credit cards and head for town. What follows could best be described as a spending frenzy, as they traipse from store to store splashing out on a whole lot of things they don't need or, in many cases, don't even want. Clothing, electronics, gadgets and beauty products are particularly popular. It doesn't matter if they need them or not. What matters to the buyer is the physical act of acquiring things, which they say gives them a natural high, similar to eating lots of chocolate or drinking strong coffee. Unfortunately, the effects don't last long, and once the thrill of the spend has gone, most people actually feel worse than they did before they hit the shops. What is perhaps even worse is that retail therapy can turn into shopping addiction, which can have serious psychological (not to mention financial) implications.

Your summary: _____

Missing words

back break compel depend down inform let put set up

Sentence (part 1)	Word or phrase	Sentence (part 2)	Word or phrase
1	<i>compelling</i>	<i>D</i>	<i>compelled</i>
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____
9	_____	_____	_____
10	_____	_____	_____

Sentences

- 1 The IT coordinator gave several _____ arguments in favour of updating the computer system as soon as possible ...
- 2 I told the organisers that I was disappointed with the IT conference, which had been something of a _____, ...
- 3 The series of lectures I attended on the latest developments in smart technology was extremely _____ ...
- 4 A _____ of motorway accident figures has revealed that 8 percent of accidents occur ...
- 5 The country's economy is _____ on its natural resources, ...
- 6 My boss is notorious for his unjustified _____ of other people, even if they are excellent workers, ...
- 7 I decided that our computers needed a reliable _____ system, ...
- 8 _____ our office communications system was a relatively simple task, ...
- 9 The meeting to discuss the _____ of the company into smaller, self-supporting units went on for a long time, ...
- 10 It had been a terrible morning, and although the rain had gradually _____ by lunchtime, ...

- A ... and the supply and distribution of these relies on a _____ transport network.
- B ... finally _____ at about 8 o'clock.
- C ... but some employees had problems using the new _____.
- D ... but I felt _____ to point out that we didn't have enough money to do it just yet.
- E ... there was no _____ in the bitter, cold wind that was coming down over the mountains.
- F ... but when I proposed this at our weekly meeting, nobody was prepared to _____ me _____.
- G ... and they apologised, explaining that they had been _____ by several speakers who had failed to turn up.
- H ... when a car _____ and the driver can't get off the road in time.
- I ... and at the end, the organisers promised to keep us all _____ about future events by email.
- J ... but most of us _____ this _____ to his own deficiencies and insecurities.

Listen carefully

- 1 You hear two people discussing an awards ceremony that they have attended. They think that ...
 - A the *speech* went on for too long.
 - B the award's *recipient* was proud of the work he did.
 - C the audience were very *noisy*.
- 2 You hear a business owner talking about a job application he/she recently received. What is he/she implying?
 - A Some people use inappropriate language when they *email*.
 - B People need to keep online *correspondence* brief and to the point.
 - C Some people use language that is much too *formal* when they write.
- 3 You hear someone talking about their company's new website. What is their opinion of the company's website?
 - A *Customers* are not happy with certain aspects of it.
 - B The *name* might be discouraging visitors.
 - C It takes too long for the site to *load*.
- 4 You hear the manager of an online picture library explaining how the library works. In any customer transaction, the library begins by ...
 - A *sending* low-resolution samples.
 - B asking the user to open an *account*.
 - C invoicing the *customer*.
- 5 You hear part of a discussion between two friends about a new smartphone one of them is having problems with. What does Chris think Sam should do about the problem?
 - A *Return* the phone to the company he bought it from.
 - B Get the phone *repaired* as soon as possible.
 - C *Check* for possible solutions online.

To avoid potential embarrassment, you should always ____ the ____ of the ____ carefully before ____ an ____ .

- 1
- Alex:** So, what did you think of the ceremony?
- Ashley:** Oh, I thought it was great. Really interesting. I certainly didn't expect the recipient to speak for so long and to be so interesting. I thought he'd just collect his prize, say 'Thank you' and leave.
- Alex:** Me too. He clearly takes pride in what he does, and wants to share it with everyone.
- Ashley:** It must be great work, though, designing computer games. That's the sort of thing I'd like to do.
- Alex:** Great work. And good money too, of course.
- Ashley:** I know! I heard a few people around me muttering jealously when he came on stage in his designer shoes.
- Alex:** Right, and with his Rolex flashing in the spotlights. Oh well, good luck to him, I say.

2

Chris: Hi, Sam, you look bothered. What's up?

Sam: Oh, hi, Chris. It's this new smartphone of mine. It keeps going dead when I'm using it. I'm wondering if there's something wrong with it.

Chris: What does your provider say?

Sam: Oh, they think it might be a software problem and I should take the phone back to the shop, get a replacement.

Chris: Well, don't be too hasty. The shop might decide to try fixing the problem instead, and it could be weeks before you get the phone back. It could be something much simpler. When I had similar problems with mine, I looked on the internet to see if anyone else had had the same thing. And it turned out there was a problem with the Sim card that came with the phone.

Sam: I've tried using another card, and that doesn't seem to make any difference.

Chris: OK, but your phone is different from mine. It could be any number of problems.

Sam: Alright, I'll give it a go, but I'm not holding my breath.

3

OK everyone, our new website has been up and running for two weeks now. It's a great site, and generally speaking we've had some positive feedback from customers using it. In particular, they say it's attractive and very user-friendly, and everyone says we have a great range of products. However, I think the overall number of hits has been disappointing. I'm wondering if the problem lies with the fact that you have to type www.fabulousgiftsforthatperson.co.uk each time you visit the site. It just takes too long. Online shoppers prefer something snappier, something that's easy to remember, and I think that's what's holding people back. So, does anyone have any suggestions?

4

As you know, we've been advertising a number of job vacancies recently, and we've invited applicants to send us a brief introductory email and attach their CV. Here's one I received the other day. Let me read it. Er, 'Hi, Tom. How are you? I saw your ad in today's paper for a sales manager and I'd like to apply for the post. I've attached my CV as you asked. Hope to hear from you soon. Best wishes, Mike Thompson.' Well, it's brief and relevant certainly. But it isn't very professional. Sure, beginning with 'Hi, Tom, how are you?' would be OK if we were old friends or acquaintances, but I've never even met the guy. I know that things are much less formal nowadays, especially with electronic communication, but I think this is going a bit too far. And unfortunately, it's becoming more and more common.

5

I run a small online picture library, and my job is to supply photographs and illustrations to books, newspapers and magazines. The way I work is very simple. Clients visit my website, enter the subjects they're looking for in a search engine, and if I have them on my system, a thumbnail of the image comes up on their computer screen. If the client wants to see a bigger file, they call or email me, and I email it through to them. The picture quality at this stage isn't good enough to use commercially or editorially, but it does give them a better idea of what they're looking at. Account holders, of course, get full files from the very start, so we often recommend new clients consider becoming one of these. Once they've made their choice, they pay us the relevant fee, which depends on where and how the image is used, and then they can download the full-sized file.

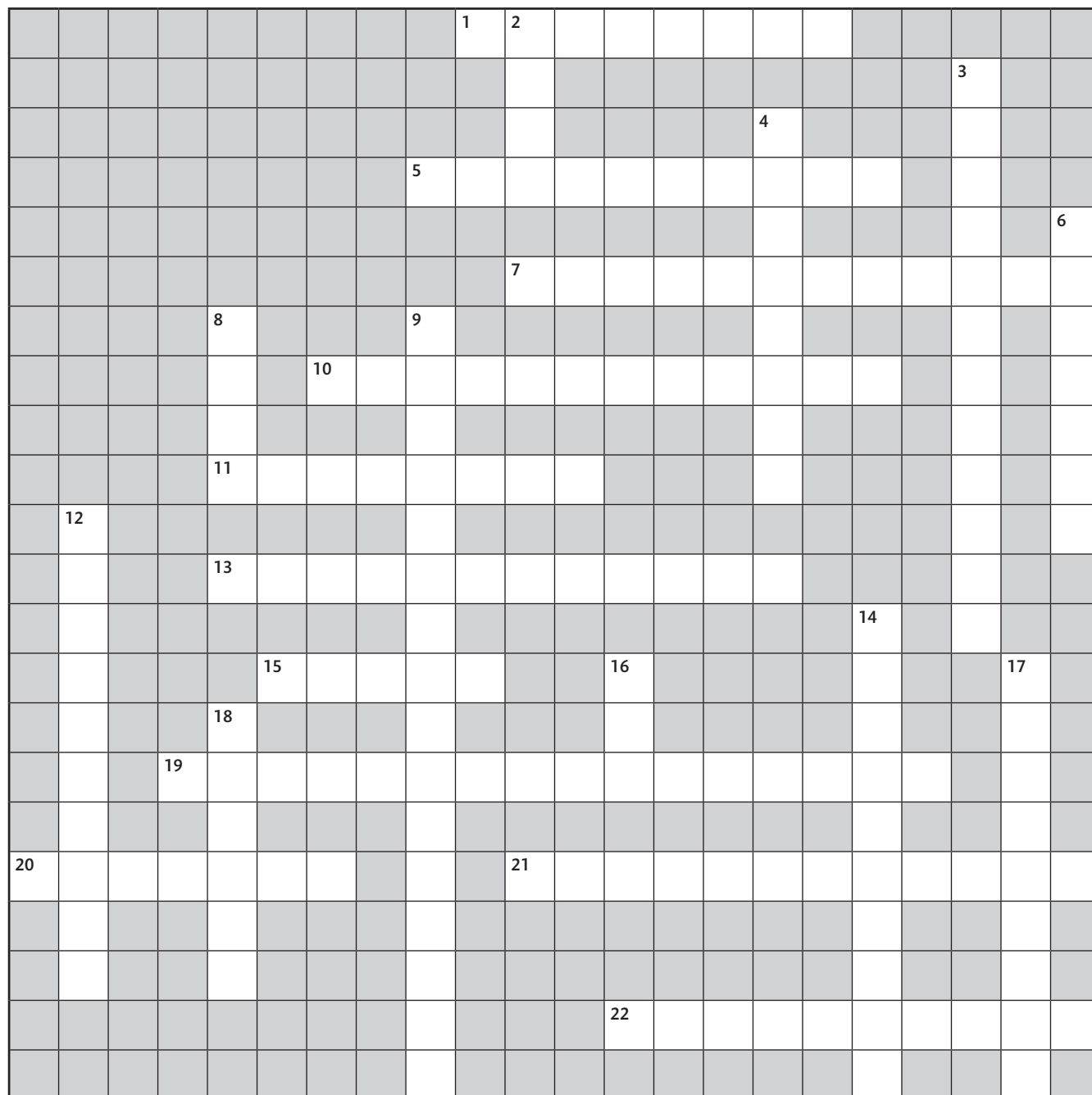
1 I have no idea where we are. We're completely lost. We <i>bananas</i> taken a wrong turn somewhere. There's no other explanation.	2 You can pay now or pay later. It's entirely <i>bananas</i> you.
3 This is the third time you've been late this week. You <i>bananas</i> do it again!	4 You <i>bananas</i> seen me at the football match last night. I was at home all evening.
5 I've got a lot of work to do today, but I <i>bananas</i> finished it by tonight, so I can see you then.	6 That chicken smells a bit funny. I <i>bananas</i> eat it if I were you.
7 I'm sorry we <i>bananas</i> come round last night. We couldn't get a babysitter in time.	8 The <i>bananas</i> is on you to catch up with any work you've missed because of absenteeism.
9 There isn't much point calling Michael, as he never answers his phone. You <i>bananas</i> emailing him instead.	10 You <i>bananas</i> spoken to him like that. You know how sensitive he is.
11 You <i>bananas</i> have any problems getting a flight. There are at least five a day, and they're usually only half-full.	12 You're under no <i>bananas</i> to take part in the college's social programme.
13 The traffic on the motorway is terrible. I'm afraid we <i>bananas</i> meet you on time.	14 You <i>bananas</i> help me, thanks. I can manage by myself.
15 It's probably better to fly than take the ferry. The sea <i>bananas</i> a bit rough at this time of the year.	16 You <i>bananas</i> find all the information you need by visiting our website.
17 (Sounding annoyed) You <i>bananas</i> told me you were going out tonight! Now what am I going to do with all this food I've cooked?	18 (Sounding extremely surprised) £20 for a pizza and soft drink? That <i>bananas</i> right!
19 I'm really sorry, but I <i>bananas</i> fix your car today. I've just been too busy.	20 I'm not sure why the car won't start. The battery <i>bananas</i> flat, I suppose, or perhaps we're out of petrol.
21 Janice <i>bananas</i> tell you where she was last night. It's none of your business.	22 It was kind of you to cook dinner, but you <i>bananas</i> . I ate before coming over.

Crossword

Use these words in your crossword:

able able able be be be be be been better better can can can't can't doesn't don't
 had have have have have have have have have haven't might might must need need needn't
 not obligation off onus should shouldn't shouldn't to to to to to to to to up weren't
 won't would wouldn't

- Do not put any gaps between words.
- Do not write apostrophes in a separate space (write them in the same space as the letter they follow when written normally).



Student 1 Start				Student 2 Start
1 Helena asked if I could give her a small loan until she got paid on Friday. I had to say 'no'. After all, as they say ...	2 I know you think I'm going about this project the wrong way, and I'll admit things look a bit messy, but believe me, ...	3 I'm not sure this cheese is still alright to eat. It's covered in mould, and ...	4 I can't help you right now, as I've got a bit of work to finish. But I'll be with you ...	5 This watch looks expensive, especially with all those little jewels instead of numbers, but looks can be deceptive. After all ...
6 I used to live in a big house with a pool and tennis court. Now I'm living in a tiny bedsit and can't even afford the bus fare into town. Oh ...	7 I hate the way Rob tries to ingratiate himself with the boss. 'Yes, sir, no, sir,' all the time. He really ...	8 You're young, you're talented, you have excellent qualifications and you're bound to be a great success. Let's face it, ...	9 Six weeks ago, Chris said she needed a place to stay for a few days while she looked for somewhere to live. She's still here, but I wish she'd move out because she's ...	10 We were all set to sign the contract when the other party pulled out. Well, ...
11 I don't know what Emma sees in Rob. He's rude, he has some terrible habits and he has terrible dress sense. Oh well, I suppose ...	12 Adam and Jennifer have been going out for six months and seem to get on fine, but last night they had a terrible row. Oh well ...	13 Richard thinks that if he works longer hours, he'll be offered the pay rise he so desperately needs. Personally, I think he's on ...	14 Last week, I auditioned for a part in a production of <i>The Merchant of Venice</i> . As you can imagine, I'm waiting to hear if I've got the part ...	15 The new tower block in the city centre is absolutely hideous. I've never seen anything quite like it. It ...
16 Some idiot has blocked my car in with a large, metal container. I've tried pushing it out of the way, but it ...	17 I'm really sorry I was so rude to Liz. I was completely out of order. But ...	18 Kevin went out jogging in the rain and returned an hour later soaking wet and covered in scratches. I've never seen such ...	19 My neighbours were playing loud music all night. I ...	20 I love bananas. I eat them for breakfast, lunch and dinner. As far as I'm concerned, you can never have ...
21 I don't trust people who don't show their feelings. I feel much more comfortable with those who ...	22 I know you've been using my milk, Lennie. I marked the bottle before I went to bed. I'm sorry, but ...	23 He gave me detailed instructions on how to upload my pictures to his website, but I didn't understand a word of what he said. It was ...	24 I don't like Thursdays. I never have, but I can't tell you why. There's ...	25 I put my cat on a diet because he was getting really fat. He hates it, I know, but sometimes you ...

A ... good riddance to them, I say.	B ... in the twinkling of an eye.	C ... love is blind.	D ... the world's your oyster.	E ... won't budge an inch.
F ... there's method in my madness.	G ... all Greek to me.	H ... what's done is done.	I ... have to be cruel to be kind.	J ... lays it on with a trowel.
K ... eating me out of house and home.	L ... with bated breath.	M ... all that glitters is not gold.	N ... wear their heart on their sleeve.	O ... that it should come to this!
P ... no rhyme or reason for it.	Q ... a wild-geese chase.	R ... haven't slept a wink.	S ... neither a borrower nor a lender be.	T ... the course of true love never did run smooth.
U ... beggars description!	V ... it smells to high heaven.	W ... too much of a good thing.	X ... a sorry sight!	Y ... the game's up.

Cards

You read a factual account of a journey across Africa. You felt that a lot of it was extremely disrespectful.	You read a historical novel. Parts of it were inaccurate.
You read a story set in the Amazon rainforest. It made good use of descriptive language.	You read a novel about an environmental disaster. It had a profound impact on you.
You read a detective story. You thought the storyline was very convoluted.	You read an autobiography by a well-known politician. It had some surprising revelations.
You read a book about the history of the internet. It was very well-researched.	You read a biography of a famous artist. It missed out a lot of information about him/her.
You read a ghost story. You didn't empathise with any of the characters.	You read a self-help book about stress management. It was more interesting than you expected.

Task one

Choose the book each student(s) read.

Type of book	Reader's name(s)
1 A ghost story	
2 A biography of a famous artist	
3 A book about the history of the internet	
4 An historical novel	
5 A story set in the Amazon rainforest	
6 An autobiography by a well-known politician	
7 A detective story	
8 A self-help book about stress management	
9 A factual account of a journey across Africa	
10 A science fiction novel	
11 A novel about an environmental disaster	

Task two

Decide what they thought about their book.

What they thought about it	Reader's name(s)
A Parts of it were inaccurate.	
B It was more interesting than the reader(s) expected.	
C It had some surprising revelations.	
D It took a novel approach to the genre.	
E It missed out a lot of information.	
F The storyline was very convoluted.	
G It had a profound impact on the reader(s).	
H The reader(s) didn't empathise with any of the characters.	
I It made good use of descriptive language.	
J The reader(s) felt that a lot of it was extremely disrespectful.	
K It was very well-researched.	

anything or	are now	came here	came with	do remember	end up
find funny	Flying through	got here	how he	how I	how rich
in the	look like	man is	may be	really important	says it
says when	the night	The only	There isn't	There's nothing	thing I
time comes	time is	weather does	What I	What is	what Roger
what the	What we	what you	whatever the	when the	where we
wherever we	wherever you	who I	who that	why he	you are

- Do you have any idea or ? I've never seen him before.
 know is that I didn't invite him.
- I don't recall or . Everything is a bit of a blur.
 is suddenly feeling really faint outside the cinema.
- I'll be there for you , . I promise you that.
 anybody that will stop me.
- I don't know or . We could be over France or over Japan for
all I know. can have that effect on you.
- It's not or that matters. Physical appearance and wealth mean
nothing. is the way you treat other people.
- We'll have a good time and . I just know that we'll have a
really great trip! world that can stop us from enjoying ourselves.
- It's not he's talking, or even that makes us laugh. I mean, he's
not a particularly witty person. is the way he always seems worried about saying the
wrong thing.

Student 1

- 1 The hotel room was small, dark and pristine, with dust on every surface and cobwebs in the corner.
- 2 We budgeted £1,000 for the trip, which had to cover accommodation, food, drink and transport, and another £300 which we set apart in case of emergencies.
- 3 Louise's parents wanted her to become a doctor or a lawyer, but she'd lost her sights on working in the travel industry, and nothing was going to change her mind.
- 4 We had been promised a fantastic view from our hotel room, but unfortunately it was rather fraught, with the most interesting thing being some stables across the road.
- 5 The museum was a bit of a disappointment, mainly containing paintings and statues which tainted the rather mediocre achievements of the town's local hero, Karel Pariwinski.
- 6 We had planned to see the sight on our first day in Rome, but the weather was so bad we spent most of it in a café trying to keep warm and dry.
- 7 Tambalouque is one of the most beautiful islands in the South Pacific, but because it is in the middle of beyond, it receives very few visitors.
- 8 The first thing we did once we arrived was set up looking for a good restaurant, something which turned out to be a bit of a challenge.
- 9 I often wonder what the point is of going off to the ends of the track looking for excitement and adventure when you can get all of that here in Grimsby.
- 10 One of the best ways to prevent journey sickness is to drink plenty of water, and avoid caffeinated drinks and oily foods.

Student 2

- A Everybody on shore waved to the passengers as the ship left the harbour, and continued waving until it was out of sights.
- B After it featured in a popular television series, the town became so popular with visitors that the local council decided to set about a tourist information office.
- C We took a train and two buses across the city, only to discover that we'd had a wasted travel, since the castle had recently been closed for renovations.
- D For our holiday to France last year we decided to get off the beaten earth and explore the countryside in the south-west of the country.
- E Our travel representative spent all his time on the beach with his friends, and appeared to have set sight of the fact he was supposed to be there to work.
- F On the third day of our journey, we left the flat, dusty plain and entered grimy rainforest which, our guide assured us, had been undisturbed for thousands of years.
- G The city's reputation as an excellent place for tourists to visit had become somewhat glorified by the increase in crime and stories of official corruption.
- H Sheryl sounded extremely mundane on the phone, which wasn't surprising in view of the fact that she'd had her passport, her credit cards and all her money stolen.
- I The country's excellent transport infrastructure and clean beaches are just two of the things that set it aside from its immediate neighbours.
- J My grandparents live in a small village in the back of nowhere, where time is measured in weeks and months rather than in hours and days.

Apart from money, clothes and passport, what do you always take with you when travelling? ➤ ➤ ➤	What negative impacts can tourism have on an area? ➤ ➤ ➤
Are there any advantages to not keeping in touch with people back home when you are travelling? ➤ ➤ ➤	What potential problems do people face when travelling? ➤ ➤ ➤
What are the advantages and/or disadvantages of travelling to places that are off the beaten track? ➤ ➤ ➤	Do you prefer to travel on your own or with friends? ➤ ➤ ➤
What advice would you give to someone who was going to travel abroad for the first time? ➤ ➤ ➤	What advantages and/or disadvantages are there of visiting places that already have a well-established tourist industry? ➤ ➤ ➤
What do you think makes a 'great' holiday or travel photograph? ➤ ➤ ➤	What do you consider to be the advantages of travelling light (i.e. with minimum luggage)? ➤ ➤ ➤
What benefits can tourism bring to an area? ➤ ➤ ➤	What can people gain from travelling? ➤ ➤ ➤
What are the best ways of staying healthy when travelling? ➤ ➤ ➤	What are the advantages and/or disadvantages of relying on guidebooks when travelling? ➤ ➤ ➤
How do you prefer to spend your time when on holiday? ➤ ➤ ➤	Is there anything that travellers can do in order to minimise their impact on the places they visit? ➤ ➤ ➤

Comment			Response
1 Desperate though ...	... agree to it or not, ...	... I always get an upset stomach when travelling.	<i>Same here. And anyway, a bit of rain won't do you any harm.</i>
2 Expensive though ...	... careful I am, ...	... I always seem to get awful weather.	<i>Same here. And you have to treat yourself now and again.</i>
3 However odd ...	... I may be, ... 1	... I believe that generally the police do a marvellous job.	<i>Same here. His great sense of humour more than makes up for his impertinence.</i>
4 However rude and cheeky ...	... I take my holiday, ...	... I enjoy a bit of discomfort and a few challenges when travelling.	<i>Same here. Imagine what the crime rate would be like if we didn't have them.</i>
5 Infuriating though ...	... it may be, ...	... I find him curiously enjoyable company.	<i>Same here. It gives you something interesting to talk about when you get home.</i>
6 No matter how ...	... it may sound, ...	... I have to get out of the house and go for a walk at least once a day.	<i>Same here. She seems to spend her whole life in a bad mood.</i>
7 No matter what ...	... John can be at times, ...	... I'm going to leave home and find my own place to live.	<i>Same here. The only way I can be sure I'll be OK is by sticking to bottled water and packaged snacks.</i>
8 No matter when ...	... likes it or not, ...	... I'm not going to the bank for a loan. 1	<i>Same here. The rain just seems to follow me everywhere I go.</i>
9 Whatever I say ...	... of their methods, ...	... I'm telling the boss that I'm going to take a holiday this year.	<i>Same here. We're humans, not robots, after all, and we need some time off.</i>
10 Whatever I think ...	... the weather's like, ...	... I really enjoy doing sudoku puzzles.	<i>Same here. Why should we pay their extortionate rates of interest? 1</i>
11 Whether he ...	... they may be, ...	... I think Mario's restaurant is still excellent value.	<i>Same here. You feel like you're giving your brain a real workout.</i>
12 Whether my mother and father ...	... to Meryl, ...	... I can't seem to please her.	<i>Same here. You need to learn how to stand on your own two feet at some point.</i>

These days, cheap supermarkets dominate our towns and cities, and their 'pile them high, sell them cheap' philosophy has made them the darlings of the cash-strapped shopper. They certainly make economic sense for those trying to feed a family of four on a minimum salary. Which of them, after all, would say 'no' to a pint of milk that costs less to buy than it cost the farmer to produce?

If, however, it is quality rather than quantity that you're after, then you need to look elsewhere. Certainly, it's possible to find so-called 'luxury' items on supermarket shelves, but the price on the packet is not necessarily a reflection of the quality of contents inside. All too often, shoppers are fooled by fancy packaging and extravagant uses of words like 'Premium', and 'Finest'. But, as someone once said, 'You can fool some of the people all of the time, and all of the people some of the time, but you can't fool all of the people all of the time.' And many consumers have had enough of being fooled.

Where, then, are they going instead? Ironically, in view of the fact that many have for years struggled against the big retailers, it is the small, independent traders who are benefiting from this exodus. And it's not just because the food is fresher and therefore tastes better and is more nutritious. Local traders usually source their food locally, so you can be assured of its provenance. It hasn't had to travel far, so you're doing your bit for the environment. Above all, your money stays in the local community rather than ending up in the offshore account of some corporate fat cat.

The world's population is increasing at an alarming rate. And as the population increases, so does the demand for food. So, we assume, farmers across the land must be rubbing their hands with glee. High demand means they can charge more for their product, higher prices mean increased profits, and increased profits increase their chances of a well-earned early retirement.

Paradoxically, however, the opposite is true, because the real power is in the hands of the supermarkets. 'Look,' they say. 'You have a choice. Accept our prices, or we'll look elsewhere for our milk (or potatoes or beef or whatever). And later perhaps we can renegotiate on more favourable terms.' And the producer will accept, desperate to recoup as much of his investment as possible, while hoping that the buyer will honour his rather bland promises.

Is it any wonder, therefore, that so many are selling up and moving on? In fact, over the last 50 years, the total amount of the country's agricultural land has fallen by over 6,500 hectares a year. But while most of us worry about where our food will come from in the future as a result of this, the supermarkets have shrugged their shoulders, turned their back on domestic sources, and started looking abroad.

On the country's high streets, a quiet consumer counter-revolution is taking place. Since the mid-1990s, internet retailers have slowly but inexorably been undercutting and undermining bricks-and-mortar shops with their low prices and seemingly inexhaustible range of products. However, recent research suggests that while the internet retail boom years are still far from over, many consumers are returning to more traditional forms of shopping.

At first glance, the reasons for this might seem obvious. First of all, online offers are not always the bargain they seem, once you factor in costs for postage and packing. Then there is the inconvenience of having to return something when you discover it has been damaged in transit, or it's the wrong shape, size or colour. Perhaps most importantly, there's the lack of immediate gratification you get from making an across-the-counter purchase and walking out of the store with your latest acquisition.

But dig a little deeper, and you find another explanation, one that has nothing to do with choice or price. The fact is, human beings are social animals, and we thrive on physical interaction. We are hard-wired to need face-to-face contact with our fellow humans, to be among others while we go about our business, to talk, negotiate, joke, argue and deal. The superficiality of social networking aside, that's something you're never going to get sitting at a desk clutching your credit card while you wait for the right page to download.

Photocopiable activity

The right words

*bets blame centre dangerous fall financial hopes importance intent intention level life neutral
place places pride purpose purposes restrictions rural safe sense social spirit time wellbeing*

1 The community ____ is very good where I live. You always know that if you have a problem, you can go to a neighbour for help.	2 The city relies heavily on tourism, so everybody is placing their ____ on a good summer this year.
3 I went to the council meeting with the ____ of complaining about the new housing development, but I wasn't given the chance to speak.	4 If you suspect that an elderly or disabled neighbour is struggling to look after him- or herself, it might be a good idea to call your local ____ services for advice.
5 Because the entrance isn't at ground ____, access is difficult for those with restricted mobility.	6 We met to decide how to celebrate the town's 500th anniversary, but to no ____, as nobody could agree on what to do.
7 The outgoing mayor seemed ____ on leaving his mark on the town, even suggesting that the main square should be named after him.	8 A lot of elderly people are complaining that their social life has suffered since the local community ____ shut down.
9 I'm tired of living at home with my parents. Sometime in the next year or so I'd like to move out and get a ____ of my own.	10 We place great ____ on conservation issues in the town, especially with regard to some of the older buildings in the town's historic centre.
11 It's great that you've got a good job with a decent salary and excellent prospects. At last you're going ____ !	12 You should try to involve yourself in community ____ as much as possible, otherwise you'll always be treated as an outsider.
13 Everybody is saying that the old hospital is going to be converted to an old people's home, but I'd place my ____ on it being split up into flats.	14 Mark Jenkins is the most influential businessman in town, and to all intents and ____ is our second mayor.
15 The project started off slowly and was very disorganised, but gradually things began to ____ into place.	16 My tennis trophies take ____ of place on my bookshelf. If anyone moves them, I get quite upset!
17 There's a lot of crime in my city, but you know you're on ____ ground when you come to my neighbourhood, thanks to a strong and visible police presence there.	18 There's a ____ and place for criticising the way the council operates, and this is definitely not it!
19 Our local council provides a number of ____ services, which includes giving advice about things like mortgages and rent.	20 Returning to my home town after being away always gives me a wonderful sense of ____ . I always feel safe and comfortable when there.
21 The council have placed a number of ____ on parking in town. For example, only residents are allowed to park on the streets.	22 I grew up in a small ____ community where everybody knew everybody else's business.
23 Whenever neighbours in my area have a dispute, the others try to arrange a meeting to help them solve it, usually on ____ ground, like a local café.	24 I ought to warn you that if you insist on walking around the city on your own late at night, you're on ____ ground.
25 One of the reasons I like my neighbourhood so much is because of its wonderful ____ of community.	26 When shop windows on the High Street were broken, angry shopkeepers unfairly placed the ____ on young people from the local council estate.

Photocopiable activity

Back and forth

after all the same as soon despite ever since hence in case in spite
 in such a way in which case much as no sooner now that on otherwise
 planning on seeing as such was the moment wanting to

1 ____ the noise at the concert that my ears were ringing for days afterwards.	2 ____ I've left my job and become self-employed, I feel much more in control of my life.
3 I wouldn't want to make London my home, ____ I like spending time there.	4 ____ starting a new life abroad in the near future, they started looking for place where they would both be happy to live.
5 I've worked out our finances ____ that we know exactly how much we have to spend each month.	6 ____ working in Singapore for three years, I moved to Hong Kong to take up a new post.
7 ____ I saw the house, I knew it was exactly the sort of place I was looking for.	8 ____ of feeling tired and ill, I managed to struggle into work.
9 The boiler seems to be working fine. ____, I think we ought to get it serviced.	10 I never seem to have enough money to live on, ____ spending every waking hour of my life working.
11 ____ I can remember, I've wanted to be an artist.	12 ____ had we left the house than it started raining.
13 ____ make a good impression at the interview, I arrived early.	14 ____ you're already here, we might as well make a start.
15 We ought to leave a little earlier than planned ____ the traffic on the motorway is bad.	16 ____ as I got home, the telephone started ringing.
17 I'm going to a wedding, ____ the new suit.	18 We ought to give Ronnie a call, ____ he'll wonder where we've got to.
19 The weather forecast says it's going to be a beautiful, sunny day, ____ we won't need to take our waterproofs.	20 ____ hearing that I'd been accepted for the job, I started calling people to tell them the news.

START ⇨										<u>O</u>								↻
↻										<u>A</u>								↻
↻									<u>T</u>									↻
↻								<u>E</u>										↻
↻							<u>T</u>											↻
↻						<u>T</u>												↻
↻						<u>A</u>												↻
↻					<u>S</u>													↻
↻				<u>H</u>														↻
																		⇨ FINISH

- 1 When you have the time, **send me a letter or email** to let me know how you're getting on.
- 2 Your introduction misses a few important points, but generally you're **doing the correct thing**.
- 3 The college **is very strict in dealing** with students who continually miss their classes.
- 4 Anybody who **disobeys the rules** will be in trouble.
- 5 We've been told that either we **obey the rules** or we leave immediately.
- 6 One thing that makes British people really angry is when someone **jumps the queue**.
- 7 There were a few minor points we couldn't agree on, but on the whole we were thinking **in a similar way**.
- 8 Salaries rarely increase **at the same rate as** inflation.
- 9 You were **rude and unreasonable** when you accused the staff of dishonest behaviour.
- 10 I'm always making excuses for you, but this is absolutely the last time I **risk getting into trouble** on your behalf!
- 11 To raise funds, we could hold a fashion show or something **similar**.
- 12 I didn't like my job when I started back in January, but six months **later**, I'm really enjoying it.
- 13 Being the production manager in my company **makes me responsible** for anything that goes wrong.
- 14 Nicola is always lying about why she hasn't finished a job, and every time her boss swallows her excuses **completely**.
- 15 The project went well at first, but **at some point** things started going wrong.
- 16 Every year, dozens of fire fighters are injured **while doing their job**.

A along the same lines
 B along those lines
 C cut in line
 D down the line
 E drop somebody a line
 F hook, line and sinker
 G in line with
 H in the line of duty

I on the right lines
 J out of line
 K put somebody in the firing line
 L put somebody's neck on the line
 M somewhere along the line
 N step out of line
 O take a tough line
 P toe the line

10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Team 1								Team 2							

1 I like smart clothes, but to tell you the truth, I'd rather not to spend the whole of Saturday in clothes shops.	2 I checked his qualifications and they seemed fine, but it never occurred for me to ask him if he had any experience.
3 The company has a strict dress code for its employees, and expects to be smart and presentable at all times.	4 It's no good in asking Pete for help – he'll make up some excuse about being busy or something.
5 He claims being a qualified interior designer, but I'm not sure I believe him.	6 I really don't feel up to go out tonight, and besides, I have too much to do.
7 She's a good all-round artist, but specialises on making objects out of rubbish and other discarded items.	8 I really appreciate helping me the other day, Gary, and as soon as I can return the favour, I will.
9 We left early, with a view to get a good seat at the front of the auditorium.	10 Carol told me that she liked my suit, and complimented me be the best-dressed person in the building.
11 The company was found guilty about copying other designers' clothes, and passing off the designs as their own.	12 I'd never contemplated about leaving my place of work until I saw an advert for a similar job which paid much more.
13 I don't believe spend a lot of money on expensive designer labels.	14 We enquired about the possibility meet the designer after his talk, but we were told it wouldn't be possible.
15 For some inexplicable reason, when I asked Janet if she'd seen Alan, she burst up laughing.	16 I really need to spend some time on my essay this weekend, but unfortunately I'm committed to help out with the school's annual fashion show.
17 In addition being hot and overcrowded, the room had a really unpleasant smell.	18 I think we had better to leave as soon as possible, or we'll miss the beginning of the show.
19 There's no point in arrive at the airport too early, as there's not much to do there.	20 I'm afraid there's very little prospect things improving in the near future, but we're all keeping our fingers crossed.

Photocopiable activity

The same word, the same form

1 I haven't won any of the tournaments I've entered this year, but I'm going to ____ trying.	A I agree. Chris, ____ a move on, or we're going to be late!
2 What I admire about Bradley is the way he ____ a stiff upper lip when he's under physical and psychological pressure.	B That shouldn't be a problem. She's very popular and ____ on well with everybody.
3 I have no idea how the team ____ going so well when they were two players down.	C That's the spirit! ____ it up!
4 Johnson's injury isn't too bad, but the hospital is ____ him in overnight just in case.	D Fine. We've been ____ down to some serious training, and I'm really enjoying the challenge.
5 The match starts in half an hour, so we really ought to ____ going or we'll miss the beginning.	E Well, they ____ to their original plan, and I think that helped.
6 Maureen thinks she'll get a place on the team provided she ____ on with the team's captain.	F It's about time they did something right! Their rotten performance last year really ____ me down.
7 How are you ____ on in your new team?	G We're ____ our fingers crossed for him, and hope he makes a speedy recovery.
8 I don't believe it! Our team has ____ through to the quarter-finals!	H I agree. Even when he's angry, he always ____ his feelings back.

- 1 Your favourite team has just lost a vital **football match**. You are **bitterly disappointed**.
- 2 Neither of you go anywhere without your **smartphones**. You are **deeply attached** to them.
- 3 You both recently got **emails** from a mutual friend you haven't seen for ages. They were **entirely unexpected**.
- 4 The people in your town are very concerned about the **river**. It is becoming **heavily polluted**.
- 5 The **public transport** system in your town is extremely inefficient. You are both **highly critical** of it.
- 6 Your **best friends** are really nice people, but they're both **painfully shy**.
- 7 Many people are worried about **flying**, but you both think it is **perfectly safe**.
- 8 You are trying to convince people that the **pet snake** you have both bought is **totally harmless**.
- 9 You have both just completed a **marathon** and you are **utterly shattered**.
- 10 A lot of people are expected at the **rock concert** in your town because it has been **widely publicised**.

best friends emails flying football match marathon pet snake public transport river rock concert
smartphones

attached bitterly critical deeply entirely disappointed harmless heavily highly painfully perfectly
polluted publicised safe shattered shy totally unexpected utterly widely

- 1 (students' names) _____ and _____ both feel (adverb + adjective) _____ following a (thing, person, action or event) _____ they have attended.
- 2 (students' names) _____ and _____ are both (adverb + adjective) _____ to their (thing, person, action or event) _____.
- 3 The (thing, person, action or event) _____ that (students' names) _____ and _____ received recently were (adverb + adjective) _____.
- 4 The (thing, person, action or event) _____ in (students' names) _____ and _____'s town is becoming (adverb + adjective) _____.
- 5 (students' names) _____ and _____ are both (adverb + adjective) _____ of the (thing, person, action or event) _____ system in their town.
- 6 (students' names) _____ and _____'s (thing, person, action or event) _____ are (adverb + adjective) _____.
- 7 (students' names) _____ and _____ both think that (thing, person, action or event) _____ is (adverb + adjective) _____.
- 8 (students' names) _____ and _____ have a (thing, person, action or event) _____ which they assure you is (adverb + adjective) _____.
- 9 (students' names) _____ and _____ both feel (adverb + adjective) _____ after taking part in a (thing, person, action or event) _____.
- 10 A (thing, person, action or event) _____ in (students' names) _____ and _____'s town has been (adverb + adjective) _____.

Discourse marker cards

after all	as I see it	at any rate	basically	even so
for example	for one thing	granted	in any case	in fact
in my view	in particular	in the first place	in the same way	nevertheless
of course	on top of that	to begin with	well, actually	what's more

Question cards

Would you agree that when it comes to living a healthy lifestyle, diet is as important as exercise?	How far should we be concerned about the negative impact fast food has on our health?
Do you think people would be much healthier if they cut meat and dairy products out of their diets altogether?	What are the benefits of buying food that is produced locally rather than brought in from further afield?
Do you think that fast food commercials should be banned from television when children are likely to be watching?	What are the advantages of preparing your own food over eating prepared packaged or frozen meals?
Do you think that it is wrong to label foods as 'health foods' when there is no proof that they are good for you?	How far do you think 'health warnings' on foods which we regard as unhealthy would discourage people from eating them?
What would you say are the benefits, if any, of growing your own fruit and vegetables?	Would you agree that nowadays we are faced with too much choice when we go shopping for food in a supermarket?

Student A

1 A: My grandfather has decided to go on a computing course, and he's 85. B: That's great! After all, _____ . C: I disagree. _____	2 A: I've given it a lot of thought, but I can't decide whether to take the job I've been offered, or stay in this company. B: Go for it. After all, _____ . C: I disagree. Stay where you are. _____
3 A: We've got 12 people from different departments preparing our annual report. B: That's good. _____ C: Is that wise? After all, as they say, _____ .	4 A: That new manager in Acquisitions is really scruffy. His suit looks like he's slept in it. I hope that isn't a reflection of his attitude to work. B: It could be. After all, _____ . C: I'm not so sure. Remember, you should _____ .
5 A: I've just been offered a transfer to our Manchester office. Should I accept it now or give it a few days? B: Well, perhaps you ought to think about it. After all, you should _____ . C: Don't listen to him. Say 'yes' right now. _____	6 A: The boss has just given me a huge pay rise! That's not like her at all, and I'm wondering what she's up to. B: Just accept it. As my dad would say, _____ . C: Hmm, I would be a little suspicious. As my dad would say, _____ .
7 A: I'm determined to get to grips with this new computer system, even if it means staying late and working weekends. B: Good idea. _____ , as they say. C: No, not a good idea. You need some time out. _____ , after all.	8 A: The senior managers are holding a meeting to discuss the future of the company. I wish I knew what they were saying. B: Me too. _____ , isn't it? C: I disagree. As far as I'm concerned, _____ .
9 A: Can I join you two for dinner after work tonight? B: Er, sorry Jo. _____ C: Don't be like that, Emma. Of course you can, Jo. _____	10 A: Jim and Martin in Human Resources are rude, arrogant and unhelpful. No wonder they get on so well. B: Well, as they say, _____ . C: I'm surprised. I mean, if _____ , as they say, then logically those two should hate each other!

11 A: I'm worried that, with the company in so much trouble, we're going to end up out of work. Perhaps it's time we started looking for another job. B: Oh, I wouldn't worry. _____ C: Well, I think it's a good idea. _____, isn't it?	12 A: Mr Moriarty was so rude to me in the meeting that I've got half a mind to thump him! B: Perhaps it might be better to write him a formal letter complaining about his attitude. _____ C: No, do it! _____
--	---

Student B

birds of a feather flock together	clothes make the man	knowledge is power
look before you leap	many hands make light work	never look a gift horse in the mouth
nothing ventured, nothing gained	practice makes perfect	the pen is mightier than the sword
two's company, three's a crowd	what will be will be	you're never too old to learn

Student C

actions speak louder than words	all work and no play makes Jack a dull boy	better safe than sorry
beware of Greeks bearing gifts	ignorance is bliss	life is what you make it
never judge a book by its cover	opposites attract	strike while the iron is hot
the more the merrier	too many cooks spoil the broth	you can't teach an old dog new tricks

ask call congratulate fill insist object promise reel regret speak spell talk

achieving against came for I I in interrupting me me me me me of off on on out
out out make missing people that to to to up was why

- 1 'We want more investment in public services,' the MP said at the meeting.
The MP _____ more investment in public services.
- 2 Anne said 'I wish I hadn't missed the opening ceremony.'
Anne _____ the opening ceremony.
- 3 'The new shopping centre will force lots of small local shops out of business, and will destroy the character of the town,' said Lorraine.
Lorraine _____ the new shopping centre.
- 4 'I'm sorry I missed your graduation ceremony, but I'll make up for it, really I will,' said my mother.
My mother _____ for missing my graduation ceremony.
- 5 'You're lazy, arrogant, rude, selfish and thoughtless!' Rachel said to me.
Rachel _____ a list of my faults.
- 6 'I don't like people interrupting me when I'm speaking,' said Professor Kearney.
Professor Kearney _____ him when he was speaking.
- 7 Mrs Harrison said to me, 'Well done on achieving such excellent grades in your exams.'
Mrs Harrison _____ such excellent grades in my exams.
- 8 'Why are you always in such a bad mood?' Mr Reynolds asked me.
Mr Reynolds _____ always in such a bad mood.
- 9 'Let me make this absolutely clear. Unless we cut costs, we'll be forced to close down,' said the director.
The director _____ the need to cut costs.
- 10 'If I were you, I'd wait a while before going abroad to work. I know you really want to do it, but you're too young and too inexperienced,' my father told me.
My father tried to _____ going abroad to work.
- 11 'While you were away, the company employed some new staff, replaced the old computer system and introduced a new dress code,' Robert said to me.
Robert _____ what the company had done while I was away.
- 12 'You really must come on time in future,' my Law professor told me.
My Law professor _____ on time in future.

1 It often is claimed that the more you read, the more you learn, but I am not so sure about this.	2 Many people are assuming that spending three years at university is much easier than working.
3 It has frequently been pointed that women are better than men at certain subjects, especially those that are science-based.	4 Not only are students today worse off financially than they were a generation ago, but they are under much more pressure to do well.
5 A lot of students have built up huge debts at the time they leave university, and they then have the challenge of paying it all back.	6 In some of the respects, doing a full-time academic course is more challenging than working.
7 I think that students should receive government funding to help them with their studies, but only up to the point.	8 To certain extent, students from poor family backgrounds perform better academically than those from wealthy backgrounds.
9 Students today are undoubted under more pressure than those 20 or 30 years ago.	10 I am strongly in opposition to the idea that men should be paid more than women for the same job.
11 Going to university is a young person's first step towards independence. Which is more, it gives them a great opportunity to meet new people.	12 I'm very much in favour about students getting work experience during their holidays.
13 I tend feel that students today are more interested in having a good time than in studying.	14 It is common knowing that more and more students are having problems finding a job when they leave college.
15 I found it very hard to adapt to college life, in spite the support I received from my tutors and other staff members.	16 Unfortunately, I'm not convinced entirely that my Economics professor knows what he's talking about half the time.
17 It can take students a while to settle in when they arrive at university, so everything is very different from anything they have been used to.	18 It is doubted that someone with good academic qualifications would enjoy manual work.
19 I got an evening job when I was at university so as support myself financially.	20 I don't mind working under pressure. In the contrary, I find the challenge of meeting a deadline extremely motivating.
21 I found my years at university extremely challenging, yet interesting enough, I consider them the happiest years of my life.	22 Speaking broadly, the chances of getting a good job when you finish university increase considerably if you have already had work experience.
23 The student flat I lived in when I was at university was perfect except from the noise from the traffic on the street outside.	24 I'm inclined that I agree with those who say that school exams are becoming easier.

Photocopiable activity post-module

Progress check

How are you getting on?

Student's name: _____

Interviewed by: _____

1 Let's start with your motivation regarding your English studies. On the whole, how motivated are you feeling at the moment? (*Circle your partner's answer.*)

☺ Great – I'm really well motivated right now and feel I could take on the world!

☺ I'm reasonably well motivated, but could do with a little more 'oomph'.

☹ I have very little motivation at the moment, and could really do with a good psychological pick-me-up.

2 Can you explain why you chose your option in Question 1?

3 What, if anything, would help you to improve your motivation (or if you chose (☺) in Question 1, to maintain it at its current level)?

4 Motivation and progress are often linked. So now let's move on to your progress. Having just completed Module (*insert module number here*) ____, how much progress do you think you have made in general? Circle one option.

☺ I think I've made very good progress – I'm storming ahead!

☺ My progress has been so-so – it could be worse, but it could be better.

☹ I don't think I've made much progress at all – I'm stuck in a rut.

5 Can you explain why you chose your option in Question 1?

6 Now we'll look at how you feel in more detail. For each of the CPE exam tests below, circle one of the options based on the following criteria.

☺ I've found the exercises we've done for this test quite easy, and feel I've performed well in most of them.

☺ I've found some of the exercises we've done for this test easy and some difficult, but on the whole I've managed to get by.

☹ I've struggled with most of the exercises we've done for this test – they're all rather challenging.

➤ Reading and Use of English ☺ ☺ ☹ ➤ Listening ☺ ☺ ☹

➤ Writing ☺ ☺ ☹ ➤ Speaking ☺ ☺ ☹

7 In your own words, can you explain why you feel this way about each test?

➤ Reading and Use of English

➤ Writing

➤ Listening

➤ Speaking

8 What, if anything, do you think you could do outside the classroom (apart from homework) to improve your exam skills for each of the different tests?

➤ Reading and Use of English

➤ Writing

➤ Listening

➤ Speaking

9 Finally, I want you to make a 'Study pledge' for the next module of your course. Think about two or three things you promise you'll do in order to acquire, develop and improve your English while you are working on this module.

During my English lessons, I pledge to: _____

Outside the classroom, I pledge to: _____

Paper 1 Part 2: Open cloze

For questions **1–8**, read the text below and think of the word which best fits each gap. Use only one word in each gap.

There is an example at the beginning (0).

The fame game

In the 1970s, the artist Andy Warhol famously predicted that (0) there would come a time when everyone could enjoy 15 minutes of fame. (1) _____ that the intervening years have witnessed the advent of live blogging, social-media sites and the 60-second news cycle, you (2) _____ be forgiven for assuming that his prediction has indeed (3) _____ true. A hungry news machine now appears to create celebrities overnight, only to send them back into obscurity after the briefest of flirtations with fame. (4) _____ so it would seem. Because impressions can be mistaken. Researchers have been studying the ways in (5) _____ fame has changed over the last 50 years by analysing the Google news archive. (6) _____ they have found is that the number of people in the news has indeed increased in line (7) _____ the volume of news now available, but that surprisingly the duration of their fame has stayed more or less constant for the past century or (8) _____. And for the top celebrities, time in the spotlight has actually tended to increase in more recent years.

Paper 1 Part 7: Multiple matching

You are going to read an article about a visit to a zoo. For questions **1–10**, choose from the sections **(A–D)**. The sections may be chosen more than once.

In which section does the writer

mention a noise that made him feel slightly uneasy?

1	
---	--

acknowledge the forethought of one of his hosts?

2	
---	--

allude to the cleanliness of a section of the zoo?

3	
---	--

suggest that most visitors don't see the animals at their best?

4	
---	--

imply that the activity he attended would benefit from wider publicity?

5	
---	--

admit to an initial reluctance to take up a suggestion?

6	
---	--

give us an impression of the scale and extent of the whole site?

7	
---	--

describe a physical sensation that more than lived up to expectations?

8	
---	--

report on one way in which the well-being of the animals is ensured?

9	
---	--

mention a thrilling encounter with one particular species?

10	
----	--

A night to remember

Our reporter spent a night camping out inside a zoo in Australia

- A** Scanning the breakfast menu, I found myself swiftly losing my appetite: on offer were beetle larvae, maggots and frozen mice. Fortunately, spending the night at Sydney's Taronga Zoo needn't involve sampling the animals' meals, though it does entail getting extremely close to all manner of creatures. The *Roar and Snore* programme, curiously little known in Australia let alone overseas, allows you to spend a night camping in the heart of the zoo, long after the crowds of day trippers have dispersed. And if your experience of zoos is creatures slumped motionless in their enclosures, or skulking in their dens, then let me assure you that at dusk, the place comes alive and echoes with the din of hundreds of creatures making their presence known. A ferryboat dropped me off at the foot of the zoo, which sprawls across a steeply sloping swathe of bushland across the bay from the city. Guides, Steve and Nikki, awaited with bright, enthusiastic smiles. Ten of us had signed up and, in no time at all, we were busily erecting tents on a rectangle of grass outside the zoo's education centre. An adjacent area of gum trees was inhabited by kangaroos, wallabies and an alarmingly inquisitive emu – our first animal encounter.
- B** After a quick briefing, we set off into the gathering gloom. Steve unlocked a huge metal gate that then clanged ominously behind us. We were in, though not without some trepidation – what had we let ourselves in for? It was just us, a handful of security staff and 2,000 furred and feathered inmates. A gibbon let out a haunting, liquid whoop and wild possums frolicked noisily through the eucalyptus trees above us, their dark silhouettes framed against a full moon. The skyscrapers of the city centre twinkled in the distance as a pair of zebras scuffled in a cloud of dust; farther along, a giant Kodiak bear lumbered menacingly around a large, rock-strewn enclosure. An awesome spectacle in the gloom, but the buzz that evoked was soon surpassed when a pair of snow leopards came within a few feet of us as they paced around the rocky ledges of their cage.
- C** Not all the animals at Taronga are behind bars. Semi-tame African guinea fowl nest in the gum trees and a water buffalo let out a surprisingly cow-like moo, whilst a group of macaws screeched as we climbed back up to the education centre. It gets chilly after dusk, but Steve had left nothing to chance and a warming barbecue was already sizzling with sausages and chicken kebabs. Meanwhile, Nikki brought out some animals that are used to being handled: first a diamond python called Little Spots and then a koala. Even the Australians in the group were enthralled as Nikki showed us the pad of hardened skin that enables the species to sit for hours at a time in the crook of a tree. As she explained, the gum trees they eat contain only four percent protein, so they have little energy to do much else.
- D** After a bitterly cold night under canvas, it was a relief to be woken at dawn for breakfast. As the sun rose and bathed the zoo in a soft, orange light, we fed carrots to the zoo's small herd of giraffes. One of them, Hope, is blind, and sought out the carrots, with her long, slobbering blue tongue. 'If you touch it, you'll notice it feels rough, like a cat's,' said her keeper. As Hope wrapped hers around my outstretched finger, it felt more like sandpaper. As the sun's rays warmed our chilled bodies, we were taken on a behind-the-scenes tour, down a corridor with doors leading to each enclosure, and notices reminding keepers of the animals' diet and welfare requirements. In a scrubbed kitchen, the inmates' food is prepared. Here another cheery keeper, Kristy, showed me the grey-coloured gloop that is fed to small marsupials. 'Have a taste,' she said. I hesitated, then dipped in my finger. It was delicious, like honey yoghurt. We were at the end of our visit and the zoo was again admitting the public. Within an hour it seemed as though every four-year-old in Sydney was careering around the place, letting out squeals of excitement – a sharp contrast to the peaceful, privileged glimpse we'd been given.

Paper 2 Part 1: Essay

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Write your answer in **240–280** words.

Rap music as an art form

Rap music has become the defining US art form of our time. In its showmanship, its exuberance, its hunger for innovation, its love of technology and its ruthless competitive discipline, it represents mass culture in the US like no other medium. What's more, rap and its associated culture is now a global force. In an age when blandness and lack of charisma seem to be the defining features of rock music, rap's biggest stars include some of the most vivid personalities on the international music scene. Furthermore, rap music lyrics are considered as a form of poetry and have been the subject of study by university scholars.

Does rap music do harm?

Rap music continues to have an important role today – especially among young people. According to *The Journal of the American Medical Association*, between the seventh and twelfth grades, the average US teenager listens to 10,500 hours of rap music, just slightly less than the entire number of hours spent in the classroom from kindergarten through high school. Although not all rap music is immoral or violent, there is a strong theme of rebellion and disobedience in the lyrics and people wonder what effect listening to these messages has on young people and what effect this may have on society as a whole.

Write your **essay**.

Paper 3 Part 1: Multiple choice

 T1.2 You will hear three different extracts.

For questions **1–6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear.

There are two questions for each extract.

Extract One

You hear a radio news feature about sea creatures called starfish.

- 1 What is the female presenter doing?
 - A describing the factors that led to an unprecedented event
 - B accounting for mixed reactions to the news item
 - C reassuring listeners who may be concerned
- 2 The male presenter has become aware of a misconception regarding
 - A the type of creature a starfish is.
 - B the way in which a starfish moves.
 - C the composition of a starfish's diet.

Extract Two

You hear a report about a competition for young composers.

- 3 What point is made about the judges of the competition?
 - A They singled the younger age group out for praise.
 - B They admitted that their own talents were less developed as teenagers.
 - C They expressed a reservation about the technical ability of some contestants.
- 4 What do we learn about Leo Dunsford's composition?
 - A It cannot be played without the aid of a computer.
 - B It may need simplifying for future performances.
 - C It uses an original combination of instruments.

Extract Three

You hear a part of an interview with a woman called Clara, who leads a campaign against the use of plastic bags.

- 5 What made the greatest impression on Clara in Hawaii?
- A the way that plastic waste affects individual birds
 - B the number of birds being affected by plastic waste
 - C the inadequate attempts to protect the birds from plastic waste
- 6 When talking about her campaign in Britain, Clara reveals
- A her impatience with the behaviour of others.
 - B her desire to set an example others might follow.
 - C her frustration with those who belittle her attempts.

Paper 1 Part 1: Multiple-choice cloze

For questions **1–8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.

There is an example at the beginning (**0**).

How do we best help others?

According to some psychologists, we should (**0**) **A** our deeper motives when we attempt to help others who appear to be in need of our support. Helping others is clearly a good thing to do, and it can have a therapeutic (**1**) _____ on both giver and recipient. If, however, we begin to focus on what we might (**2**) _____ of helping someone, rather than how that person might be helped, we could be in (**3**) _____ of adopting a somewhat calculating attitude. This would be to (**4**) _____ weight to the ideas of those psychologists who believe that, ultimately, we only do things for our own (**5**) _____ : that no actions are truly altruistic. And, of course, we can all think of examples of problems that have been (**6**) _____ by the well-intentioned, but ill-considered intervention of third parties. We should also (**7**) _____ in mind that doing too much for people and protecting them from the consequences of their actions can reduce their motivation and even rob them of the resources to (**8**) _____ things out for themselves.

- | | | | |
|---------------|----------------|---------------|---------------|
| 0 A examine | B delve | C quiz | D inquire |
| 1 A outcome | B result | C upshot | D effect |
| 2 A take away | B get out | C have back | D come by |
| 3 A peril | B danger | C risk | D hazard |
| 4 A lend | B bestow | C grant | D confer |
| 5 A aims | B ideas | C ends | D favours |
| 6 A irritated | B deteriorated | C antagonised | D exacerbated |
| 7 A call | B bear | C draw | D fetch |
| 8 A cope | B resolve | C tackle | D sort |

Paper 1 Part 6: Gapped text

You are going to read a newspaper article about open-plan offices. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A–H** the one which fits each gap (1–7). There is one extra paragraph which you do not need to use.

The plan behind open-plan

Whether or not open-plan offices, where employees have their own enclosed spaces, create a productive working environment for employees has been the subject of much debate, but there is a strong argument that the benefits of an open-plan working environment go beyond the purely financial. I once had the chance to visit New York's City Hall, during the period when Michael Bloomberg, the former trader-turned-financial-information-mogul, was working there as mayor. As I entered his empire, I experienced a small shock.

1

The man himself sat in a vast, airy, open-plan room, surrounded by officials and banks of giant data screens, showing information on issues as varied as traffic flows or public satisfaction with the police. Anybody holding a meeting was encouraged to sit on a central, raised dais, rather than scuttle into a private hole; the idea, as one employee explained, being to encourage a climate of transparency and collaboration.

2

Is the open-plan spirit associated with those environments appropriate to other work contexts? It is a fascinating and important question. Many of us spend an inordinate amount of time in an office environment, and as anthropologists, architects and psychologists often note, the way we are physically organised shapes how we work and think in a profound way.

3

So it was that the quasi-cubicle system was born, but it was as much a reflection of natural human instincts as it was dictated by the practicalities of the work itself. What gradually emerged were 'offices' where so much paper had to be dealt with that a tradition of piling it high around individual desks became the norm – a feeling of privacy being the not unwelcome by-product.

4

Consequently, 'flat top' desks proliferated, to permit oversight, even though in reality bosses continued to retreat to private offices away from the staff whenever the opportunity arose. Then, in 1965, an industrial designer called Robert Propst hit on the ingenious idea of the cubicle office system, and it became fashionable to divide office workers once again, to preserve privacy.

5

There is some evidence that removing physical barriers does indeed bring people closer to one another and does promote casual interactions. This was the conclusion in an utterly fascinating piece in the *Harvard Business Review* in 2011. This should be required reading for any bosses planning an office design. But there's a roughly equal amount of evidence that because open spaces reduce privacy, they don't foster informal exchanges and may actually inhibit them.

6

Moreover, to promote collaboration, office bosses must not only approve informal debate, but also promote shared activities within a semi-private space. Congregating around photocopiers and coffee machines helps employees bond and share creative ideas, whereas creating formal 'lounges' does not. Scandinavian Airlines is apparently a wonderful case study for how to get things wrong.

7

But, as someone who has worked in both a rabbit warren and an open-plan environment, I strongly favour the latter, and wish that more governments would adopt the system. After all, anything that promotes greater transparency and egalitarianism seems a thoroughly good idea. Knocking down walls may seem like mere symbolism; but, like all symbols, it can be a powerful place to start.

- A But in our own times, that pendulum has swung back. Most large companies have – like Bloomberg – embraced the idea of open-plan space in the hope of promoting collaboration. In truth, corporate experiences of this arrangement are very mixed, as two decades of research by management consultants shows.
- B During my career as a journalist, I have often walked through government buildings, and have become accustomed to seeing a rabbit warren. Across the western world, senior officials typically work from offices interconnected by corridors, guarded by secretaries in ante-chambers. This building though, was different.
- C How Bloomberg's open-plan design at City Hall stacks up, on these criteria, is tough to assess from the outside. The employees I spoke to seemed pretty happy, but it may have been early days. Received wisdom suggests that open-plan tends to become less attractive as people get older, and may not be equally suited to all kinds of business.
- D In theory, anyone in such a space can see – and yell at – everyone else; much as they can on a modern financial trading floor or at a newspaper. This, of course, is no accident given that Bloomberg spent most of his career building the financial information giant that bears his name.
- E It was the changing nature of work itself and the emergence of mobile technology that led to that evolution. Companies started experimenting with a mix of cubicles, open workstations, private offices and group workstations. In some cases, these were not assigned to one particular individual, but were available to any employee of the company on either a reservable or first-come, first-served basis.
- F The key issue to address, apparently, is whether employees feel any sense of control. People must feel confident that they can converse without being interrupted or overheard and must also be able to avoid interacting whenever they want. Without that possibility, staff will instead choose to conduct important business out of the office, or retreat into private 'cyber caves', doing their work entirely online.
- G The trend towards separation intensified, as clerks started to surround their desks with more papers and machines, and bosses expressed hierarchies by retreating to a superior enclave. But in the early twentieth century, a new idea spread in American companies: that top managers should watch their workers to keep productivity high.
- H Yet, generally, we barely even notice our surroundings. Except, that is, when somebody such as Bloomberg tries to shake things up. The idea of an 'office' let alone its layout – has not been constant. It first cropped up in Ancient Roman times, when magistrates worked in temples and palaces. These typically included a place for storing documents, and this developed into the place where the scribes actually worked.

Paper 2 Part 2

Write an answer to **one** of the questions **1–3** in this part. Write your answer in **280–320** words in an appropriate style.

- 1 An international magazine is running a series of reviews of electronic gadgets that can make a real difference to people's lives. You decide to send in a review in which you describe a gadget that has changed your life, saying why it is particularly suitable for your needs. You should also evaluate how useful the gadget might prove to be for people with differing needs to your own.

Write your **review**.

- 2 An organisation that promotes alternative remedies and therapies recently held an event in your college, where various practitioners had the opportunity to give presentations about their ideas. There were also stands giving further information about various remedies and therapies. You have been asked to write a report for the college magazine, describing the whole event and identifying two contributions which you feel were of particular relevance to students at the college.

Write your **report**.

- 3 An international student magazine is running a series of articles on the subject of scientific research. The magazine has invited readers to send in articles which briefly describe a piece of research which has had a great impact on a subject which they have studied. The article should explain why the research was particularly significant for their subject and the impact it may have on the wider world.

Write your **article**.

Paper 3 Part 4: Multiple matching

 T1.3 You will hear five short extracts in which people are talking about taking part in research projects.

TASK ONE

For questions **1–5**, choose from the list (**A–H**) what motivated each speaker to take part.

TASK TWO

For questions **6–10**, choose from the list (**A–H**) how each speaker felt after the experience.

While you listen, you must complete both tasks.

A curiosity about the subject

Speaker 1 1

B a commitment to science

Speaker 2 2

C the financial arrangements

Speaker 3 3

D the relevant experience it provided

Speaker 4 4

E the chance to support a classmate

Speaker 5 5

F a desire to prove someone wrong

G a wish to make a good impression

H the prospect of greater involvement

A physically exhausted

Speaker 1 6

B disappointed by the lack of feedback

Speaker 2 7

C keen to repeat it

Speaker 3 8

D critical of how it was organised

Speaker 4 9

E proud of an achievement

Speaker 5 10

F inspired to do further study

G emotionally uplifted

H uneasy about something

Paper 1 Part 3: Word formation

For questions **1–8**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (**0**).

Book surgery

Before the days of digital storage files and the easy (0) ACCESSIBILITY of the internet, almost every family home boasted a set of encyclopaedias, a world atlas and a selection of other weighty tomes that served as an (1) _____ source of reference. Although these hefty volumes have long been rendered obsolete by (2) _____ technological advances, there is often a genuine (3) _____ to get rid of them. Those with attractive (4) _____ may find a new use as an interior design feature, but the rest are (5) _____ consigned to otherwise empty bookshelves in dusty corners of spare bedrooms.

The artist Brian Dettmer could, however, come to their rescue. He has come up with an (6) _____ way of giving such books a new lease of life. Using what he calls 'book surgery', Brian creates a (7) _____ out of each redundant volume. After sealing the edges of the book, he painstakingly cuts into the surface to create intricate patterns in 3D. He never adds anything to his creations, however, for the skill lies both in making precise (8) _____ and in knowing exactly how much material to take away.

ACCESSIBLE

VALUE

GO

RELUCTANT

BIND

VARIABLE

GENIUS

SCULPT

INCISE

Paper 1 Part 5: Multiple-choice questions

You are going to read an article about British and US versions of English. For questions **1–6**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

National identity? Do the math(s)

What difference does a letter 's' make? When it comes to number crunching and national pride, the answer for some people in the USA and Britain is 'a lot'. A few days ago, I wrote a column for the financial pages of a British newspaper about equity market issues in the USA. I argued that it was tough for the Federal Reserve – or anyone else – to prove whether so-called 'short-selling bans' actually worked on the basis of any 'math'. To be honest, that is not a spelling of the word that I would normally use; the British style is 'maths', whilst in the USA, people typically say 'math'. But I'd been chatting with some US academics just before I wrote the piece and was focused on the equity market issues. Thus the word 'math' crept in, and that missing 's' seemed such a trivial issue that nobody picked it up. When my column was published, however, my spelling elicited almost as many comments as my views on short selling. 'Why is a British journalist for a British paper saying "math" instead of "maths"? It's really annoying,' thundered one reader. Or as another said: 'Many feel strongly that American English and British English should not be swapped indiscriminately.' 'Math' seems such an affectation for a UK-educated person (and certainly a mathematician) to use that it is seen as crossing a red line and going over to the other side.

Why such emotion? At first glance, it seems somewhat odd. If you look at the linguistic history of mathematics, that 's' can be justified or dismissed with equal logic. Linguists believe that the word takes its root from the Ancient Greek *manthanein*, which can be roughly translated as 'to learn'. Initially, this meant general 'learning' – hence the word 'polymath'. But in the fourteenth century, the term 'mathematics' entered the English language, from French, and became associated with numbers. However, and crucially, this concept was initially expressed as a plural, because medieval number crunching came in many forms, including astrology, trigonometry, calculus and physics. But then something curious happened: by the twentieth century, the word had mutated into a singular noun, notwithstanding that final 's' (in the same way as 'physics') and that sparked the transatlantic linguistic divide: in the USA and Canada, 'mathematics' came to be abbreviated to 'math' because it was easier to pronounce and acted as a singular concept in terms of grammar ('math is my favourite subject'). In Britain, Australia and the rest of the English-speaking world, however, that 's' was retained ('maths is my favourite subject').

Given that the meaning is otherwise identical, you'd think that the words were largely interchangeable and that it would hardly matter which was used. But judging from the blogosphere, no such assumption can be made on either side of the Atlantic. One male reader of my column blames this on a deep sense of 'intellectual insecurity' about quantitative issues today. 'People know that they ought to understand maths ... but most at some point in their education reach a stage where they can no longer meet the challenge that the subject poses. Hence the mention of math or maths induces a sense of anxiety and remembered humiliation that provokes them to prove that they can at least spell.'

More to the point in this instance, however, is the fact that two-thirds of the world's English speakers reside in the USA, where they use American words and spellings. Data suggests that the remaining third are becoming increasingly Americanised too: a growing proportion of textbooks in the emerging market countries are being produced in an American style. It is perhaps no surprise that some British nationals are defensive, using their version of English as a way of guarding their history and culture, and thereby perpetuating its idiosyncrasies. Yet it's strange to think all of this emotion should have been focused on a concept that does not involve language. The beauty of numbers, after all, is that they transcend culture and the narrow confines of grammar. But humans are rarely entirely logical when so much is at stake. So my suggestion is that we all just declare a truce – and learn to say 'arithmetic' instead.

- 1 In the first paragraph, we learn that the writer used a US spelling in an English newspaper
 - A to appease US academics.
 - B in a moment of inattention.
 - C in an attempt to be provocative.
 - D to best reflect her subject matter.
- 2 Many of the writer's British readers regarded her spelling of the word in question as
 - A a sign of disloyalty.
 - B a reflection on her education.
 - C a result of her training in mathematics.
 - D an attempt to curry favour with Americans.
- 3 In the second paragraph, the writer
 - A suggests that the British use of 'maths' is an anomaly.
 - B explains why a plural concept of 'mathematics' developed.
 - C investigates the changing meaning of the word 'mathematics'.
 - D questions the logic behind the idea of a singular concept of 'math'.
- 4 What does the writer imply in the third paragraph?
 - A She fails to see why alternative spellings came to co-exist.
 - B She regards the US spelling of the word as the more convenient.
 - C She finds the debate about the spelling of the word somewhat petty.
 - D She wonders if the two spellings reflect different ideas about the subject.
- 5 The reader's comment quoted is implying that
 - A mathematicians have little patience with linguistic irregularities.
 - B maths students resent the suggestion that they lack language skills.
 - C people who are good at mathematics also tend to be good at spelling.
 - D language skills are perceived as easier to acquire than mathematical ones.
- 6 From the conclusion, we understand that the writer
 - A supports the idea of standardised spelling in English.
 - B predicts that different varieties of English will disappear.
 - C regrets the attitude of those who defend varieties of English.
 - D accepts that language is an important part of cultural identity.

Paper 2 Part 1: Essay

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Write your answer in **240–280** words.

Why buy a guidebook?

It never ceases to amaze me the money people waste on guidebooks. If I am going to visit a new country or region, I want to explore it for myself, not to read all about it before I go. I can't see the point in being told where to go and what to see. Guidebooks usually direct you to all the typical tourist spots, so you end up seeing the same things as everyone else. My best travel memories are of visiting street markets and restaurants in little towns that the guidebooks don't even mention. That way, you really get an insight into the way people live in a country and you get to try the local cuisine.

Choosing the right guidebook to suit you

Visit any bookshop these days and you'll find a good choice of regularly updated guidebooks to almost every country in the world. Gone are the days when it was assumed that all tourists were the same and only wanted to visit the main sights. Now there is a guidebook to suit every type of traveller, whether you are looking for five-star comfort in the big cities or just want directions to the cheapest backpackers' hostel in a provincial town. What's more, specialist guidebooks now cater for the needs of those with particular interests, such as cyclists or foodies. Clearly, there's a need to choose the right one to meet your needs, and reader reviews on the internet can be a good starting point.

Write your **essay**.

Paper 3 Part 2: Sentence completion

T1.4 You will hear a student called Mara Barnes giving a presentation about the language of the Piraha people who live in the Amazon basin.

For questions **1–9**, complete the sentences with a word or short phrase.

The Language of the Piraha

Mara defines the way of life of the Piraha people as fitting into the (1) _____ category.

Mara explains that because most speakers of Piraha are (2) _____, the language is not under imminent threat.

Professor Everett was surprised to discover that the Piraha language has no words for ideas like (3) '_____' or 'number'.

Mara says that common objects such as (4) _____ were used to establish whether Piraha people could count.

Mara thinks that the Piraha language sounds more like (5) _____ than speech.

The (6) _____ used in the Piraha language are thought to have originated in another local language.

Mara uses the term (7) '_____' for a common concept related to time that Piraha people seem not to have.

Professor Everett gives the example of the Piraha's superior (8) _____ to support his idea that they are not unintelligent.

Mara uses the expression (9) '_____' to describe her attitude towards Professor Everett's theory of language.

Paper 1 Part 4: Key word transformations

For questions 1–8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Here is an example (0).

Example:

- 0 Would you have any objection to my bringing a friend to your party?

mind

Would _____ brought a friend to your party?

0 you mind if I

- 1 Luke generally goes swimming on Friday evenings after work.

habit

Luke _____ on Friday evenings after work.

- 2 There has been a sharp fall in the number of people making regular use of the public library.

basis

The number of people using the public library _____ sharply.

- 3 I will only play Scrabble with Daria if she promises not to try and bend the rules.

abide

Unless Daria _____, I won't play Scrabble with her.

- 4 Blake fully intends to complain about the attitude of the staff at the hotel.

every

Blake _____ a complaint about the attitude of the staff at the hotel.

- 5 Louisa wasn't confident enough to enter the competition.

go

Louisa lacked the _____ the competition.

- 6 Anyone who handles this ancient book must wear gloves.

when

Gloves _____ handling this ancient book.

- 7 Only club members are allowed to use the tennis courts at weekends.

limited

Weekend _____ club members.

- 8 How likely is John to accept our suggestion?

going

What _____ with our suggestion?

Paper 1 Part 7: Multiple matching

You are going to read an article about the attraction of buying and renovating old houses. For questions **1–10**, choose from the sections (**A–D**). The sections may be chosen more than once.

In which section does the writer

accept that the location of the house called Desolate left a lot to be desired?

1

admit to harbouring some regrets about a missed opportunity?

2

attempt to rationalise her feelings about the house she wanted to buy?

3

draw an analogy to underline how seriously she took an idea?

4

pinpoint the moment when she decided to go for something?

5

mention feelings of curiosity arising out of a conversation?

6

recount the story of another person who experienced similar feelings to her own?

7

recall getting the first inkling that a dream wouldn't be realised?

8

remember ignoring sensible misgivings about a plan?

9

suggest that her behaviour on one occasion was out of character?

10

Love at first sight

Why are people attracted to the idea of buying and renovating ruinous old houses?

- A Years ago, glancing through the property pages of the newspaper one evening, I stumbled upon a tiny photograph of a small ivy-clad stone house with a triangle of blue sea in the background. 'For sale by auction' it said, 'guide price: £80,000.' Even if I'd been looking for a country house, and I wasn't, I'd hardly have opted for one in such a remote area, yet somehow that little image became lodged in my mind. Next day, on a whim, I rang the selling agent. The house, I gleaned, gloried in the name Desolate, was truly in the middle of nowhere and hadn't been touched in half a century. Intrigued, I immediately felt an urge to go and see it for myself. So, it was that the following weekend, after an inordinately long drive down from London with the whole family in tow, I found myself edging up the seemingly interminable farm track that led up to Desolate from the main road. It turned out to be two little houses joined by a stone archway. On one side was a clapped out electricity generator; on the other, a couple of dingy rooms downstairs and a couple more upstairs, all with rotten windows and peeling, brown wallpaper. But from the sitting-room window was a view of a garden gate opening onto a field with the sea cliffs beyond. On seeing that, I was smitten.
- B For more than 50 years, or so the story went, it had been home to a woman aviator called Miss Darker whose wartime exploits had allegedly inspired Michael Ondaatje's novel, *The English Patient*. In the film, she's played by Kristin Scott Thomas and meets a nasty end in the north African desert. The real-life Miss Darker returned home and spent the rest of her life as a recluse at Desolate. All of this just added to my conviction: I just had to have her house. I didn't care that my children thought it the grottiest thing ever, pointing out that despite the view there was no access to the sea, and it was miles to the nearest shop. My ears were closed to such details. I was in love and would elope if need be. I spent the next two weeks gazing rapt at the photos I'd taken and counting money.
- C On the day of the auction, I drove down with an old friend. I took her to see Desolate first, showing it to her with anxious pride as I would show her a man I was marrying. Yes, she said. She understood. The sale was being held in a quiet local town, but as we arrived I sensed my plan was going awry. The car park was jammed with large 4x4s and the room itself was full of braying Londoners: mostly women with expensively abundant hair, all looking strained and excited. I took my place in the front row so I wouldn't have to see the others crammed in behind me. The bidding started at £50,000 and went up slowly. When it paused at £120,000, I was about to raise a shaking hand, but it raced on up, far out of reach until Desolate eventually sold for the best part of half a million. I couldn't look at the man who'd bought it. I got into the car and wept. It was shameful for an unsentimental, middle-aged woman to be brought so low by a heap of stone and a view. But I was desolate over Desolate.
- D The memory of that thwarted love affair came back to me recently when a friend called to tell me about a house she'd seen that was far too expensive for her and suited her in no way. I could hear in her voice that it was pointless trying to talk sense into her. I started to wonder what it is about these houses that can hold such allure for people that they sell for many times their value. Internet message boards are testimony to the fact that it's by no means an uncommon scenario. Perhaps the real reason has little to do with bricks or mortar. You look at a view and you think: 'This will make my life different.' And of course, the houses we fall for most are those that need us most – those where we can most easily make our mark and become part of their history. In the end, we did buy a house; an ugly, cheap and practical one. But the sea is easily reached and through repeated use I've grown fond of it. Yet in writing this article I've looked again at the photographs I took of Desolate all those years ago and my heart still aches, just a bit.

Paper 2 Part 2

Write an answer to **one** of the questions **1–3** in this part. Write your answer in **280–320** words in an appropriate style.

- 1 An international magazine is running a series of articles to explore the link between developments in communications technology and personal freedom. You have been asked to write an article for possible publication. Your article should describe how your own life and that of your immediate family has changed as a result of developments in communications technology, and say whether these have resulted in increased personal freedom for members of your family or not.

Write your **article**.

- 2 Following a class discussion on the subject of modern architecture, your teacher has asked you to write an essay with the title:

Modern architecture: will it stand the test of time?

Your essay should compare the modern buildings in your city or region with those built in the past, saying how well they meet the needs of local people and how they are likely to be regarded by future generations.

Write your **essay**.

- 3 A website aimed at international students is posting a series of reports on the subject of the fashion industry in different countries. The website has invited users to send in reports in which they compare the impact of local and international fashion trends on what people of different ages wear in their particular country.

Write your **report**.

Paper 3 Part 1: Multiple choice

 T1.5 You will hear three different extracts.

For questions **1–6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear.
There are two questions for each extract.

Extract One

You hear part of a programme on the subject of interior design.

- 1 What does the man suggest about the idea he's describing?
 - A It merely takes a common practice to its logical conclusion.
 - B It may be raising people's expectations unfairly.
 - C It is unlikely to achieve its intended results.
- 2 In answering the man's question, the woman is
 - A correcting him on a point of detail.
 - B explaining the thinking behind a strategy.
 - C bemoaning some buyers' lack of experience.

Extract Two

You hear part of a discussion about an online car-sharing scheme.

- 3 The man's main reason for remaining part of the scheme is
 - A the considerable financial benefits he's reaping.
 - B the satisfaction that comes from helping the environment.
 - C the pleasure he derives from the company of fellow travellers.
- 4 What point is the woman making about commuters who take part in the scheme?
 - A Some of them have unreasonable expectations.
 - B Flexible arrangements may work best for them.
 - C They are harder to please than other types of users.

Extract Three

You hear part of a lecture on the subject of conceptual art.

- 5 The lecturer mentions the work of the artist Gonzalez-Torres in order to
- A explain the role of the viewing public in conceptual art.
 - B underline the responsibility of the owner to display conceptual art.
 - C illustrate how the art market deals with the problem of conceptual art.
- 6 According to the lecturer, the fate of the drawing he mentions
- A resulted from a misunderstanding regarding its ownership.
 - B demonstrated the importance of precise documentation.
 - C revealed a weakness in an established procedure.

Paper 1 Part 1: Multiple-choice cloze

For questions **1–8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.

There is an example at the beginning (**0**).

Jibbitz

The (**0**) **A** was a familiar one: rainy afternoon, bored children, Mum scrabbling around for ways to amuse them. Sheri Schmeizer from Boulder, Colorado, (**1**) ___ through her sewing kit, found some silk applique flowers and beads, and started to tie, stick and glue them into the holes of her children's Crocs, those ugly but (**2**) ___ practical plastic shoes with holes punched in the top. The kids thought the idea was really cool and coined the name 'Jibbitz' for the seemingly pointless adornments.

By the time Sheri's husband, Richard, came home from the office, the kids were happily (**3**) ___ over who was to have which shapes and colours, and arranging swaps. Seeing the kids so absorbed, Richard was quick to spot the business potential in the game that his wife had (**4**) ___ invented. Next day, he (**5**) ___ for all the relevant patents, trademarks and copyrights.

In no time at all, with the children (**6**) ___ to secrecy, the couple had (**7**) ___ into their savings to set up a company. Within three years, Jibbitz had become a global craze and the company was (**8**) ___ \$20 million.

- | | | | |
|-------------------|-----------------|---------------|--------------|
| 0 A scenario | B occasion | C backdrop | D setting |
| 1 A sifted | B rummaged | C flicked | D browsed |
| 2 A solely | B exclusively | C singly | D uniquely |
| 3 A bickering | B chattering | C spluttering | D wittering |
| 4 A unconsciously | B thoughtlessly | C unwittingly | D mindlessly |
| 5 A requested | B entered | C filed | D lodged |
| 6 A avowed | B sworn | C promised | D agreed |
| 7 A dipped | B delved | C reached | D scooped |
| 8 A appreciated | B wealthy | C valued | D worth |

Paper 1 Part 6: Gapped text

You are going to read a newspaper article about solar lighting. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A–H** the one which fits each gap (1–7). There is one extra paragraph which you do not need to use.

Lighting the way

Just as the spread of mobile phones in poor countries has transformed lives and boosted economic activity, solar lighting is poised to improve incomes, educational attainment and health across the developing world.

1

The same was true of mobile phones which caught on quickly because they provided a substitute for travel and poor infrastructure, helped traders find better prices and boosted entrepreneurship. For a fisherman or a farmer, buying a mobile phone made sense because it paid for itself within a few months.

2

The potential savings in such places are huge. According to a recent study by the International Finance Corporation, an arm of the World Bank, ten billion dollars a year are spent on kerosene in sub-Saharan Africa alone to illuminate homes, workplaces and community areas. Globally, the figure has been put at 36 billion dollars. Flexiway, an Australian-Argentinean maker of solar lamps, found in its trials in Tanzania that households often spent more than ten percent of their income on kerosene, and other studies have put the figure as high as 25 percent.

3

Take a look at some of the solar lamps now available in Africa, Asia and Latin America, and their superiority is immediately apparent. Even the most basic solar lamps outperform kerosene lanterns. A typical device takes eight to ten hours to charge, and then provides four or five hours of clear, white light from high-efficiency white LEDs. The number of times solar lamps can be charged before their internal batteries wear out has improved enormously in recent years, along with their ability to cope with dust, water and being dropped.

4

'The technology end of the solar business is there; now we have to think of the business model,' says Nick Hughes, co-founder of M-KOPA, a start-up based in Kenya. He previously helped develop M-PESA, Kenya's world-leading mobile-money transfer scheme, which is used by nearly 70 percent of the adult population and has spawned imitators in many other countries. Mr Hughes now wants to apply the same thinking to lighting.

5

As long as they keep up the payments, the system provides light and power, and eventually they own it outright. Using mobile money as a flexible payment mechanism means that relatives can chip in remotely and allows farmers to vary the size of payments depending on their cashflow.

6

Eight19, a start-up spun out of Cambridge University, has a similar model in which small payments, like those used to buy kerosene, allow the purchase of a solar-lighting system to be spread out. Users of its IndiGo system pay around ten dollars up front. They then buy scratch cards for as little as a dollar each, and send the number on each card by text message to a central server that responds with an access code to tap into the IndiGo unit providing a certain number of hours of lighting.

7

But whichever proves more popular, one thing seems guaranteed: demand for cheap, efficient lighting is only going to grow. Even in the best-case scenarios, the number of people without electricity will tick up to one-and-a-half billion by 2030, as population growth outstrips electrification. The rate of innovation in delivery models, technology and design, in both rich and poor countries, suggests a bright future for solar lamps – and a slow dimming of kerosene's flame.

- A And the century-old technology does not merely eat up household income that could be spent on other things. It is also dangerous because of the fire hazard. The wicks smoke, the glass cracks, and the light may be too weak to read by, whilst climate-changing carbon dioxide emissions are produced.
- B Again, each payment goes toward buying the system outright, and a typical family will have paid for it after 18 months of use. Even while paying off the loan with scratch cards, users pay half as much for each hour of lighting as they did with kerosene. With both models, the lights go out if the payments stop, providing an incentive to keep paying.
- C As happened with its predecessor, solar lighting is falling in price, improving in quality and benefiting from new business models that make it more accessible and affordable to those at the bottom of the pyramid. And its spread is sustainable because it is being driven by market forces, not charity.
- D Despite these advances, the starting price of ten dollars or so is still too high for the poorest customers to pay, at least up front. But as with mobile phones, prices continue to fall and innovative solutions are starting to emerge that could provide new ways of spreading the cost.
- E It also provides a mechanism for the government to provide subsidies for households with infants, or children studying for exams. In addition, a payment record is produced which could be used by banks as a credit history when offering loans or mortgages. The first commercial units went on sale in June.
- F The importance of design should not be overlooked either. Just as mobile phones have become status symbols, the same could happen with personal solar lamps. That will mean placing more emphasis on styling and appealing to younger consumers, for whom a device capable of doubling as a torch and desk light would be particularly useful.
- G The company's system consists of a base-station with a solar panel, three lamps and a charging kit for phones – an entire electrical set up for a small house that would normally cost around 200 dollars. Customers have to find 30 dollars up front and then gradually clear the balance in small instalments using their mobile phones.
- H The economic case for solar lighting is even clearer: buying a lamp that charges in the sun during the day, and then produces light at night, can eliminate spending on the kerosene that fuels conventional lamps. Of the one-and-a-half billion people without access to grid electricity, most live in equatorial latitudes where the sun sets quickly and there is only a brief period of twilight. But solar lamps work anywhere the sun shines, even in areas that are off the grid, or where grid power is expensive or unreliable.

Paper 2 Part 1: Essay

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Write your answer in **240–280** words.

Competition

Life is inherently competitive. If young people are to do well, then they need to learn to be competitive from an early age. Individual and team sports therefore represent a key element in any child's education and should be at the centre of the school curriculum. Such activities will engender a spirit of competitiveness in young people that will make them want to win, not just on the sports field, but also when it comes to academic work and examinations – because those are inherently competitive too. Of course, not everyone can be successful – fear of failure is what gives competition its edge, so that's also a positive thing.

Everyone can be a winner

I was lucky enough to attend a school where students were encouraged to cooperate with each other rather than be competitive. We never knew who was top in the class because test results were never presented in that way – we just got feedback on our performance. Although we were encouraged to take exercise, competitive sports weren't encouraged. In running, for example, we aimed to improve our personal time rather than beat somebody else. I think the philosophy of my school has made me a better person, and most of my classmates went on to do well in their external exams – proving that competitiveness isn't a prerequisite for success in life.

Write your **essay**.

Paper 3 Part 3: Multiple choice

 **T1.6** You will hear two sports commentators called Heidi Stokes and Rob Aslett taking part in a discussion on the subject of gyms.

For questions **1–5**, choose the answer (**A, B, C** or **D**) which fits best according to what you hear.

1 What do Rob and Heidi think about government proposals regarding the problem of obesity?

- A They over-emphasise the role of dietary factors.
- B They represent a radical solution that must be worth trying.
- C They over-estimate the extent to which the fitness industry can help.
- D They are attempting to accommodate too many varied perspectives.

2 Heidi agrees with the suggestion that regular gym attendance

- A can discourage people from keeping fit in other ways.
- B may lead to obsessive behaviour in some cases.
- C generally forms the basis of a healthy lifestyle.
- D could be harder to keep up in rural areas.

3 When asked about motivation, Rob suggests that many gym clients lose interest

- A if they don't get good value for money.
- B if they don't find it enjoyable on a social level.
- C if they don't make it part of a wider fitness regime.
- D if they don't perceive real gains in personal fitness.

4 What does Heidi suggest about membership levels in gyms?

- A The best ones restrict access at peak times.
- B Most recruit more people than they can cope with.
- C It is impossible to predict demand with any accuracy.
- D Over-recruitment can be counter-productive in the long run.

5 Rob thinks the key to successful gym marketing lies in

- A remaining true to the core values of fitness and strength.
- B appealing to a wide cross-section of the population.
- C joining forces with providers of related activities.
- D specialising in the needs of certain key groups.

Module 1

Listening 1, Page 12, Exercise 3

Good evening. My name's James Quigley, and I work as an animator. Funnily enough, I didn't start out with such a career in mind, however. I'd always loved drawing, and as an only child, spent a lot of time on my own, doodling. I decided to study for a degree in Fine Art at first, with a view to working in illustration. But during the Foundation year, we were introduced to animated images, and I soon became hooked. I made a short film called *Happy Cow* – which I cringe at now, of course! But, at the time, my classmates really loved it. It was incredible seeing my drawings come to life on the screen, and I got a real thrill from being able to make people laugh.

The course emphasised the importance of drawing, and my tutor influenced my ultimate style considerably. It was him who told me not to erase any imperfections, but rather to draw over them and correct them, because this contributes to an overall effect of movement. It adds to the energy of the drawing, and so is ideal for animated images, enhancing the effect of characters in constant motion. As a boy, I loved cartoons such as *Tintin* and *The Snowman*. I set out to emulate that style in my own work, because I generally prefer realistic drawings to exaggerated satirical or humorous cartoons.

Initially, I did do some work for magazines and children's books – but I kept slogging away at short film projects on the side. A costly business, I can tell you! But finally, after several financial setbacks, and rejections, I decided to enter a piece in a film festival, and fortunately won several awards! This gained me the attention I needed to break into more commercially viable work. At one point, I had projects with a magazine, book publisher and animated commercials at the same time! It was then that I realised I needed to focus more. I still do quite a bit of work for advertisements, as these tend to be fairly short projects, yet lucrative. So, they fund the films. Although I've worked on more mainstream animated film productions for some of the big companies, I really enjoy the freedom that creating my own films gives me.

You see, I love the whole process. The exploratory key drawings creating the characters and storyboard, and then all the in-between 'motion' frames. Creating an animated film involves a great deal of collaboration, and I love the way everybody pushes towards a common goal. I guess it's one of the many things about the business that people outside of it are surprised by. Another thing I'm always being asked is why, despite all the on-screen technology at our fingertips, I still choose to do most of the artwork by hand. I can only say it's the way I prefer to work. It's then scanned onto the computer, of course, but I relish that fundamental first contact. That's not to say I reject the technology. It's really freed animation from a lot of restrictions, as we can develop the drawings on the computer, and the possibilities are endless. This is one of the reasons animated films are now getting so much exposure, and are up there with live-action movies, receiving Oscars.

So what does it take to be a good animator? Clearly precision is very important – I'm obsessive about getting the details right and that requires patience too – and you do need to have imagination to bring your ideas to fruition. But I'd say that observation is key to the animator's work. You have to look, and not only see the world around you, but how it moves. Animals are particularly difficult because they move in so many different ways. And you mustn't lose sight of the essential connection between the way a character moves, its facial expressions and its voice. Actors have really helped there. On several occasions, I've gone back and changed a character's body language based on performances during recordings. So before I go on to ...

Listening 2, Page 15, Exercise 1

When you record in a studio, you have the space and time to try things out. By this I mean you can do more than one take, or recording, so that you can later choose which one you prefer. You can experiment with mixing techniques, record one instrument at a time and build it up little by little. Objectively, recording in a studio is the best possible way to get clean-sounding audio. Unfortunately, although studio recordings are technically perfect, they sometimes lack the soul and the strength of emotion that artists produce in a live performance. There's nothing to beat that, really!

Listening 2, Page 15, Exercise 2

Speaker 1

Never having been one for competitive sports, I was hard-pressed for ideas when told I needed to counteract the inevitable effects of my rather sedentary lifestyle. So when a mate said she was going to breakdancing classes, I asked if I could tag along. From the look on her face, she obviously thought I'd hate it. Much to her amazement though, and mine, I took to it like a duck to water! It was hard work, but the pounds just fell off and I had a brilliant time, even making new friends. Now I've been asked to join a team of volunteers that'll visit schools and teach breakdancing to the kids. That's a big thrill for me.

Speaker 2

I was a big fan of comics as a kid – I've still got boxes of them in my parents' attic. Never the most outgoing of teenagers, I'd sit alone and copy the artwork – and the results weren't bad. Then I went to study for a degree in accountancy and got caught up in that. I wanted to build on my artistic ability somehow, not hark back to the comics, but take it on to the next level. So I'm creating a portfolio of digital cartoons with audio input to go on my website. I don't suppose I'll ever be a professional, but I think my stuff's passable, technically speaking, and people ought to find it amusing.

Speaker 3

People are impressed to hear that after a week teaching ten-year-olds, I've got the energy left to be a clown at weekends. But I've always kept myself in reasonable shape, so I don't get tired and just seem to thrive on the sound of laughter. I do a bit of mime, stilt-walking, juggling and tell a few jokes, just for the fun of it really – though I do get booked for kids' parties and stuff. Next summer, I'll be appearing at a big arts festival – not because I want to get known or go professional or anything – more to support my friend who's found some really hilarious sketches for us to do together. Should be an amazing experience.

Speaker 4

Unfortunately, there isn't a Rock Choir in my area so I've decided to set one up. As a teenager I sang in a choir. I wasn't much good but loved feeling part of a group; working towards a common goal. I didn't keep it up once I'd started work – too busy doing other stuff to miss it, I guess. But I did begin to feel a need to get my teeth into something that would stretch me, and remembered the choir had always given me that. Then I heard about the Rock Choir,

where amateurs can sing along at a big concert just for fun. I was with seven thousand other singers in the national football stadium – awesome!

Speaker 5

I reckon there's lots of guys feel the way I did, so I've started a blog with a view to getting in touch with some – maybe even form a band! What happened was, I really wanted the world to know I could play the guitar just as well as my rock heroes. Sad fact was, though, I couldn't face the thought of performing in public – even the school concert was like a major thing for me because I suffered from stage fright. That's why I signed up for the poetry-reading sessions. I wanted to prove to myself that I could perform, without feeling I was putting my guitar playing on the line too. It worked a treat.

Speaking, Page 16, Exercise 4a

- F:** Do you listen to music while you are studying, Tom?
- M:** Yeah, I listen to really loud heavy metal on my headphones – and I seem to get through the work more quickly that way! How about you, Maggie? I can't imagine you listening to metal, somehow!
- F:** No, you're right there, Tom, although I agree with you that I prefer music that somehow gives me energy, rather than music that might send me to sleep! I usually listen to rock or pop. And don't forget that classical music is pretty good, too. It's supposed to help your concentration and creativity, you know.
- M:** Hmmm, I hear what you're saying but to be honest, I've never found that. And what about that some of that 20th century classical music? On the few occasions when I've listened to it, I've had a really bad headache! Sounded like a load of old cats wailing! What they say is rubbish!
- F:** I'm not sure about that. After all, I think it's been scientifically proven, especially when you listen to classical composers like Beethoven or Bach! I get lots of ideas when I write essays to Bach's fugues!
- M:** Well, I'll bear that in mind but as long as I've got my heavy metal, I'm OK. I think I'll leave the rest for everyone else!

Speaking, Page 17, Exercise 8a

E = Examiner, S1 = Student 1, S2 = Student 2

- S1: Um ... shall I start?
- S2: Please do.
- S1: Well, I suppose clubbing is popular all year round here but it isn't appeal to everyone. On the other hand, the cinema, which is ... er ... outside, is a nice idea. What do you think?
- S2: I can't disagree with that but we ought to bear in mind the weather, I think. Where I come from it often pouring with rain in the summer.
- S1: Yes, you've got a point there.
- S2: I like clubbing but I don't think it's a very good activity for the summer – that is, unless you're somewhere hot and you can dance on the beach!
- S1: Yes, I agree.
- S1: And the other thing is that, as you said, clubbing is more for young people and older people wouldn't really want to go, would they?
- S1: Mmmm.
- E: Thank you.

Speaking, Page 17, Exercise 8b

E = Examiner, S1 = Student 1, S2 = Student 2

- S2: OK, so we've mentioned clubbing and the cinema, haven't we? Er, ... picture 5 shows us street performers, I think, with people on ... er ...
- S1: ... stilts, I think ...
- S2: Yes, that's right, stilts, and some jugglers.
- S1: Then in picture 3, there's a musical show, it seems ... and ... shall I continue?
- S2: Yes, of course.
- S1: ... in picture 4, we can see a rap group ...
- S2: Yes, well that's quite a good range of performing arts. What else could we include on the other poster?
- S1: Er, ... I think a modern dance group would be a good idea. It might to attract more people than ballet would.
- S2: Do you really think so? I'm not so sure myself.

- S1: Then how about some youth choirs?
- S2: Hmmm, actually, as a matter of fact, I think something like a rock concert would be great, especially if it was a well-known band, then people of different er ... ages would be more likely to go and watch. In my opinion, rock music is something that never dies, it always seems to have a strong attraction and much more so than the other performing arts, er ...
- S1: OK, so shall we say modern dance, and a rock group, then? If you don't like the idea of youth choirs, what about some sort of singing contest? That might be quite fun and there could be different categories for different types of songs.
- S2: OK, that might be fun. Then there's theatre, of liz_gardinergr@liz.mystrawatson16561urser. If they could, er ... put on a playing, like something by Shakespeare for example, that would be excellent. Everyone's interested in that, especially if it was a comedy. The tragedies are a bit difficult in understanding sometimes.
- S1: Absolutely. Then ... perhaps there could be a film festival as part of the festival as a whole? They could put it on in a local multiplex and they could show some of the best recent films. Films are really popular with everyone.
- S2: I'd go along with that. Perhaps they could also get some people to come along and give talks, you know, other people who work behind the scenes like cameramen, producers, directors and so on. Personally, I'd really like to hear some of their experiences!
- S1: OK, I think those five activities should attract quite a few people!
- E: Thank you.

Language development 2, Page 18, Exercise 2b

- F: Oh, hi, Matt! I was going to call you shortly. I thought I might go and see Kevin Spacey in *Richard III*. Do you fancy it?
- M: Well, lucky you caught me, really. We were due to be rehearsing today, but Bob called to say that Carla's sprained her ankle, and so we wouldn't be going after all. I was just about to go and see her now, as a matter of fact, but wanted to let you know about the situation first.

- F:** Thanks. Shame about Carla, but lucky for you! A day off!
- M:** I'm not so sure about that, Gemma. We were supposed to finish rehearsing the first act today, so this is bound to set us back quite a bit. It could be days before she's able to rehearse again now.
- F:** Sorry to hear that, then. Anyway, what do you say to Richard III? Shall we go?
- M:** Yeah, why not?

Module 2

Vocabulary, Page 26, Exercise 2a

One [*croak of a frog*]

Two [*growl of a tiger or a lion*]

Three [*screech of a Scarlet Macaw*]

Four [*chirp of small bird*]

Five [*hoot of an owl*]

Six [*squawk of a parrot*]

Listening 1, Page 28, Exercise 2

Extract One

Culture was thought to be unique to the human species. However, in Borneo, some orang-utans use handfuls of leaves as napkins to wipe their chins, whereas in parts of Sumatra, they use leaves as cushions or gloves. These practices have been passed down through the generations and have recently been seen as evidence of the existence of socially-learned traditions in the animal kingdom.

Extract Two

A new 'smart' collar for wild animals is currently being tested, which will be used to measure how long different animals spend sleeping, running or eating. Combined with the collar will be GPS – that's Global Positioning System – which will identify the places the animals go. If this is a success, scientists say that many mysteries about the life of wild animals might finally be revealed.

Extract Three

Bycatch in fishing terms means species that are injured or killed by accident during the process of fishing. Steps are underway to minimise bycatch by, for example, making fishing lines more visible to whales or by the use of pingers on fishing boats that emit noises.

Listening 1, Page 28, Exercise 3

Extract One

- M:** Ruth, it seems that researchers have been taking more interest in the emotional life of animals recently?
- F:** Indeed, what's known as animal sentience is an exciting and rapidly-developing area. Evidence is building up to suggest that animals can show emotions similar to human empathy. And this goes for various species, both wild and domestic – anything from monkeys to sheep! People have often found it difficult to believe that animals experience emotions since these aren't evident on their expressions in the same way as with humans, but that doesn't mean that those feelings are not there.
- M:** I see.
- F:** Like, there was the case of a whale that was freed from some plastic netting by researchers in California. Afterwards, the whale gave an hour-long performance of leaps and dives in front of its rescuers. What emotions was it portraying? Joy? Gratitude? We don't know exactly, but it was apparent that something along those lines was being expressed.
- M:** Well, that may be the case, but I have my doubts about sheep.
- F:** Surprisingly, in test conditions, sheep have shown the whole range of emotions so perhaps they're not as silly as they sometimes appear!

Extract Two

Today, I'd like to talk about white-handed gibbons, members of the ape family, which live in tropical forests and spend almost all their lives up in the trees. They are one of the few animals that brachiate: that means they swing themselves along the undersides of branches using only their arms. Not only that, they're also amazing long-jumpers! You see, when they reach the edge of the tree, they have to jump across to the next. However, unlike other jumping animals, such as frogs that have unusually long hind legs, gibbons' bodies don't have any obvious adjustments to help them. The trick is in the way the gibbons swing their upper bodies and arms which means the force of the leap is being transmitted along the length of their bodies, amplifying its effect. This is rather like a trick used by ancient Greek athletes when performing the long jump. They would carry heavy nine-kilo weights in

each hand. Before jumping they swung them back and forth, then forwards as they took off and backwards as they landed. Gibbons, using a similar technique, have been seen to jump lengths of over ten metres.

Extract Three

- F:** One man who's found happiness and fulfilment in a new way of life is John Reybridge. A successful travel agent in London for many years, John enjoyed a good lifestyle, had a well-paid job. However, when the business took a downturn, this set David thinking. Suddenly the lists of sales figures and targets that his life had centred on up till then no longer filled him with the same enthusiasm. So he made the decision to take a year out and go and work with wildlife in Africa as a volunteer. He sold up and flew out to a wildlife rescue centre. He takes up the story.
- M:** I ended up working at a centre that specialises in bringing up lion cubs born in captivity so that they can be released into the wild. Together with other helpers, I gradually trained the cubs to hunt and kill so they'd be able to survive on their own. The toughest aspect of the job was parting from them – the moment when they're introduced into their natural habitat. Firstly though, I had to build their confidence by taking them for twice-daily walks into the jungle – doing what a lioness might do for her offspring. An unforgettable experience.

Listening 2, Page 31, Exercise 2

Your chickens love to roost at night inside their coop – that is, sitting or perching on a pole that is fairly high off the ground. Build the poles approximately thirty-six inches or less off the coop floor and space them approximately fourteen inches or more apart. Nesting boxes, where they lay their eggs, should be lower than the poles.

Listening 2, Page 31, Exercise 3

Last summer, my wife and I decided to buy some chickens, to keep us company and to provide us with a regular supply of fresh eggs. Actually, a neighbour already had some and this had set us thinking. Getting hold of all the stuff we needed was quite straightforward. We browsed the Internet and found a site called 'Chicken World' that sold both chickens and all the associated kit. There was also one called 'Poultry Plus' which gave us useful

advice about poultry health and nutrition, the amount of space you need, how much feed to buy and so on. After a few calculations, we ordered a bright red chicken-house and two birds to go in it. Great!

Everything arrived a fortnight later in a large delivery van. The driver dumped the flat boxes in our garden, and then we set about piecing the chicken house together – we soon realised that the one curved bit was meant for the roof, whereas the straight-sided square sections were for the walls and there was a triangular window. We laid the pieces out on the ground and looked at the plan. It took us about an hour to put everything together, but we had fun.

We also came across a tunnel made out of wire in one box. This apparently was a deterrent to foxes, which would see our new friends as a potential meal. Finally it was all ready, the chickens were unloaded and we stood looking at our two new housemates. We immediately named them Beyoncé and Shakira and we loved them from the start.

There *were* a few teething problems in the beginning, I must admit. We discovered that it wasn't such a good idea to let them walk all over the flowerbeds. So a fence had to be constructed to keep them on the grass. The first one was too low and they scrambled over it – but you learn from your mistakes, and the second one worked.

We had to wait a while for the first egg to appear and I did all I could from the vantage point of my kitchen window to show support and solidarity. Eventually, Shakira laid a perfect egg, followed by Beyoncé. I hurried inside and cooked them immediately. Delicious! The flavour was infinitely superior to the eggs from the local supermarket. Really, I marvelled at the self-sufficiency of our chickens. Once provided with food, water and shelter, they quite happily went about each day, pecking the grass, minding their own business and, what's more, producing food we could eat!

Of course there were chores involved and I was happy to take them on. Strangely enough, I found my duties unexpectedly satisfying – changing their water daily and every week, sweeping out their sleeping quarters. I felt that particular sense of responsibility which comes from looking after other creatures' happiness and welfare.

As we moved into autumn, I was still fascinated with these two animals and their very distinct personalities. Beyoncé was a worrier, forever fretting over twigs or tweaking her feathers. As soon as I opened the door at dawn, she'd rush hither and

thither, while Shakira slunk around in a far more sneaky fashion, stalking bugs and, even worse, pouncing on frogs and eating them whole. Despite their charisma, this was the only time I ever seriously considered cutting chicken out of my own diet.

As winter advanced, our garden became unrecognisable. Chickens not only peck, they love to dig, and they certainly *did* dig! Our garden became a wilderness, nothing like the website's pictures of meadows full of flowers with chickens skipping through them. The overriding problem, though, was the rats, always a presence due to a nearby river, but now attracted by the chicken feed. I installed an alarm and humane rat traps but with no success. Finally, when there was a baby on the way in our own family, we made the decision – the chickens had to go. We found a great home for them and Beyoncé and Shakira settled in happily. Our chicken adventure was over but, I hoped, only temporarily.

Speaking, Page 33, Exercise 3b

E = Examiner, S = Student

- E:** So, I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.
- S:** Well, they are all important issues but the one that I feel most strongly about is factory farming. I hate to think of the animals being kept inside cages or huge sheds. To me it seems cruel that they aren't allowed to go outside and live as they should do in the fields. Many people are unaware of the conditions that these animals live in and I think there should be more publicity about it. Then consumers would buy more organic products instead of simply picking up the cheapest products going. I certainly try to buy free-range eggs and organic vegetables whenever I can, even though they're a bit more expensive, and I try to cut down in other areas.
- Er, ... the other issue that worries me is deforestation, simply because the forests take such a long time to grow again. It's so short-sighted of people to cut down areas like the Amazon jungle when they must realise that it can't easily be replaced. Not only that, but so many different species of plants and animals depend on the forests for their survival. Can you imagine there not being any more lions left in the wild? That would be tragic, to say the least.

And finally, recycling – yes, that's really necessary too, since the world produces a huge amount of waste and we've got to use it sensibly in any way that we can. In my view, all plastic bags should be recyclable and we should buy paper and wood products that have been recycled or that are from sustainable sources.

So, all of those issues are important for today's society and we should all do something about them, as far as we are able.

Exam practice 1

Listening: Paper 3 Part 1

You will hear three different extracts. For questions 1 – 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

- F:** An atmosphere of quiet shock greeted the news this morning that more than ten thousand starfish have perished on one beach on the North Sea coast. But perhaps listeners shouldn't be overly alarmed. More than two thousand species of starfish inhabit the world's oceans, with potentially millions shoaling in the North Sea alone. Strandings like this one are thought to be caused by the creatures gathering in the shallows to prey on mussels, before being swept on to the beach by treacherous tides and high winds – and they're by no means uncommon, although marine biologists admit the size of this one makes it newsworthy, don't they Jon?
- M:** Indeed, they do. But they wanted to set another matter straight. Although we call the cute little creatures starfish, they're actually nothing of the sort, being echinoderms, closely related to the infinitely less appealing sea urchin. As well as arms, starfish have feet, eyes and mouths, and a red spot at the end of each of arm allowing them to sense light and dark. Then hundreds of what are called 'tube feet' on their underside help them both to scuttle along the seabed and grip their prey as they eat – they favour mussels, clams and snails, by the way.

Extract Two

Mature, sophisticated, creative, inventive – those were just a few of the adjectives that flowed from the judging panel at the eleventh annual young

composers' competition. And that was just for the winners in the under-sixteen category. As for the seniors, everyone around the table agreed that as seventeen-year-olds, struggling to put the dots on those five-lined sheets of paper, they'd come nowhere near producing anything like the accomplished works of art under discussion. Clearly, the competition, which is powering into its second decade, is more vibrant than ever, proving once again that there's a rich seam of young composing talent among the nation's teens. Take Leo Dunsford, eighteen, whose entry was scored for the surely unprecedented ensemble of *six* clarinets and *amglocken*, sometimes known as *Alpen bells*. It's very striking, genuinely wild and, by his own admission, not quite fully formed. The fact that it was submitted in a computer-realised version begs the question of whether it could ever be performed by real players. Whilst admitting that there's a challenging bit towards the end, Leo insists he spent some time with his percussion teacher making sure that particular criticism couldn't be levelled against him.

Extract Three

- M:** What inspired your campaign, Clara?
- F:** I was sent to Hawaii to make a documentary about environmental challenges facing the region – filming albatrosses was my brief. The trip was epiphanic and what really got to me wasn't so much the nature of the problems facing these birds, but the monumental scale of them. They fly out to sea, hunting for squid to feed their offspring. They think anything colourful floating on the surface is squid, so they pick it up and ingest it ready for regurgitating to feed the chicks. If it's actually a plastic bag they've picked up, that has disastrous consequences. Twenty percent of chicks are lost to this each year, and it's not local plastic either – protecting these birds requires concerted action.
- M:** So where's it all come from?
- F:** Eighty percent from landfill; twenty percent from ships. My campaign may sound like a drop in the ocean – excuse the pun – but if you consider the average British person gets through around a hundred-and-fifty plastic bags annually, using each one for approximately twelve seconds – then if everybody did their bit and stopped using the wretched things, it wouldn't change the world overnight, but it'd be a step in the right direction.

Module 3

Listening 1, Page 44, Exercises 2 and 3

Extract One

- M:** Today we're looking into the surprisingly widespread phenomenon of bullying in the workplace. My first guest is Emma, not her real name, who's experienced this. What happened, Emma?
- F:** Well, one of my colleagues was forever finding fault with what I did, never missed an opportunity, and I took it from her. As my self-esteem drained away, so I persuaded myself that she must be right – and I stopped even trying to do things well – which of course only made matters worse. Then, one day I was just surfing the internet when I came across a blog – and what I read just rang so true. Bullies target nice, quiet types who are conscientious to a fault, but who don't answer back. I suddenly saw my colleague's behaviour for what it was, and felt I had to change things.
- M:** Supposing you hadn't read those accounts, Emma, what would you have done, do you think?
- F:** Oh, I was making myself ill with the stress of it all and was thinking of giving in my notice. I'd certainly never have had the nerve to tell my line manager about the problem. Just sharing it was empowering actually. Knowing I had his support, I started to stand up for myself.

Extract Two

On a chat show recently, I was asked to nominate the book that'd had the most impact on me as a teenager. I couldn't think of one on the spur of the moment, but later recalled being lent one called *Vital Conversations* – that I guess you could say changed the course of my life. I've always looked upon do-it-yourself psychotherapy with suspicion, but for some unknown reason that book really made an impression on me. I'd go so far as to say that were it not for that book, I wouldn't have had the guts to tell my parents that I had a burning ambition to go into the acting profession – where I find myself today. Like most teens, I'd been going through problematic times, not only in my relationships with parents and teachers, but also with members of my own peer group. Who said relationships were ever easy? Anyway, the book deals with all aspects of difficult conversations such as managing your

emotions, planning how to put things beforehand and so on. The main thing it taught me was to take the bull by the horns in a non-confrontational way, without resorting to manipulative behaviour.

Extract Three

Finally, people are coming to appreciate the fact that simply being highly qualified isn't the be all and end all when it comes to being successful in your chosen field. Indeed, some organisations have recently changed the way they select new employees by incorporating what are called 'emotional intelligence' tests into their recruitment procedures rather than depending solely on professional qualifications and experience. In one instance, salespeople in a cosmetics company who'd been hired using the new test, outperformed salespeople taken on under the previous system by a wide margin in their first year, and incidentally were also slightly less likely to leave.

Should you want to explore the notion of emotional intelligence further, there are many books on the subject that can help you develop your self-awareness, motivation and empathy – all character traits associated with emotionally intelligent people. A good starting-point, though, is to indulge in a bit of self-evaluation: once you can pinpoint the ways in which you're not interacting with others as effectively as you should, then the way is open for change. All graduates entering the job market could do with taking these considerations on board.

Listening 2, Page 47, Exercise 3

F1 = Interviewer, F2 = Stella, M = Rick

- F1:** Today I'm talking to alternative therapists, Stella and Rick McFarland, who specialise in what's known as laughter therapy. Before we talk about that Rick, you run a laughter club – tell me, what are laughter clubs exactly?
- M:** Well the idea started in India and soon spread across the world. The clubs meet every morning, so it's a truly social activity, and it's free of charge, so accessible to everyone – plus there's no obligation to attend. But none of that fully explains their success, because once people start attending, few want to leave, do they Stella?
- F2:** That's right. Our club's growing all the time. We think many people are put off by the idea of 'alternative therapy', as such. The title 'Laughter Club' is somehow less intimidating because it doesn't imply having to buy into a particular philosophy or lifestyle, and we reckon that's a big part of the attraction. You just go along and laugh as a way of relieving stress.
- F1:** Great. But what about laughter therapy in the wider sense?
- M:** Well, for many clients what the laughter therapist can do is turn things around. Like, anxiety may lead to interrupted sleep patterns which in turn could cause exhaustion, and ultimately lead to depression. In that situation, people forget to laugh, in some cases even to smile. And that has a knock-on effect on everything else they do. The grumpiness becomes a sort of downward spiral, because the world responds negatively to it, making it even harder to break out of. But a good therapist can help reverse the process.
- F1:** So how do such people benefit from laughter therapy itself?
- M:** Well – the first myth to dispel is that it's not about humour. You're not expected to come armed with a repertoire of jokes or anything. No, laughter therapy's about laughing as a form of exercise. We set up small groups of people, and burn essential oils to create a pleasant positive relaxing atmosphere. We teach participants to perform laughter exercises involving deep breathing, eye contact and childlike playfulness. This eventually develops into real, contagious giggling as the session progresses. You see, this subtle interaction gradually releases people from any shyness or reticence about expressing their emotions, that's the main thing they get out of it, along with a feeling of relief.
- F1:** Rick, you're a psychologist by profession. How did you get involved in such an unusual kind of therapy?
- M:** Well, like most psychologists, I never imagined I'd end up needing help myself. But my career took off really quickly, and I found it difficult to distance myself from work, which in the end caused me anxiety. It got to the stage where I was angry all the time, and couldn't enjoy anything. It was Stella who persuaded me to do something about it. She wanted to place me in one of her laughter therapy classes, but that felt a little too close to home. So, I studied meditation instead. What that taught me made me think that maybe benefits could be reaped from laughter

therapy as well. So, I decided to have a go. And the effects of that first session were mindblowing. I felt like a weight had been taken off my shoulders. I remember I persuaded several clients to join us the following week, and all of them felt better for it.

- F1:** OK, but I'm a working mother, right, where am I going to slot in time for a laughter class? How do I manage it?
- F2:** I think the key is time management. I constantly hear the same argument against taking any form of exercise. There's no time. The fact is, we can make time, if we try. Half-an-hour's not a great deal of time to put aside.
- B:** To give you an example. A client of mine had anxiety attacks every time she had to give a presentation. Unfortunately, it was an important part of her job. She told me she didn't have time to join the laughter club, so, I suggested she used essential oils just before a presentation, by putting a drop of bergamot and lavender onto a tissue and placing it in her top jacket pocket. In this way, she could smell it if she was feeling tense, but it wouldn't bother the people around her. She found the oils really effective, and, now convinced I was making sense, she began coming to the laughter club shortly after, illustrating Stella's point about time management! It's a matter of making the decision to do it.
- F1:** Stella, Rick. Thanks for sharing some very interesting ideas with us.

Speaking, Page 49, Exercise 5a

E = Examiner

- E:** First, I'd like you to look at pictures A and D and talk together about how popular these forms of relaxation are.
- You have about a minute for this, so don't worry if I interrupt you.

Speaking, Page 49, Exercise 5b

E = Examiner, S1 = Student 1 (Jarek), S2 = Student 2 (Ariana)

- S1:** Well, shall I start, Ariana?
- S2:** Yes, of course, Jarek. Please do!
- S1:** OK! So, I can say that many people particularly the elderly, love gardening. It is a

hobby for them, and keeps them active. In recent years, economic growth in Poland has meant that more people are able to afford garden space. TV programmes have also increased interest in gardening as a pastime. However, not so many get a massage. They can't afford it! Is it the same in Italy, Ariana?

- S2:** Yes, mm, I think you're right. Having a massage is ... a luxury. It's not something that most people can afford ... Er ... yes.
- S1:** Whereas gardening, on the other hand, is much easier to do. Even in the cities, you often see people out on their balconies tending their plants. It takes their mind off their worries for a while. Is this the case with you, Ariana?
- S2:** Yes, in Italy lots of people love the flowers, and some balconies are very colourful in summertime. I think gardening is more popular among old people, though. Mm, this is true there ...
- S1:** Really? I think in Poland, younger people are also interested, but maybe you're right. It's mainly a pastime for the elderly. Perhaps because they've got more time! Massage, on the other hand, is fashionable among wealthy, middle-aged ladies ...
- E:** Thank you. Now I'd like you to ...

Speaking, Page 49, Exercise 6a

E = Examiner

- E:** Thank you. Now look at all the pictures.
- I'd like you to imagine that a health magazine is planning a feature on relaxation techniques to help people deal with stress. These pictures are being considered to illustrate the article. Talk together about how each activity can help people to relax. Then decide which two pictures might stimulate most interest in the article.
- You have about three minutes to talk about this.

Speaking, Page 49, Exercise 6b

E = Examiner, S1 = Student 1 (Jarek), S2 = Student 2 (Ariana)

- S1:** Well, Ariana! So, we need to decide on some photos for our article on relaxation, and we have these four. What do you think of this one here, of the guy listening to music?

- S2:** This is a really good way to relax! I like this myself, particularly listening to classical music. It makes me feel calm after a difficult day at work. I think this is true for many people ... Er, don't you, Jarek?
- S1:** Absolutely! I totally agree with you, and I often listen to music on the train going home. It shuts out all the noise of people around me! I also like the idea of a massage, even though it can be expensive. Some big companies offer this service once a fortnight to their employees, and I think this is a really good idea.
- S2:** Yes. I've only had an aromatherapy massage once, and it was very relaxing, but I really like having reflexology. Having your feet massaged is really special. I think that massage is an important relaxation technique, however, even though it is expensive. It's very ... how do you say ... beneficial, I can say. What do you think?
- S1:** While I agree with you, of course, I think gardening is also a very popular way for people to relax. It covers a wide range of people, too, of different ages and social backgrounds. Don't you think?
- S2:** Not only that, it's an outdoor activity. So, people are in the fresh air. What about this photo with the pills? I can't see the reason for that. How do pills help us relax?
- S1:** Mm. Perhaps because when people are really stressed, they sometimes take pills ... erm ... how are they called? Anti-depressants? This is not a good approach, though. Mind you, if you're really depressed, then they might be necessary.
- S2:** Anyway, I don't think I like that photo for the article, as we want to emphasise the more positive ways to relax. So, which two photos should we choose?
- S1:** Well, as a matter of fact, the pills could be shown as a contrast to the more positive activity of...say, gardening. After all, the article will probably mention pills, if only to criticise them.
- S2:** No, I can't agree with you about that. I prefer to emphasise positive activities. So, I think I like the massage photo, and perhaps the gardening one. To show an outdoor activity, you know?

- S1:** Well, OK. Perhaps you're right. But I must admit, I like the music photo, too, and I think this is also an activity which many people enjoy.
- S2:** But don't we want to show something different, I mean unusual, too?
- S1:** I suppose so! OK, so we'll go for the massage photo and the one of gardening.
- S2:** Yes, I agree.
- E:** Thank you.

Writing 2, Page 52, Exercise 5a

*M1 = Teacher, M2 = Sukhi, M3 = Oscar, M4 = Enrique.
F = Margolie*

- M1:** So, let's think about how we're going to organise our answer. Sukhi, how do you think you would start?
- M2:** Well, I think I'd have an introductory paragraph, of perhaps one sentence, just to mention the theme of the two texts.
- M1:** OK, good idea. What comes next, Oscar?
- M3:** The summary?
- F:** Right, but how are you going to present this? There are two different approaches. What are they?
- M3:** Oh, OK. We could either summarise the two texts together in one paragraph, or separately.
- F:** Which do you think you would choose here?
- M3:** I'm not sure. Er, looking at it right now, I'd say separately, I think. Easy ... It would be easier ... um ... to then evaluate them that way.
- M2:** I disagree with you there, Oscar. Because they're closely related in theme, if I had to choose, I'd summarise them together in one paragraph, and then compare them in the third paragraph, which would be the evaluation part, wouldn't it?
- F:** Do you agree with that, Enrique, Margolie?
- M4:** I think if we evaluate them together in one paragraph, it might be too long and complicated. I'd be worried that I'd missed a key point!
- F:** For me, er... I like Sukhi's idea, because there's quite a lot to compare between the two texts, and...er... I would want to put these together, I think. If we summarise and

evaluate them separately, we'll end up with 5 paragraphs! Too much, I think! No?

M4: No, I don't mean that. I mean, summarise text 1 and evaluate it in one paragraph, and then summarise and evaluate text 2 in another paragraph.

F: Oh, I see! Sorry, but I still prefer Sukhi's way. I think because these two texts are similar in theme, and so we can compare them.

M3: Yes, on second thoughts, I agree with Sukhi and Margolie.

M4: OK, then, but I think I'm going to get confused!

Writing 2, Page 53, Exercise 8

M1 = Sukhi, M2 = Enrique

M1: I agree with the points made in the first text. Tea is really good for you, you know. And not just green tea. Black tea is also good for you. A friend of mine told me about some of its health benefits.

M2: Mm. I accept what it says about drinking tea at the end of a busy day, but I think drinking tea is only really a temporary solution to stress. It induces a feeling of calm for a short while, but the problem of everyday stress requires something more active.

M1: So you're saying you prefer the second text's approach.

M2: Yes, although I disagree with what it says about power yoga not being beneficial for stress-related problems. For me, intense exercise helps me relax. So, I would say something about that in my evaluation.

M1: Perhaps that's got something to do with your age. You're also quite fit, don't forget. A stressed-out 50 year-old might feel differently! I think these two methods of relaxation would benefit different people, according not only to particular needs of the moment, but also age. It's really a matter of preference. For some people, a cup of tea at the end of the day is sufficient to help them forget their cares. I also believe that gentle exercise for very active people encourages them to slow down for a while, which can't be a bad thing.

M2: Yes, you've got a point there. Also, there's the time factor involved. Mothers of young children might find it difficult to fit in a yoga class! So, for them, some quiet time enjoying a

cup of tea is probably a luxury, and so appreciated more. But text 2 offers a more long-term solution.

M1: OK, so we're agreed on that. Both texts make some valid points, but a person's needs and preferences will vary according to his age and circumstances. Also, text 2 addresses the question of a lasting solution.

Module 4

Listening 1, Page 60, Exercise 3

Extract One

M: Well! That talk certainly raised a few eyebrows, didn't it?

F: I thought it made a lot of sense, actually, if we could only get people as interested in solving real-world problems as they are in saving the world in online games, we might actually come up with some viable solutions to environmental problems.

M: Yes, but the whole point of playing online games is that they're fantasy, and all players can be heroes because they're set achievable goals, according to their level. You set them a game like the one she mentioned – what was it called? – World Without Oil? And it'd be a real turn off for most teenagers. I mean if scientists can't come up with a solution, what chance do kids stand?

F: OK, but that was a pilot game. If you had slick marketing, a snappy title, then kids might buy it. And if it followed the formula, with different levels of achievement and a points system, you could just let people play, and see what ideas they come up with. It wouldn't have to be a formal school project or anything ... although there'd be nothing wrong with trying that idea as well.

Extract Two

A big concern for any business is how to maintain a good reputation online. A negative review of a product on a blog could go viral and potentially destroy a company's name overnight. Trouble is, it's no easy job monitoring online public comment effectively. Nonetheless, an increasing number of organisations are investing in software that claims to do just that: help them keep abreast of any negative mention of their products and practices. The software alone, however, is hardly going to combat the problem. You can't do without a good response team in place, poised ready to respond to any

threats to the company's good name, whether slanderous or merely derogatory.

Another tactic that my company's resorted to is the creation of a customer-based blog. This provides a forum for any potentially damaging feedback to be publicly acknowledged and addressed immediately, either through remedial action or through reassuring explanations given in a direct and personal manner. Either way, confidence in the organisation's customer-services operations is fostered. This strategy has the potential to give a company a competitive edge, by enhancing its public image at the expense of its rivals.

Extract Three

F: Basically, when the internet first appeared, people predicted that the whole code of business ethics would have to be rewritten – but actually new ways of doing things were soon accommodated within the existing structure. And that goes for recruitment policies too. From the applicant's point of view, the internet offers a bewildering mass of data, because big companies that once sought to keep most of their policies under wraps, now have websites that overtly state their position on most issues. So graduates can check these out before even applying.

M: But it can work both ways. Prospective employers can access information about would-be recruits online, and may use it to screen people out – you can't blame them really. Meanwhile, social networking sites encourage you to put yourself out there. Undergraduates think nothing of posting photos of themselves at parties, sometimes in compromising situations, forgetting that these may still be there for all to see once the serious task of finding a job kicks in. Now we're all guilty of the odd lapse of taste and judgement when it comes to posting stuff online, but do bear in mind the potential repercussions. There's a huge difference between having a laugh with close friends and sharing something with your boss, or future business associates.

Listening 2, Page 63, Exercise 3

M1 = Interviewer, M2 = Jeremy, F = Alicia

M1: On today's programme, I'm talking to the physicist Alicia Graham and science enthusiast Jeremy Ingles, both of whom are involved a scientific initiative called 'open

science'. Alicia, could you explain what open science is, exactly?

F: Well, basically, open science is based on the premise that scientific data should be released from the restrictions of the past. Until now, research has tended to be cloaked in secrecy. You know, experiments going on behind locked doors to make sure nobody can steal your notes. Competition's very fierce in academic circles, so this is understandable. Nobody wants another scientist picking up the credit for all their hard work. But I can't help but think that a little more collaboration wouldn't go amiss. Because although some breakthroughs did come about as a result of rivalries between scientists, many more might've been stifled by them. Wouldn't you agree, Jeremy?

M2: Indeed. That's why some scientists believe that the research process should be made more open, and the public made aware of data as soon as it's been analysed and conclusions drawn. And in that case, why not also have researchers posting their experimental notes on a site for the public to see, so as to encourage discussion and co-operation via the web?

M1: OK, but in that case, how would professionals then get recognition, and funding for their research?

F: Well, of course funding is an issue here. Corporations which sponsor research projects expect a return on their investment, and don't want their competitors to have access to any findings before they're published. This is another factor working against open science.

M2: But perhaps we need to think outside the box and imagine science conducted without such constraints. Because the beauty of blogs and forums is that they record the time and date of each entry, so provide proof of who's contributed what and when – it's there for all to see. The Internet's a marvelous device for scientists. It enables them to contact each other and share vast amounts of information, secure in the knowledge that ideas are being logged and can be tracked. Open science is based on the belief that scientific research is all about discovery, and should therefore be available for everyone to participate in. Ideas sometimes come from the most unexpected sources. It's exciting.

F: No doubt about that. But in the real world of scientific research, we need to keep all avenues for funding open, even if that does mean accepting some restrictions on what we do.

M1: Jeremy, you're actually an amateur science enthusiast who's participating in the open-science movement. How did you get involved?

M2: Well, I'd always been interested in science, and actually have a degree in economics. I'm a 'tinkerer' – out in my garage, conducting experiments till late at night, and all that. Once, during an online search for information, I came across a forum that Alicia participated in, and responded to some of the ideas that'd been posted. That led to collaboration with Alicia and a number of other researchers, both professional and non-professional, and it went on from there. For me, it was awesome.

F: For the rest of us, too. The raw enthusiasm and desire to learn that comes from amateurs is really refreshing. They tend to come to the subject from a different perspective. They're not so bogged down in the theory, you know? So, they often bring new ideas. People need to see the advantage in collaboration. Until now, you had the professional scientist often working alone, facing a problem that he or she couldn't solve, but afraid of asking anyone for help. Now, the problem can be posted online, so that others can bring ideas to it, and maybe a way round them can be found that saves both time and other resources.

M2: A good example of this actually working is the Polymath project.

M1: Tell us about that.

M2: A well-known professor of Mathematics posted a complex problem on his blog. Over forty people provided their ideas, and were soon close to a solution that might've taken years for an individual to reach.

M1: So, is the initiative becoming more widely accepted, would you say?

M2: There are still plenty of diehard opponents, but, luckily, an increasing number of professionals like Alicia are encouraging amateurs to work with them. What really helps though is the annual Open Science Summit, first held in California in 2010. It attracts a lot of people and generates a great

deal of interest worldwide. It's inspired the setting up of several open-source science sites. This is already breaking down barriers, and encouraging professionals to view us 'tinkerers' with a lot less suspicion!

M1: Alicia, Jeremy. Thank you for ...

Speaking, Page 64, Exercise 3

E = Examiner, S = Student

S: OK! So, I think we can say that ... erm ... the internet has revolutionised the provision of news and information. I must say that, personally, I no longer buy newspapers, but read them online. And the fact that, you know, a lot of newspapers offer free access to articles means that I am able to read several articles on the same story, if I like. So, I think the Internet enables users to gain a more objective view of world news, if they want. The problem with tabloids, and even with broadsheet newspapers is that they cannot avoid some kind of bias coming through. Editors place restrictions on what is published, often due to lack of space, as much as anything. They also make conscious decisions about where to place stories, thus ... erm ... influencing whether they are likely to be read or not. However, newspaper websites get round this by presenting their contents on the home page, making it easier for readers to choose an article they are interested in. With regard to the TV and radio, news programmes are restricted by time, and restrictions are often stricter here, I believe. Er ... but I'm not suggesting that online articles are more objective in themselves, or that the quality of writing is any better. What does happen online is that readers are able to post comments immediately after an article, and generate discussion. And I have to say, I sometimes find the comment section more interesting than the article that inspired it! Also, journalists are able to create their own blog, which is relatively free from editorial restriction, and these can also be extremely informative... Erm ... And I think one final point I should mention about the Internet is the speed with which news is now made available. We can now be informed of an event minutes after it happens. And current news items can be updated throughout the day

E: Thank you. Generally, do you view yourself as a ...

Exam practice 2

Listening: Paper 3 Part 4

Part 4 consists of two tasks. You will hear five short extracts in which people are talking about taking part in research projects. Look at Task One. For questions 1 – 5, choose from the list (A – H) what motivated each speaker to take part. Now look at Task Two. For questions 6 – 10, choose from the list (A – H) how each speaker felt after the experience. While you listen, you must complete both tasks.

Speaker One

I was a guinea-pig in some experiments in the college's social-psychology department. Allegedly, people get paid for doing stuff like this, but I saw it as doing my bit for scientific endeavour. Don't ask me what that endeavour was though – I came away none the wiser, which I resented a bit. Initially, it seemed like a bit of a shambles – six of us left hanging around in a waiting-room – no sign of anything happening. Then, from the desultory chit-chat that ensued, it emerged one guy knew someone on the course who reckoned they were videoing our body language. 'A study in boredom' he called it! But I think it was a set-up – he'd been told to say that.

Speaker Two

I guess psychology's always held a kind of fascination for me, though that's not why I volunteered for this particular experiment. I mean, sensory deprivation can have quite alarming physical effects, as was made clear from the outset – you couldn't fault the thoroughness of the support team actually. No, it was my mate saying I'd never have the nerve that riled me. I don't actually care what he thinks of me, but it'll be great seeing him eat his words. In the event, it wasn't as tiring as I'd feared, and from the feedback I gathered that some usable data had come out of it, which made it doubly satisfying. Would I do it again? I wouldn't mind actually, but I'd want paying next time.

Speaker Three

It was getting involved in this project that fired my enthusiasm for psychology actually, and the experience has certainly proved valuable for my own research in complementary medicine. At the time, however, I remember coming away with reservations about the methodology – even if I couldn't put my finger on what it was actually. Anyway, I certainly wasn't going to voice any criticisms to the research team, which was headed by the wife of a guy on my course, who'd often done

me favours in the past. They couldn't afford to pay volunteers, and were having real difficulty finding anybody. Knowing how demanding it can be setting up things like this, it was the least I could do.

Speaker Four

The researcher was investigating communication between pets and their owners – what levels exist, etc. I mean, I'm not an academic, but as a dog trainer, animal intelligence has always intrigued me and hearing about the project, was very keen to get a foot in the door – I mean you never know where things will lead, do you? I was paid, of course, for my time – but I'd have done it anyway. I wouldn't go through it again though, because the management – whole set up – left a lot to be desired. Then, though my dogs did really well, in the feedback they said that I wasn't really representative of the typical pet owner. Well – of course I'm not – I could've told them that!

Speaker Five

I'm not saying I didn't take it seriously or anything, because actually I came away from the sessions feeling pretty shattered, but it was the idea that the more interviews you did, the more you got that appealed – and I pushed myself to the limit. I mean, some of the students signing up obviously wanted stuff to put on a CV – or maybe ideas for their own dissertations – but at that stage I had other priorities. The idea of random interviewing on the street would freak some people out, but I get a buzz out of meeting new people and actually had a whale of a time – though there's no way I'd have done it as a volunteer.

Module 5

Listening 1, Page 76, Exercise 2

Hi. My name's Clive Thomas and I've come along to tell you about my involvement in the documenting of some of the world's endangered small languages, by which I mean languages with no written form that are spoken by relatively small numbers of native speakers, often in remote parts of the world.

Now, although I'm regularly working with language specialists such as phoneticians and lexicographers, my way into this field was via anthropology, the subject in which I originally graduated. But I've always been interested in linguistics, so this research area has always appealed to me.

In recent years, various projects have been working to document and make sound recordings of what are seen as some of the world's most endangered

languages. You may have heard of the Oral Literature Project for example, which is based in Britain, or its US equivalent, 'Enduring Voices', which is the one I'm currently involved with. The Arcadia project is a third, similar organisation.

What these bodies have in common is a race against the clock to document these languages before they disappear altogether. It is thought that there are 3250 critically endangered languages out there, amongst the total of 6500 languages that haven't been documented in any way. What's amazing is how many languages there are, but how few people speak them. Just think: 95 percent of the world's languages are spoken by just 5 percent of its people.

So it's hard to know where to start. When I went to the project office, I knew I wanted to document a language, but had no specific criteria to guide my choice. There was a map on the wall covered in pins, each one representing an undocumented language. I guess I could've made a principled decision based on how urgent the need was, but in fact I made a random choice – and I haven't regretted it.

My research took me to a remote area of northern Australia, where I spent eighteen months living as the only non-speaker in an aboriginal group, and I soon began to pick their language up. My first idea was to produce a grammar of the language and I did quite a lot of work on that before realising that because it was in English, it would be of little use to my hosts. So I changed tack and wrote a bilingual dictionary instead. It meant that I was able to leave them with something accessible and tangible.

Since then, I've worked on other projects in South America and Nepal, and produced similar results. What I've come to realise is that the greatest threat to these languages is not globalisation or migration as I had imagined, although these play their part, but education. Governments are keen to provide this for all their peoples, but often lack the resources to do it in all the local languages, which in some countries can run into the hundreds.

People often ask me why some parts of the world have such a proliferation of languages in relatively small areas – and languages that can be quite unrelated to each other as well. Sometimes you can point to geographical features like mountain ranges that effectively prevented contact between different groups until recently, but more often the answer seems to lie in biological diversity. If you live in any area that has everything you need to live well, then you have no need to enter into trade with people

from other areas – and therefore no need to communicate with them.

And when I'm making recordings, it's not only the language that's being documented – because invariably the language embodies the whole culture. In pre-literate societies, the oral tradition is the way that history, customs, myths – the whole of what we call the folklore of a culture – is tied up with the language itself, and that content is being passed down from generation to generation in the spoken form. If the language is lost, all that goes too.

But I'm not so pessimistic about the future of all these languages. If the people who speak them care enough, and if there is political will in terms of giving them the support they need, why shouldn't they survive? In Europe, this is now happening and the decline in languages like Irish and Scottish has been arrested, whilst Welsh has actually seen a revival in numbers. So I see my job in documenting the languages I work on as preparing the ground for their survival, rather than a last-ditch effort to record them before they disappear. Now before I go on to ...

Listening 2, Page 79, Exercise 2

Speaker 1

So many people said to me: 'Oh, you must read it,' but I'd just never got around to it, even though a leather-bound edition took pride of place in my parents' bookcase at home and I'd done a literature degree. I guess we concentrated on other periods. Even the supposedly impressive film version had passed me by. Eventually, someone put forward the idea of reading and re-evaluating it at a reading circle I'd joined. So I picked up a second-hand copy, and made a start. And what a fantastic read it is! Such insight into motivation and thought processes – together with amazing descriptive detail and a gradually unfolding plot that keeps you on tenterhooks – brilliant!

Speaker 2

As a philosophy undergraduate, I do read widely, but when I want a break from coursework, there's nothing better than a detective novel by a Sicilian writer I've discovered. I was introduced to him through reader comments posted on an online bookstore. The stories are full of quirky detail and one thing that shines through, even in translation, is his subtle ironic touch. Whether that's apparent in the film version I couldn't say, but I guess there's plenty of scope for fantastic background detail in the architecture and landscape. I've recommended him to friends and family, who are also enthusiastic, so I

might suggest one as book of the month in a local reading club I belong to.

Speaker 3

Although it may seem daunting at a thousand pages plus, if you only read one book this year, make it this timeless classic. What blew me away was the beautiful prose – it's intricate, poetic and flowing and transports you into a fantasy world, that's somehow totally credible. There's also that funny mixture of almost fairytale characters set against the battle between good and evil. I was browsing in a second-hand bookshop, and was drawn to the cover illustration. I had to have it even though it was beyond my budget. When my parents surprised me with an ebook reader on my birthday, I downloaded this one straightaway and have started it all over again.

Speaker 4

You could call me an eclectic reader, but the one genre that I find a real turn-off is prize-winning modern novels – however do they get chosen? To be honest, I enjoy books that both entertain and inform, rather than the sort with dynamic plotlines that seemed destined to get turned into blockbuster movies, and I belong to a reading group where I can discuss interesting books with like-minded people. A book that stands out for me is one that my cousin put me on to. A true story, it throws light on transformations taking place in China during the last century. It was a real eye-opener and I'm looking forward to hearing what the group thought of it.

Speaker 5

Although I usually expect to be entertained, even amused, by the books I read, nothing's inspired me like the one I've just read about extremes of human endeavour. It was given to me by a friend who doesn't usually bother about my birthday and it describes various incredible people who had the courage and foresight to set out against all the odds to find out about distant cultures and landscapes at first hand – long before the days of modern technology. Behind all these accounts is the idea that anything's possible, which has really fired my imagination. It's not the sort of thing you ever come across browsing in a bookshop or online, but it deserves a much wider readership.

Module 6

Listening 1, Page 92, Exercise 3

Hi there, my name's Jane Birch and I'm a conservationist with a particular interest in the polar regions. Recently I made a trip to Greenland – a fascinating but little visited land mass that lies well within the Arctic Circle. Up to eighty percent of Greenland is covered in ice, which means that what's happening there is pretty significant in terms of global warming, the melting of the polar ice-cap and the rising sea levels that result. Greenland has an interesting history. Most of today's inhabitants are descendents of people who moved there from what is now Canada in around the tenth century. Scandinavian influences date back to the time of the legendary Viking leader Eric the Red, who coined the name 'Greenland' in an attempt to encourage more settlers to go and live there.

Although this ploy didn't meet with much success, today the country has strong political links with Denmark, and Danish is spoken alongside the local language. Although I'm interested in all aspects of life in the polar regions, the real purpose of this trip was to study the Sermeq Kujalleq glacier, which has recently been granted world heritage status. Now I don't know whether it's the most impressive to look at or not, or even whether it's the largest glacier in the world, but what is certain is that it's the most productive. I can see you all look a bit puzzled by that. But if I tell you that each day the quantity of water which is released from the glacier would be enough to provide the population of New York with drinking water for one year – then you'll see what I mean! So the behaviour of the glacier is closely followed, not just because of its scale, but also because it is regarded as a key indicator by those involved in the study of climate change and its effects. Greenland is of particular interest to scientists for various reasons, though, not least because it plays a vital role in global climate regulation. Ice and snow reflect sunlight, and help to keep the Earth cool. Studies have shown that levels of snow and ice in the region are diminishing. Ground which remains frozen all year, known as permafrost, contains vast amounts of methane, a potent greenhouse gas. As temperatures increase, so this land thaws, and this gas is released into the atmosphere, increasing the concentration of greenhouse gases, and further exacerbating the problem of global warming. What's more, if the ice on Greenland melted completely, global sea levels would rise by about seven metres, with dire consequences to low-lying land areas. So the glacier

is vital in sustaining levels of sea ice in the Arctic region. I spent several weeks studying the glacier and could recount various white-knuckle rides by dogsled, snowmobile or boat, each memorable in its own way, but none quite measures up to my trip in a helicopter to see the glacier itself at close quarters. Watching the icebergs break away and jostle for position as they flow down the fjord towards the open sea is awesome. You really appreciate the sheer power of nature when faced with such a sight.

The locals are experts at reading the ice. You have to be, icebergs can be very unpredictable. Generally speaking, those with the most veins – long, bluish lines running through them – are the most likely to crack if their bottom hits the ocean floor.

Approximately eight-five percent of an ice berg is actually under the water, so the tallest are also the deepest, and therefore most likely to tip over in shallow water.

While I was there, I was amazed to see a number of locals sailing dangerously close to them. My guide explained that fish gather there, so this is an accepted hazard of those with the job of catching them.

I had a great time with the Greenlanders – they were so friendly and so, sort of, dignified in the way that they were adapting their traditional lifestyles to meet the demands of the modern age. It's tempting to look at polar peoples and allow all sorts of romantic notions to colour your view of them. You know, harking back to a sort of idyllic age when a man living in an igloo would sit over a hole in the ice with his fishing rod, as if that was somehow more genuine or worthwhile. I have no time for that sort of thing. I mean, in Nuuk, the capital, I saw hanging on the same washing line, some seal ribs drying ready to be cured as a winter food source, alongside a kid's Batman suit. That image really sticks in my mind – a much more potent symbol of the lives of polar peoples today.

So before I go on to ...

Listening 2, Page 95, Exercise 3

M1 = Presenter, M2 = Brian, F = Lucy

M1: On today's programme, we're discussing the whole issue of so-called 'ethical' travel. I'm talking to travel journalist, Lucy Marske and conservationist Brian Eckers. Lucy, ethical travel has had a number of names attached to it. Can you explain exactly what makes travel 'ethical'?

F: Actually, various labels are in play here. We have 'eco-travel', 'green travel', 'sustainable travel', 'responsible travel' – the list goes on. Essentially, these all mean the same thing: the idea of showing respect for the environment and lives of the local community in the places we visit. This underlies the notion of ethical travel. The idea that whatever travel choices we make will have an impact and we have to make sure it's a positive one. To clarify some of the terms, though, 'sustainable tourism' focuses on the development of a tourist area which will last, so that the intrinsic appeal of the area is not destroyed by tourism. Responsible tourism and the newly coined community-based tourism focus more specifically on ensuring that the economic benefits go directly to the community, rather than to some foreign-based travel company.

M1: Would you go along with that definition, Brian?

M2: The truth of the matter is that green labels and terms are used rather loosely. The word 'green' is often used freely for marketing purposes, and doesn't always mean that the operator's acting ethically – in other words considering the needs of the local community, every step of the way. And while international watchdog organisations like the Ethical Tourism Journal are pushing for stricter regulations, some travel companies do manage to slip through the net. I think anyone who's concerned about ethical travel needs to be aware of exactly what these labels mean, so that they can make an informed decision about their destination.

F: I also think we should mention that responsible companies generally display official certification of their ethical status now. There's legislation in place in several countries regarding the misuse of labelling. Customers should check out each company's green credentials on line, though, just to be sure they are actually going to get what they sign up for.

M1: Another label we keep hearing about is 'slow travel' and Brian, you're a member of this movement. I'm a bit confused as to what it means though. Does it mean we have to travel everywhere on a donkey?

M2: No, not exactly. Though that's a nice idea, if you fancy it! No, slow travel is really a small part of the Slow Movement. It's part of a

general reaction against the hectic pace of modern life. By encouraging people to go on self-catering holidays, for example, we hope they'll become more immersed in their destination, and have a better time as a result. But although we'd go along with that and other ethical ideas, like reducing air miles or whatever, that's not actually our main focus. Slow travel's more about respecting the tourist's need to unwind and just appreciate the fact of being. People rarely take the time to do this anymore. Although, yes, we do also encourage people to explore an area on foot, by bike, or even on horseback, as you suggest.

M1: And you've been directly involved in the promotion of Stradbroke Island as the world's first Slow holiday destination, Brian. Tell us a bit about the project.

M2: Stradbroke Island, off Brisbane in Australia, which attracts quite a few tourists, has set itself up as a slow community. Its aims are fairly simple: to preserve the island's unique environment and cultural identity, and in particular, to afford its residents and visitors alike the opportunity to truly enjoy community life. For example, we're trying to enforce stricter speed limits, and our bus service stops where it's safe and convenient for passengers to get on and off. We also celebrate local food as something precious, and oppose the standardisation you get in many tourist spots today.

F: Yes, I have to say, Brian, much as I really applaud what the movement's trying to do on the island – you know, people there really care about how their actions affect everyone else and you can't escape that as a visitor, it's everywhere – much as I applaud that, I wonder if it can be sustained? Sure, even though I was effectively working, I managed to relax and enjoy myself; everyone was really friendly, and kept feeding me – so much so that I put on some weight whilst there! But, you know, will the exposure the island's receiving in the media ultimately have an adverse impact on its environment, as the number of visitors increases? I'd rather think not, but that's the thing to keep an eye on.

M1: An interesting point to consider! Let's stop at that point and hear some questions from listeners ...

Speaking, Page 97, Exercise 3

E = Examiner, S = Student

S: So, which is preferable, a package holiday or independent travel?

Well, I think this is ... em ... a matter of personal taste. I also believe it depends on your circumstances. If we look at it from the point of view of convenience, for instance, then, obviously, the package holiday is preferable. Everything is prepared for you – your transport, accommodation, meals, activities, day trips to see the sights, etc. So, things are guaranteed, to a certain extent. You don't need to arrange anything, ... er ... or think about anything!

Whereas, the independent traveller must do all that themselves. The problem with this is that you can't always be certain about the quality of your accommodation, you may miss out on seeing some of the sights, unless you do a lot of ... you know ... a lot of research beforehand. But personally, I enjoy this kind of uncertainty. I think it makes a holiday more... how can I say ... more spontaneous. However convenient it may be for some people, I don't like having my whole day planned by someone else. I'd rather not know what's going to happen every day, or where I'm going to go, but leave it to chance, and see what happens. I like just going off and exploring when I feel like it, or perhaps just lazing on the beach. But then, I'm young and single.

For a family, perhaps, the convenience of a package deal is more attractive because it caters for everyone and so is easier on the parents, if you see what I mean. There won't be so many arguments about where to go and what to do ... Mm, as far as cost is concerned, well, package holidays usually turn out cheaper for the family, I think, as everything is paid for beforehand. However, this depends on the kind of holiday you choose. An independent traveller may choose to camp in a tent, for example, and spend the whole holiday relaxing on a beach, which means he won't spend much. If, however, he decides to rent a car, and go and see the sights for himself, eat in restaurants every night and go to bars, then the cost will inevitably rise.

Personally, as I said before, I'd sooner have the freedom to choose. Package holidays

usually involve some contact with a tour representative, and a group.

You feel obliged to join in with at least some of the organised trips. There is often evening entertainment organised, too, with local performers, and I don't like being fed this kind of pre-packed version of local customs. To me, there's a magic in going on your own journey of ... em ... discovery, however small and unexciting it may turn out to be, and meeting local

E: Thank you.

Exam practice 3

Listening: Paper 3 Part 2

You will hear a student called Mara Barnes giving a presentation about the language of the Piraha people who live in the Amazon basin. For questions 1 – 9, complete the sentences.

Hi. My name's Mara Barnes and the subject of my presentation this evening is an amazing tribe of people who live deep in the Amazon rainforest on the banks of the river. They are called the Piraha and there's about four hundred of them living in a scattering of small villages. The thing about the Piraha is that, as well as living what we would term a hunter-gatherer lifestyle – that is they're not engaged in agriculture or animal husbandry, but live off the bounty of the forest environment – these people have a unique language, that's been studied by an ethnologist from the University of Manchester called Professor Everett over a twenty-five year period.

Although the number of Piraha speakers is small, the language cannot be described as endangered because most of its speakers are monolingual and have little contact with other language groups. Similarly, few outsiders understand anything of Piraha, which isn't related to other existing languages. So the first thing that Everett had to do was learn the language himself.

From his first steps on Piraha land in 1977, Everett knew the tribe was remarkable. As far as he could tell, the language had no words capable of conveying basic ideas like colour, although words for light and dark existed, or more significantly counting. If this were true, then the language would be unique – the world's only known language without numbers. A series of experiments, using items that the tribe were familiar with, like batteries, established this to be the case. But the Piraha had

access to brazil nuts and were keen to set up trading relations with neighbouring tribes, so Everett set out to try and teach some of them to count – with little success. It seemed that in their everyday lives, these people had no need of numerical skills, and so couldn't even grasp the concept of number.

Everett had to wait months before coming to these conclusions, however, so indecipherable was the language. It's a kind of sing-song communication which some have compared to singing, but which to my mind has more in common with humming than with the spoken word, and whistling is also an important feature in communications in the jungle. Linguists have studied the structure of the language and found that despite a very limited set of vowels and consonants and a lack of complicated grammar, many ideas are conveyed through variations in pitch, stress and rhythm. Although Piraha does have a set of personal pronouns, these seem to have been imported from a neighbouring language, rather than being an original feature, and the language has no perfect tense or way of reporting ideas such as 'Mary said that John thought that Henry was happy.' What are known as recursive sentences by linguists.

Because there's no written version of Piraha, very few storytelling traditions and no tradition of decorative art, the tribe seems to have a complete lack of what's known as a collective memory – in other words there's little sense of history as people are focussed on their current needs. The Piraha aren't interested in either the distant past or the distant future, so don't have the language to express ideas related to those time periods. Having lived with the Piraha for many years, however, Everett disputes the idea that they're intellectually inferior to other peoples. He points to their remarkable sense of direction as a skill that he himself has been unable to learn from them, and says that their knowledge of local plants and animals and their behaviour patterns is encyclopaedic.

Everett's study of the Piraha is important for a number of reasons. Clearly, they're a fascinating people, but, most significantly, they call into question some of the most important twentieth-century theories regarding the link between language and thought – not least Professor Chomsky's ideas about a universal grammar that we all share. The evidence of the Piraha would seem to suggest that this is not the case. Everett believes that it is the Piraha's culture that determines their language structure, rather than an innate system of grammar. As they have no need to express certain ideas, then their language hasn't developed them.

It's a compelling argument, but like most people I'm keeping an open mind. Piraha is such a difficult language to learn that few people have been able either to corroborate or refute Professor Everett's ideas. For the moment, at least, the secrets of the Piraha remain safely hidden in the depths of the jungle.

Now before I go on to ...

Module 7

Listening 1, Page 108, Exercise 4

Extract One

- F:** The thing about teaching in rural communities is everyone gets to know your name really quickly. When you first arrive, there's even a welcoming dinner, so there's no excuse for not making contacts in the community.
- M:** Well, you can hardly generalise about that sort of thing – not all communities are identical, nor all teachers for that matter. I'd never really envisaged working anywhere but in town till this job came up. What I couldn't get over was all the stuff you can do in your free time: it's been... canoeing one weekend, rock-climbing the next – I'm never short of invitations!
- F:** And you don't have to be sporty either. Although I never looked beyond the pottery club, I was spoilt for choice and it could've been any one of a dozen things – but no pressure, which I'd thought there might be.
- M:** Although I wasn't expecting the stereotype of teaching in the sticks, you know, the uphill battle against fixed ideas, I was expecting to be out of the loop as far as keeping myself up-to-date. But actually, I can't fault the online network, the teacher's forum – it's as if the very fact of isolation makes people all the more determined to keep abreast of things.

Extract Two

The main road through our town is a through route, and a lot of traffic does just pass through, often without even slowing down. The proposal to build a bypass received support from homeowners, but then shopkeepers, quite rightly, raised concerns about losing trade. So, the council decided to adopt what's known as the 'shared space' approach to traffic management. It's been introduced in some other European countries apparently, and works on the premise that drivers rarely pay attention to

speed limits and caution signs, so why bother having them? The proposal's received mixed reactions so far, and there is a cost in removing the current signage – even for the trial period that's being suggested.

It's a bit unorthodox, and of course, sceptics are expecting all kinds of problems to occur, but where's the harm in giving it a try? It's thought that the absence of any signs forces drivers to think more carefully about the road ahead; to make their own decisions about a safe speed, and pay more attention to what's going on around them. The road will, however, have special red-coloured surfacing as a subtle warning to drivers that they are entering a built-up area. I can't see that going down well locally!

Extract Three

As students, some of us were concerned over the amount of waste we were producing. In this disposable culture of ours, we've forgotten some of the basic skills associated with repairing things for re-use. I found myself wanting to do something about this, but not really knowing how to go about it. And I thought: 'Wouldn't it be good to have a centre where you could get help and advice on mending household goods.' So, a group of us set about creating a neighbourhood centre where members would share knowledge and materials connected with repairing things. Naturally, we suffered the usual setbacks you get from doing things on a voluntary basis – reliability is not everyone's strong point – but we persevered, and before long had over a hundred members. And actually, the enthusiasm and cooperation amongst volunteers is incredible. This project is no longer just about reducing waste, it's more about finding ways to connect as a neighbourhood, by sharing things and working together. Our most popular services include computer repair and clothes mending. With funding being a major issue, we've had to make certain very specific skills workshops, like upholstery, payable – in order to keep other services free, however.

Listening 2, Page 111, Exercises 2 and 3

Speaker 1

It's great living in a village environment, far from the stresses of city life – but we have few facilities locally, so it was a real blow when the bus service into town was axed. It wasn't economic apparently. So we set up the community bike programme. We've got a pool of bikes – not the latest model, but quite safe, and we take it turns to have use of one.

We have a car-share scheme too, of course, that's a must if you're setting up a scheme like ours, so nobody's absolutely dependent on the bikes in foul weather or if they fall ill. I'd forgotten what a pleasure cycling is, though, and it certainly keeps you in good shape.

Speaker 2

I work at the hospital, and didn't have much choice but to join the Cycle Challenge – everyone in my department was dead set on it, mostly for environmental reasons – though some do compete in cycle races too. We agreed not to use our cars to get to work for a month. We were loaned the bikes, so there were no costs. I found it tough, not having cycled for years, and I'd say don't agree to this sort of thing unless you have a go first. But I soon got used to it, started to enjoy it and even slimmed down a bit. And, guess what? I've just invested in a smart new bike and all the gear.

Speaker 3

I chose to be a non-driver for ethical reasons, and cycling's the practical alternative. What's more, you avoid the stress of traffic jams and save a fortune on parking fees. You do need a decent bike though, with good gears and lights, and you've got to dress appropriately, and all that can set you back a bit. Apart from breathing in all the disgusting emissions from other road users, it's also relatively healthy and it keeps me fit. Some people go over the top and get a racing bike, but I'm not really into the whole cycling fraternity thing. I'm a serious cyclist, but I'm not obsessive like some people. But if that's what you're looking for, then fine by me!

Speaker 4

For some people, cycling's like a means to an end – it gets you from A to B, whereas for others it's more of a lifestyle choice. I don't fit into either category actually. I'm not unfit or particularly overweight, but I do need to wind down on occasions and cycling's the thing that does it for me. I've never been tempted to seek out cycling buddies actually, because I've heard that cycling clubs can be a bit competitive – both the actual races and in terms of whose got the latest equipment. I'd say steer clear of all that. For me, cycling's about the open road and the fresh air and getting away from it all. Who could ask for more?

Speaker 5

A friend recommended I take up cycling to combat the progression of a medical condition. It wasn't an easy option and it was hard to find the motivation initially. But I persevered and feel so much fitter as a

result. This area's got a fair sized cycling community, and so I've often got company on the road, making it more enjoyable. But you don't have to go in for that side of it. I now give talks to fellow sufferers on the benefits of cycling. I'm always saying: 'Don't bite off more than you can chew – gradually build up stamina.' They're mostly really committed though, and I respect that – having been there myself.

Module 8

Listening 1, Page 124, Exercise 2

M1 = Interviewer, M2 = Scott, F = Emily

- M1:** Today I'm talking to two History of Art students, Emily Winters and Scott Vaughan, about the relevance of museums in today's world. So Emily, are museums on the wane?
- F:** Hardly. Yearly visitor figures such as five million for the Metropolitan in New York and twenty million for London's National Gallery sound really impressive! But looking behind those figures, what do they actually mean? Because a lot of those visitors have simply been to a travelling exhibition hosted by those museums. These are very well promoted and clearly draw in the crowds. What I'm trying to say is, I'd *like* to think that those figures tell us what they seem to be telling us – that people still want to visit museums per se, and for their permanent collections. Given the diverse interests of people my age though, I'm not quite sure if I'm justified in thinking that.
- M1:** Museums buildings can, of course, be attractions in their own right, can't they Scott? There's the Louvre with its glass pyramid or the Milwaukee Art Museum ...
- M2:** Yeah, that fantastic Calatrava roof! Really worth seeing! And ever since the end of the eighteenth century, actually, museums have usually been housed in imposing buildings – part of the ethos I suppose – and I can understand that. I don't think it detracts from the value of the exhibits in any way – on the contrary, great architecture generally enhances their importance in people's eyes, by providing a fitting backdrop, even if the period or style doesn't match up exactly. I don't deny, though, that the exterior appearance of the building doesn't guarantee that people are actually going to spend much time inside!

M1: Certainly though, museums remain firmly on the tourist agenda. Do you see group visits as a good or a bad thing?

F: Let's face it, we all do it and I've been on some very good ones! But it's a question of focus. If it's a case of 'OK, been there, done that, now let's move on to the next one', then the value is questionable I guess. But if groups are given time to really take in what they're seeing, particularly if they've got a guide explaining stuff to them, what's the harm in that? I have little sympathy with people who complain about them actually, art shouldn't be for an elitist minority, and for many people the group visit's a starting point. Basically, if you want to avoid the hustle and bustle, then you just need to time your visit accordingly – that's what I do if I want to look at something without interruptions.

M1: So Scott, why do people visit museums?

M2: Well, as you know, this is the subject of my thesis, and I've been asking people exactly that question, using discussion groups. No shortage of volunteers by the way, but rather inconclusive results. Now, although some people profess a deep interest in Egyptian mythology or Ancient Greek artefacts or whatever, that comes up relatively rarely as a reason when you ask people. What struck me was the number of people who saw it as a kind of duty: 'Oh, that museum's famous, so I must go and visit it'. Weirdly, most people went without actually having much idea of what they'd see when they got there. But I guess you can see the fun in that! Unsurprisingly, lots of people see the visit as an entertainment option, on a par with the sights or a show, and this was equally true for local people and visitors from other cultures.

M1: Right. Finally, then, how do you both feel about virtual museums?

F: Well, the tendency's to assume that this sort of thing, accessed via the internet, will somehow replace the bricks and mortar variety. I don't go along with that view personally. Much as I love browsing through the websites of various museums and art galleries and thereby seeing stuff that I'd be unlikely to get to see in person, that doesn't mean that I'd do that in preference to an on-site visit. And I think that goes for most people, not just art students like us.

M2: Nothing, in my view, can replace the experience of standing in front of an object of antiquity or a work of art and seeing it with your own eyes. Apart from that, I could happily spend hours looking at paintings on my computer screen at home, much as I used to with books. But the one doesn't negate the other, does it?

M1: Well, there we must leave it. Thank you both.

Listening 2, Page 127, Exercise 3

Extract One

F: Harry James is well-known in his local area for his rather unusual hobby – collecting vintage cars. His collection includes cars and motorbikes from the 1950s and '60s and he's here today to give us some advice.

M: If you're thinking of getting into collecting vintage cars, you're not going to be able to pick them up just like that: you've got to root them out! And unless you've got a big budget, you're hardly in a position to be choosy either – so you have to go with the flow. People know that I collect old cars so they sometimes ring me up to tell me about a car they want to get rid of. They'd rather sell to me than to someone who's only looking to make a profit – you know, do them up just to sell them on. Sometimes I buy cars that don't go any more, or need a bit of tender loving care, but they're little pieces of history and that's what makes them special. A good place to go if you want to find old cars is your local filling station. See if they know any customers with old vehicles stashed away somewhere. There's usually someone around who's ready to strike a deal!

Extract Two

M: So Rachel, tell us about eco-fabrics and eco-fashion.

F: Sure. They're becoming much more mainstream these days – reflecting a concern about the impact of the fashion industry on the environment – with more top designers working towards an eco-friendly approach.

M: And does that extend to the working conditions in clothing factories?

F: Socially-responsible methods of production already form an important part of a sustainable approach to fashion, although of course there's a long way to go yet. Ten years

ago, things weren't looking so good, but the industry's turned the corner now.

- M:** So if I buy a garment that's labelled eco-friendly, does that mean my conscience will be clear?
- F:** Well, the label's only part of the story – better to buy those garments than the ones without them, certainly. But it's always best to buy colours that are natural, like off-white, and also remember that some products, for example material made from bamboo, might be natural but they often have to go through extensive chemical processing in order to become soft. That's worth checking out before you buy. The same goes for fabrics made from recycled water bottles. Sounds good but the picture is not that clear-cut.
- M:** I see.

Extract Three

As a freelance stylist for fashion magazines, I draw a huge amount of inspiration from art books and monographs – they're detailed books about particular areas, in this case, clothes design. I spend loads of time in the library too. Big fashion labels use me as a consultant, so I do research for their collections. For this purpose, old copies of fashion magazines from the fifties and sixties can be really useful, together with garments I select from vintage shops. When you prepare work for a particular magazine it's important to keep your audience in mind, so for the teen market, for example, clothes need to be within their price range and seen to be cool. For top-range fashion, I can give free rein to my creativity – there are virtually no restrictions there! I guess I'm never going to get full credit for what I do, but when a client comes back to you time and again, you know you're valued. What fascinates me about fashion is that, like a sport that requires a lot of effort but actually appears effortless, we produce something with a wow factor that's actually taken a lot of time and effort to produce! But then I suppose you could say the same about any work of art. Everything good in life requires determination, dedication – and perseverance – and I'm up for that!

Exam practice 4

Listening: Paper 3 Part 1

You will hear three different extracts. For questions 1 – 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear part of a programme on the subject of interior design.

- M:** Upmarket developers have long been aware that to leave a house undressed is to risk losing potential sales. Carefully chosen furniture and fittings encourage prospective buyers to imagine living in a property and evoke a certain lifestyle. This idea is being pushed to the nth degree in London's super-prime market, however, where purchasers are being lured not simply with tasteful decor and designer furniture, but with pieces of fine art. The art on display, available for purchase by separate arrangement, comes from a range of periods to give the impression of a lived-in home stretching back over several generations. I asked selling agent, Melissa Cora if many people actually took the bait.
- F:** Well, the idea of buying a house full of art that bears no relation to the lives of its future inhabitants may seem odd and unimaginative, but let's not overlook the fact that not everybody has the know-how to go out and source something appropriate to go on the wall. When they were busy gathering their fortunes in oil, gas, metal or whatever, these people didn't have time to go to art galleries and they're often the first to admit that they haven't got a clue when it comes to interior design – so this is a way of buying in the expertise, and agents are tapping into that.

Extract Two

You hear part of a discussion about an online car-sharing scheme.

- M:** I must admit I was a bit apprehensive about using the site initially. After all, you end up stuck in a car with total strangers, which is a bit daunting. But now I couldn't imagine going back to commuting as a lone driver again. I mean, much as it makes sense financially, it's the social aspect I wouldn't want to do without. The four of us have really hit it off because there's always something to chat about – so it's a painless way of doing one's bit for the planet actually.
- F:** That's not unusual either. And car-sharing sites don't only cater for commuters – they're used for just about any journey, from students going to college to mums doing the weekly shop. It goes without saying, of course, that you can hardly expect every online match to

come up trumps. Even if getting to work on time is not what's at stake, pick-up and drop-off times and locations need to be stuck to otherwise tensions can surface. But there again, not everyone's in a position to guarantee what time they'll be free, so there's always the option of mixing and matching to get round issues – like getting a lift to work with one person and a lift home with another.

Extract Three

You hear part of a lecture on the subject of conceptual art.

How do you prove that you own a work of conceptual art? This is an interesting issue given the trend towards the dematerialisation of art, and the primacy of the idea over its physical presence. For example, the works of the artist Gonzalez-Torres include one called *Candy Spills* in which wrapped sweets are piled on the floor to be taken and consumed by viewers. When the pile has gone, the owner of the work replenishes it. So what stops anyone making and selling their own 'Candy Spill'? The answer is the certificate of authenticity issued by the artist. This scrap of paper is, in fact, the only proof that the work of art genuinely belongs to you and this is actually what you buy and sell.

But the system is not without its pitfalls, as the proud owner of one wall drawing by a minimalist artist discovered. The artist's work is drawn directly onto a wall and so cannot be transported. Every time a work is sold, it has to be recreated on a new wall from the instructions contained in the original certificate. A long court battle ensued after the owner consigned his work to a gallery, which managed to irrevocably mislay the piece of paper, and so effectively the work itself.

Module 9

Listening 1, Page 140, Exercise 3

Speaker 1

Just before we collided, one of the other team lifted his knee up and caught me full in the chest. I thought I'd just been winded, so I kept playing. Then I got knocked down again later in the match and that's when the pain became unbearable. X-rays showed that I'd sustained two cracked ribs and bruising to my heart. The problem with internal injury is that you don't actually see any improvement. The ribs healed fairly quickly, but recovery of the heart's something you just can't rush. Although I eventually found my form again, the enforced inactivity nearly drove me crazy. Still,

I've never entertained the idea of giving the game up, despite breaking my nose on another occasion.

Speaker 2

In my position, getting kicked is normal. But I was reckless this time, diving for the ball at the same time as the striker went to kick it. Her foot met my knee with force, and the ball rolled past me into the net as I hit the ground. After surgery for a torn ligament and extensive physiotherapy, I couldn't wait to start playing again. Then during that first game, their top player was driving the ball towards me and, I don't know, these doubts started nagging at me. I hesitated. My confidence plummeted. That was it for me, I'm afraid, because every time I stood in goal again, try as I might, I couldn't shake that feeling off.

Speaker 3

I ended up trying to kick the ball at the same time as our centre forward. He should've left it for me, actually, and my foot got caught under the ball as we toppled over. When I went to stand up, I couldn't put any weight on my foot at all. I'd got a double sprain on my ankle. I'd twisted it three weeks previously, but had lacked the patience to let it heal before playing again. So, I ended up having to wear a brace on my foot for twelve months. I must admit, I was a bit hesitant when I first started playing again, I was a bit wary of kicking hard, but I'm totally back into my game now.

Speaker 4

I can't remember much about it, really. I ran in front of this girl to tackle her, thought she was going to dribble the ball, but she kicked it and it came flying towards my head. I blacked out, and then remember a teammate trying to get me to stand up. I have no clear memory of anything else. I was off work for a fortnight. When I first went back, I had trouble focusing and remembering things. I now wear a concussion headband when I play football, and console myself with the idea that getting injured is par for the course and it could've been worse. And, you know, I don't think it's affected my game that much.

Speaker 5

One of the other side's defenders came to tackle me, and I heard the bone break as his boot hit my leg instead of the ball. Then I was down on the ground, with my foot out at a very odd angle. I must have been in shock, 'cos I felt hardly any pain at first. I had to have an operation. My leg was in plaster for six months; the physio took another six. So, it was a long process. I'm playing again, and almost back to

my old form. But every time I walk onto the pitch now, I feel scared that something of the sort might happen again. I never had that before.

Listening 2, Page 143, Exercise 2

M1 = Presenter, M2 = George, F = Fay

M1: Food, we might say, is always on our minds! Here today in the studio we have nutritionists Fay Wells and George Fisher, who'll be talking about methods of food cultivation and related issues that concern us all. Fay, let's kick off with the 'hot potato' of the day, genetically-modified foods.

F: Yes, you do hear a lot of hype from certain quarters on this topic. But let's face it, public concern isn't helped by the fact that the various scientific reports available seem to leave you none the wiser. On the one hand, you've got a group that's finding GM foods to be quite safe and actually applaud them as a way of dealing with food shortages in certain countries. Then, there's another view that condemns them as potentially dangerous to health and insufficiently trialled; whilst at the same time pointing out, quite reasonably by the way, that the use of GM crops hasn't actually made a dramatic difference to levels of food production worldwide. In my view, it's high time that science spoke with one voice on this issue.

M1: So, George, are organic foods the safest option then?

M2: Well, people are horrified to hear the level of herbicide and pesticide residues that remains in fruit and vegetables, even after they've been carefully washed, because they go straight into our system. Organic foods are one way round that. They don't come cheap though, so it's not currently an option for low-income groups, although that could come if mass production brings economies of scale. And the residues retained in fruit and vegetables do vary, so some are safer to buy non-organically than others. It's not an area that many consumers are clued up about, but there's no excuse for that 'cos there's plenty of factual information available online. The other aspect of eating organically, by the way, that people often forget about is meat-eating. Many people prefer to buy organic meat since it doesn't contain the amount of antibiotics and growth hormones that normal meat does.

M1: So what else is new on the food production front?

M2: Well, there's a movement afoot in the direction of something called 'vertical farming.' It's an attempt, as the name suggests, to make use of vertical, mainly city-centre, space. Architects have designed skyscrapers filled with orchards and fields that have the potential to produce crops all the year round! The only drawback, as things stand at the moment, would be the prohibitive cost of the artificial lighting required! I know the idea sounds a bit far-fetched – pie in the sky, we might say! – but it's not impossible that this vision might become a reality one day. Already, urban rooftop farming is being developed, plus some special greenhouses containing multiple racks of vegetables are in use in various parts of the world.

F: Another development, which sounds a bit spooky to me, is that of using nanotechnology in this area. Basically we're talking here about 'atomically-modified' foods containing invisibly small additives. Some nano-scale additives and pesticides are already on the market and this looks as if it might change the face of the large-scale food industry. To me, it seems like it will confuse the picture even more as regards what we're putting in our stomachs! What will be classified as ingredients?

M2: Yes, you're not wrong there. I believe some dietary supplements are also being manufactured using nanotechnology. Personally, I think that if people follow a reasonably healthy, well-balanced diet, they don't really need to take extra vitamins – certainly not on a long-term basis, anyway.

M1: So where would you stand on all this, Fay?

B: Actually, I'm just wondering whether people might not just react against all these developments and, to be on the safe side, go back to more traditional forms of self-sufficiency! I'm feeling quite tempted, myself, to go and buy a goat and a few chickens and start planting lots of vegetables! In fact, I've been doing some personal research into this area and I've picked up a few valuable ideas. Like, if you set up a self-sufficient smallholding or farm, you've got to be prepared to deal with an incredible barrage of rules and red tape, and you've no choice but

to toe the line. Secondly, organic horticulture on a large scale needs quite a bit of investment. Though, of course, you can simply concentrate your energies on cultivating enough crops for your own use.

Speaking 1, Page 111, Exercise 3a

F1 = Emma, F2 = Maria

- F1:** Hi, Maria! Come in. Hey, you're looking good.
- F2:** Oh thanks, Emma. You're not looking too bad yourself!
- F1:** Come into the living room, it's the only tidy room! So, what's in the bag – your supper?
- F2:** Yes, in fact I found some really nice fresh veggies from a local producer – nothing out of season, you know! – which will go with a lentil curry I've made. How about coming around to share it with me this evening?
- F1:** That'd be great, Maria, thanks! So, what's behind your new look? Very fit, bursting with health – what have you been up to?
- F2:** Well, basically, I've started jogging.
- F1:** Jogging – you?! That accounts for your new streamlined look!
- F2:** Yes, well, in a nutshell, I decided things were getting beyond a joke – I was always shattered, I had a lot on my plate at work and I had absolutely no energy. I was getting flabby too, so one morning I woke up and said to myself, 'Maria, you're a slob. Get moving and do something about your life!' So I did!
- F1:** Well done! So tell me all about it – where do you go, how did you get started?
- F2:** To begin with, I went to see an athletics coach at the local sports centre, he's a friend of a friend – Jeff – do you know him?
- F1:** Well actually, I ...
- F2:** ... and he said I should opt for a bit of power walking in the first place, since I was pretty unfit, and then get slowly into the jogging. So that's what I did! It's now been about six weeks and I can jog around the track without getting out of breath – absolutely amazing!
- F1:** I really admire your willpower, Maria. So how about your diet – have you changed that at all?

F2: Oh yes, I had to do something about that! For one thing, if you're eating the wrong foods, you don't have any energy, do you? [*Murmur of agreement from Emma*] So, I substituted wholemeal bread for white bread, cut out cakes and biscuits, reduced my intake of red meat and I eat lots more fresh fruit and vegetables.

- F1:** I'm not very good with vegetables, I always overcook them and they end up a soggy mess!
- F2:** The secret is just to use a little water and keep testing them. I like them '*al dente*' actually, just so they're still a bit crunchy! The other thing I do is look carefully at the labelling on the things I buy from the supermarket. I really can't stand the idea of all those preservatives going into my body so try to avoid anything that isn't fresh.
- F1:** I totally agree. I've heard that nuts in particular are a good source of protein so I sometimes make nut roasts and things like that. But my friends don't really eat that sort of thing.
- F2:** Oh, I'm allergic to nuts, unfortunately. In any case, no one in my family really likes them. But I cook a lot of pulses. ... Anyway, that's about it! How about you, Emma? What have you been up to?
- F1:** Well, I've been trying to tell you, Maria, I've been playing quite a bit of tennis recently and ... well, you know that athletics coach at the sports centre you mentioned ...

Module 10

Listening 1, Page 156, Exercise 3

- F:** Tonight's talk is about a traditional skill. Thatched roofs, made from dried plant material have long been a feature of lowland Britain, and our guest tonight, Kevin Arden, is a self-employed master thatcher, one of the small band of craftsmen keeping the tradition alive. Kevin, welcome ...
- M:** Thanks. People often ask me how I got into thatching, assuming it's a skill passed down through the generations in the countryside. But nothing could be further from the truth. I'm from London, and my parents are both doctors. But I never fancied following them into medicine and did a degree in engineering instead, which does come in handy occasionally. Although with the benefit of

hindsight I can say that business studies might've been more relevant.

Anyway, my interest in thatching goes back to a summer vacation I spent on my uncle's farm. An old house in the nearby village was being re-thatched and I was fascinated by the process. I got chatting to the thatcher, who showed me how he built up the roof, not using single pieces of straw as I'd imagined, but large straw tiles. He'd made these in advance, and put them onto the roof in layers. The edges – around the roof and the bits sticking out, like dormer windows – get trimmed off later with a special knife, just like giving someone a haircut! All the thatch is very tightly secured in place with fastenings and wire netting, so there's no danger of it falling off!

Anyway, this chap let me have a go and told me about an apprenticeship you could do to learn the skills. It was a life-changing meeting because here I am, ten years later, a trained thatcher running my own business just like him. It wasn't an easy process though, and there aren't many apprenticeships available. I'd say thatching is not for the faint-hearted actually, because to master the skills, set yourself up in business and find work, requires a single-mindedness that not everyone has.

I'm lucky in that thatching's a very satisfying job although it is a rather demanding one physically, involving a lot of going up and down ladders. For that reason, young people interested in the job need to be fit too.

I guess I've been fortunate. People find thatch attractive, and that accounts for its popularity – but doesn't necessarily bring in much work. Other forms of roof are cheaper – so you don't get many modern thatched houses. Old thatch does need replacing though, and legislation has just been introduced that says old thatched roofs must be re-thatched rather than replaced with another material. So I've benefitted from that, and now have more work than before.

You can really have some fun with thatch 'cos there isn't just one pattern that everyone has to follow. Master thatchers like to leave their individual mark by creating interesting shapes or putting unexpected finishing touches to their work. But we don't use any drawings to help us, something people often

find surprising, given the intricacy of some of our work. But no, it's all kept in my head!

Anyway, as far as maintenance of the thatch is concerned, the top ridge of the roof will need replacing every fifteen years or so, but good quality thatching straw should last for about fifty years. This means that, to coin a phrase, its carbon footprint is very low, not least because it provides extremely effective insulation, keeping you warm in winter and cool in summer – without wasting finite natural resources in the process!

Of course, like any job, mine has its downsides too. If you run your own business, it goes without saying that a certain amount of business acumen's required. Then there's always extra stuff to do at weekends, like putting together estimates for new jobs – and I often have to totally forget about summer holidays 'cos that's when you get the best weather for thatching. However, nothing beats being your own boss and having the freedom and flexibility that brings.

Talking of the weather, though, it's not always your best friend. So when embarking on a job that would normally take about two months, I always have a contingency plan in case of delays. I need to know that I've got something else I can do during that down time. In winter of course, jobs take longer anyway because of the shorter amount of daylight – and freezing temperatures!

All in all, though, thatching provides tremendous job satisfaction and every time I stand back and look at a new roof I've done, I feel very proud of what I've achieved. Now before I go on to ...

Language development 1, Page 157, Exercise 1

Part One

- F:** Hi Jack! Wow, it's so nice here overlooking the river!
- M:** Yeah, great isn't it? Anyway, how was your week, Mel?
- F:** Oh, not too bad – ups and downs, you know.
- M:** So tell me about it.
- F:** Well, firstly the good news. Yesterday, Angela, my boss, said I did a really good job with my presentation to the sales team for our new products, so I was pleased about that.

- M:** Fantastic!
- F:** Yes, but earlier in the week, one of my colleagues asked if I'd like to work on an advertising project with her and I agreed, but then she proceeded to do absolutely nothing and I was left with all the donkey work! It's a great project but I'm so annoyed!

Part Two

- M:** Yes, I've had things like that happen, unfortunately. But you'll never guess my news!
- F:** What?
- M:** Well Mel, you know that our company is hoping to expand and open up a new office in Brighton on the south coast?
- F:** Uh-huh ...
- M:** Well, the boss wants me to go down there and be in charge – and he won't take no for an answer!
- F:** Gosh, that's great, Jack! Aren't you happy about that?
- M:** I suppose so, but I'd be happier if I could have some time to think about it. He wants me to go at the end of the month!

Part Three

- F:** Well, I think you'd be sorry later if you didn't take this opportunity, Jack.
- M:** Yes, I know you're right. It's just that it's all a bit sudden. Anyway, you will come down and see me, won't you?
- F:** Of course I will. You know I love the sea!
- M:** Ok then, it's a deal. Right, I'd better stop chatting and go home and start sorting out my things. If I'm moving house, there's a lot to throw out!

Listening 2, Page 159, Exercise 2

Speaker 1

I was sent to China as part of my job and met another British girl there who'd applied to do a distance degree in IT, so I thought: 'Why not me?' I didn't feel I was up to doing a course in Chinese, which was the other option. Anyway, I enrolled – but ironically soon got transferred back to London where the college was anyway! I carried on with the course though, 'cos I was getting a lot out of it. But you could've knocked me down with a feather though when my tutor said my thesis was worthy of

publication. I mean, I've always enjoyed studying on my own, and suddenly it just all fell into place.

Speaker 2

My conducting job was based in Italy, but orchestra rehearsals were only held in the mornings, so I was feeling at a bit of a loose end. I was surfing the net one day when I came across an ad for an online psychology degree. I was immediately hooked! It was a fantastic course. I loved every minute, maybe because nothing depended on it. Still I was bowled over to be offered a post as a music therapist in a big London teaching hospital on the strength of it. I only applied on the off-chance to see how I'd fare. The musicians in the orchestra were flabbergasted – thought I was making a big mistake – but they were wrong.

Speaker 3

I'd worked my way up in the company quite quickly and been promoted to marketing director. But because I'd left school at eighteen, my strength was always practical experience. I knew what I was doing, but felt at a bit of a disadvantage when called upon to explain why in meetings. I've nearly finished the external MBA and what's nice is, although they don't know about the course, the rest of the team really seem to be taking me more seriously now – I wouldn't have credited it actually. It was something I did for my own benefit, but I guess I've got a firmer grasp on underlying concepts now, so it's as if finally we're speaking the same language.

Speaker 4

I live on the island of Tenerife. The warm weather suits me down to the ground 'cos I develop allergies in a damp climate, so we had to leave the UK. Since my parents were keen on me going in for teaching, I chose an online degree course in literature. I was ready for a solitary sort of existence, you know, studying alone; just being at a computer all day – no classmates to muck about with – but I was completely mistaken. In the forums, I quickly met all sorts of amazing people who've become like my best mates. We almost never agree and that's what makes discussing the work so brilliant.

Speaker 5

I was gobsmacked when my boss told me, but I now realise it'd been his idea all along to make me head of department once I'd got the certificate under my belt. I'd always hankered after getting a college education, but because of my father's ill health and financial issues, I'd gone straight into a job as a receptionist after school. So when the company said

they'd help fund any employees wanting to do a distance-learning course, I jumped at the chance! From then on, all my weekends were taken up studying business management, and it was all useful practical stuff. I've never been lacking in self-discipline, but this really was time well spent.

Exam practice 5

Listening: Paper 3 Part 1

F = Heidi, M1 = Presenter, M2 = Rob

You will hear two sports commentators called Heidi Stokes and Rob Aslett taking part in a discussion on the subject of gyms.

For questions 1 – 5, choose the answer A, B, C or D which fits best according to what you hear.

M1: My guests today, Heidi Stokes and Rob Aslett, are both sports commentators and I've invited them along to discuss the issue of gyms – why they're so popular, whether they do us any good. Heidi, turning to you first.

F: Hi!

M1: According to media reports, the government's thinking about harnessing the popularity of gyms in a campaign to tackle the problem of obesity. What's your take on that?

F: Well there are, on the face of it, attractive aspects to the proposal. The obesity epidemic is, if we're to believe the figures, a social emergency and, as many people have argued, the government has so far concentrated largely on the eating aspect of prevention – school dinners, junk-food ads, food labelling – but exercise must be made part of the solution. Yet there are other significant issues, aren't there Rob?

M2: Let's face it. The kind of collective problems we face with obesity and inactivity require hugely complex solutions, and that means involving a whole host of stakeholders and bodies. It's not that the fitness industry can't play a part, it's just that we have some serious reservations about the government teaming up with the leisure industry, which generally serves those people who are already the least likely to be inactive and obese.

F: The bottom line is that you're looking at a majority of the adult population that's inactive. I have no problem with gyms delivering their health-and-fitness and leisure

products; I'm a consumer of them, but they're ill-equipped to tackle the wider issues.

M1: But even for those who can afford to go to gyms regularly, isn't the whole enterprise full of contradictions?

F: Indeed it is. Personal trainers may make you more motivated and fit, but they can't make you too motivated or too fit or you'd stop needing them. It isn't in a gym's interest to encourage you to build exercise into your daily life, because that would cut into gym hours. It's true that they're often the only option in cities, if there are few parks, no bike lanes, bad weather or whatever, but it's also true that gyms have a vested interest in keeping you indoors.

M1: And people lose motivation, don't they Rob?

M2: Gyms can be the site of healthy activity, there's no question that good ones provide expertise, motivation, role models – all tremendously beneficial. But if that's the only time there's physical activity in your daily life, chances are that it's the first thing that goes when life gets busy, when your disposable income gets crunched or when you've got something more fun to do. It's the classic example of someone who takes an elevator up to a club and can't be bothered to climb the stairs. Stairs are cheaper, but they don't come with all the bells and whistles. I understand as much as anybody the appeal of the bells and whistles, but it's an awfully expensive way to not necessarily get healthy.

M1: And gyms come in for a lot of criticism for their marketing already, don't they Heidi?

F: Well, the temptation for the gym is to sign up as many people as possible, then gamble on them not turning up – a kind of fitness pyramid scheme. That's absolutely true of some gyms, but not the majority. A business model that's almost entirely reliant on revenue from membership dues means that it's in their interest to sign up a lot of people. But if everyone who was a member turned up, then they'd be overcrowded and the facilities themselves wouldn't hold up. There's a calculated risk obviously, but good clubs will take that into account, and use reasonably accurate projections. They know that people will go at different times of day, in terms of their occupations and their personal lives etc. And the aim of the game at the end of the day

is to hang on to them, so you don't want them turning up and finding all the equipment's occupied.

M1: So how can gyms keep people coming, Rob?

M2: It's getting them in and exceeding their expectations every time they come in that's important. Exercise has changed more to being a part of my life. It's about wellness, about feeling good spiritually as well as physically, as well as mentally. The same amount of people join a gym for relaxation and to release stress as they do to tone up or lose weight. So in marketing a club, if your message isn't one that gives this whole picture of mind, body and spirit, you're appealing to just a percentage of the potential market. It's why the growth of the mind-body idea, like yoga and Pilates, has been so important to the industry. It's pulling in groups of people who'd probably never have joined a gym if those options weren't there.

M1: Rob, Heidi, there we must leave it ... thanks.

ANSWER KEY

Module 1

Lead-in p.7

- 2 Possible answers include: dance, acting (film + theatre), music (all kinds that involve performing, not just listening), musical theatre, acrobatics (including juggling, stilt-walking, clowns, etc.), busking (playing music on the street), magic, martial arts (when done for performance), flash mobs

1A Have you got what it takes?

Reading 1 p.8

- 2.2 **para 1:** A harsh reality
para 2: It's who you know, not what you know
para 3: Complaints are useless
para 4: A financial dilemma
para 5: A source that never runs dry
Extra heading: The dangers of fame
- 3 1 C (line 8: *have no real prospects*) 2 B (lines 16–18: *where talent and ... provide no guarantee of success*)
3 A (whole paragraph) 4 B (line 48: *It's catch 22, because you won't hear about auditions without one*)
5 C (line 54: *with every coming year, push out hundreds of new dancers*) 6 D

Vocabulary p.10

- 1a **audition** (1) *n* tells you it's a noun, [C] indicates it's countable, [+ for] shows that it's followed by the preposition *for* in a sentence. **audition** (2) *v* tells you it's a verb 1 [I] indicates it's intransitive, so not followed by an object [+ for] shows that the intransitive form is followed by *for* 2 [T] indicates it's transitive, and so followed by an object.
- 1b **choreography** /ˌkɒrɪˈɒɡrəfi/ *n* [U] the art of arranging how dancers should move during a performance
auditorium /ˌɔːdətˈɔːriəm/ *n* [C] plural **auditoriums** or **auditoria** 1 the part of a theatre where people sit when watching a play, concert, etc 2 *AmE* a large building used for concerts or public meetings
- inspire** /ɪnˈspaɪə/ *v* [T] 1 to encourage someone by making them feel confident and eager to do something: *We need someone who can inspire the team.* | **inspire sb to do sth** *He inspired many young people to take up the sport.* | **inspire sb to sth:** *I hope this success will inspire you to greater efforts.* | *Inspired by the sunny weather, I decided to explore the woods.* 2 to make someone have a

particular feeling or react in a particular way: *Gandhi's quiet dignity inspired great respect.* | **inspire confidence** (= make people feel confident because they trust your ability) *His driving hardly inspires confidence.* | *The hospital's record does not inspire confidence.* 3 to give someone the idea for something, especially a story, painting, poem, etc.: *The story was inspired by a chance meeting with an old Russian duke.* | *a range of designs inspired by wild flowers.* 4 **technical** to breathe in

backstage /bækˈsteɪdʒ/ *adj, adv* 1 behind the stage in a theatre, especially in the actors' dressing rooms → **offstage**

2 in private, especially within the secret parts of an organisation: *intensive backstage negotiations*
preview /ˈpriːvjʊː/ *n* [C] 1 an occasion when you can see a film, play, painting, etc., before it is shown to the public: [+ of] *a sneak preview of the new fashions for the autumn* | *the press preview of the show* (= when people who write for newspapers, TV, etc., could see it)

2 a description of a film, TV programme, show, etc, that people will be able to see soon
preview *v* [T] 1 to see or describe something before it is shown to the public: *Journalists will be able to preview the exhibition tomorrow.* 2 to show or perform something before it is shown to the public: *The band will preview their new album on 2nd March.*

- 2 1 for 2 on 3 for 4 to 5 of 6 in 7 with 8 for
- 3a 1 was endless 2 was extremely happy 3 a step into the unknown
- 3b 1 knew no bounds 2 jump down my throat
3 leap at the opportunity 4 by leaps and bounds
5 out of bounds 6 jump to conclusions
- 4 1 dress 2 limelight 3 backing 4 stage
5 standing 6 cue 7 live 8 emotional 9 curtain
- 5 understudy, underact, underwriter, soundtrack, soundstage, playwright, playact, overact, screenwriter, backstage, backtrack

Use of English 1 p.11

- 1 1 adaptation 2 playwright 3 lyricists
4 misinterpreted 5 questionable
6 unprecedented 7 preview 8 backstage

Listening 1 p.12

- 3 1 illustration (I decided to study for a degree in Fine Art at first, with a view to working in illustration) 2 imperfections (It was him who told me not to erase any imperfections, but

rather to draw over them and correct them, because this contributes to an overall effect of movement.) **3** realistic (I generally prefer realistic drawings) **4** film festival (I decided to enter a piece in a film festival, and fortunately won several awards!) **5** ads/adverts/advertisements (I still do quite a bit of work for advertisements, as these tend to be fairly short projects, yet lucrative. So, they fund the films.) **6** collaboration (Creating an animated film involves a great deal of collaboration, and I love the way everybody pushes towards a common goal.) **7** by hand (I still choose to do most of the artwork by hand.) **8** observation (But I'd say that observation is key to the animator's work.) **9** (facial expressions/voice of) actors (Actors have really helped there.)

Language development 1 p.13

- 1 **1a** wrong *it doesn't look* **1b** wrong *they are looking* (current activity)
2a wrong *I really don't see* (see = understand, therefore a state verb) **2b** correct (see = meet as future arrangement)
3a wrong *they have (got)* (have = possess, therefore a state verb) **3b** correct
4a correct (concern = involve/affect state verbs) **4b** correct (concern = worry, a temporary current activity)
5a correct (mind = object – a state verb) **5b** correct (mind = look after, a current activity)
- 2 **1** since **2** met **3** yet **4** to find **5** still **6** hasn't travelled **7** 's/has been doing **8** lately **9** long **10** becomes **11** 's/is **12** currently **13** doing **14** first **15** 've/have seen **16** before **17** had

Use of English 2 p.13

- 1b** **1** went **2** Despite **3** one (phones) **4** What **5** that **6** had **7** on **8** few

Writing 1 p.14

- 1 **1** an essay **2** summarise & evaluate
- 3 **1** discuss **2** examines **3** compares **4** communicate **5** suggests **6** demand **7** acquire **8** acknowledges **9** advocates
- 4a Students should underline from *Firstly, the first text the same result.* (para.1). Then, paragraph 3.
- 4b Students should highlight paras. 2 & 4
- 6 Answers will vary.

1B It's live!

Listening 2 p.15

- 1 **1** you can try different things, do more than one take, experiment with mixing techniques
2 live performances (they sometimes lack the soul and the strength of emotion that artists produce in a live performance. There's nothing to beat that, really!)
- 2 **Task One**
1 G (*I needed to counteract the inevitable effects of my rather sedentary lifestyle*)
2 H (*I wanted to build on my artistic ability somehow*)
3 E (*seem to thrive on the sound of laughter.*)
4 C (*I did begin to feel a need to get my teeth into something that would stretch me*)
5 A (*I really wanted the world to know I could play the guitar just as well as my rock heroes*)
Task Two
6 H (*teach breakdancing to the kids*)
7 F (*a portfolio of digital cartoons with audio input to go on my website*)
8 E (*I'll be appearing at a big arts festival*)
9 D (*there isn't a Rock Choir in my area so I've decided to set one up.*)
10 B (*lots of guys feel the way I did, so I've started a blog with a view to getting in touch with some*)

Speaking p.16

- 4 Tom: mind-blowing/deafening, discordant, depressing
Maggie: upbeat, soothing, inspiring
- 5a Agreement: No, you're right there (agreeing with negative statement / question), I agree with you, Absolutely
Disagreement / Partial disagreement: I hear what you're saying but, to be honest I've never found that, I'm not sure about that
Weighing things up: Don't forget, I'll bear that in mind
- 5b Agreement: I can't disagree ..., I'd go along with that, Absolutely!
Disagreement / Partial disagreement: That may be the case, but ..., You've got a point, but ..., Weighing things up: I think we ought to ..., I can't rule out ..., Have you considered ...?
- 8a Grammar resource: Luisa makes a grammar mistake, '*it isn't appeal to everyone*' should be '*it doesn't appeal to everyone*'. Max makes a grammar mistake, '*it often pouring with rain*' should be '*it often pours with rain*'. Otherwise good.

Lexical resource: Luisa couldn't think of the word for 'open-air' cinema. Otherwise both OK though neither of them used any particularly advanced vocabulary.

Discourse management: Good

Pronunciation: Good

Interactive communication: Luisa started off well, but then she ended up simply agreeing with Max and didn't take the initiative in the last part of the discussion. Max ended up dominating the discussion, which isn't really his fault.

- 8b Grammar resource: Luisa made a mistake: '*might to attract*' should be '*might attract*'. Max made one mistake: '*difficult in understanding*' and it should be '*difficult to understand*'. Otherwise good.

Lexical resource: Max couldn't remember the word '*stilts*' but Louisa supplied it for him, which is acceptable. He also said '*playing*' instead of the noun '*play*'. Otherwise good.

Discourse management: Good use of phrases for agreeing and disagreeing. Generally reasonable use of turn-taking.

Pronunciation: Good apart from one mistake made by Max where he pronounced 'scene' wrongly.

Interactive communication: Luisa OK but still hesitant in the beginning. However, when Max was getting carried away, she virtually took over and started taking a proper turn.

Language development 2 p.18

- 1 1 b (In a, present continuous is used for an action happening now, so not acceptable here. b is asking about intention of how to deal with a problem, so it's acceptable.)

2 a (This emphasises the speaker's disapproval and possible frustration with the other person's actions, and so is more suitable here.)

3 Both are possible. a '*will be waiting*' implies that the speaker is suggesting '*I'm going to tell him now that you're going to be late*', while b '*will have waited*' suggests '*because he always does*' or '*because he wouldn't dream of not waiting for you.*'

4 a – indicates a future intention decided in the past which then became unnecessary.

- 2a 1 was going to 2 might 3 were due to be 4 wouldn't be 5 was just about to 6 were supposed to

Use of English 2 p.18

- 1 1 was to have been | a
2 (the) fierce competition, | Tilda Swinton is/seems/appears set to
3 stands to make profits/a profit | in excess
4 was supposed to | have/be having
5 had every intention | of sending / had fully intended to send
6 are bound | to turn up for/at

Use of English 3 p.19

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

- 3 1 6 (raise money), 8 (generate ... interest)
2 2 (are lined up), 4 (come a long way)

Writing 2 p.20

- 1a/b Answers will vary.

3a **Text 1:** Many people believe illegally downloading music is destroying the music industry; Most artists not connected with major companies; no publicity; Internet gives them free advertising; listeners free to decide what they listen to; broader tastes in music.

Text 2: People go to concerts to experience the atmosphere and share passion for music with others; Also hope something unusual will happen.

- 3b Opinions will vary, but evaluation should contain the following ideas: Both examine ways people listen to music today, and are fairly objective in their approach. They look at different aspects of music as entertainment. Text 1 looks at the impact developments in illegal downloading of music have had, while text 2 examines the enduring popularity of live concerts.

- 4 Answers may vary, but should contain elements of the points from 3 a and b above.

- 5a 1 attract 2 despite 3 suggests 4 stems
5 experience 6 while

5b Suggested answer:

Both texts examine ways people listen to music today in a fairly objective manner. However, while the first text focuses on the impact developments in technology have had on people's tastes, the second text looks at a habit that has remained largely unchanged.

While we cannot ignore the fact that the fall in CD sales will affect the survival of some record companies, there is no doubt in my mind that, as the first text points out, the developments have improved

the aspiring artist's chances of getting noticed, and given listeners greater power to choose. Furthermore, no matter how sophisticated the technology becomes, it cannot hope to replace the feeling of charged emotions involved in being at a live performance.

6 Suggested answer:

Essay

The two texts examine different aspects of the music industry. Whereas one considers the way that people obtain music is changing, the other considers the continuing popularity of live music events.

The first text rejects that idea that sharing music online is having a negative effect on the music industry and that it is in fact a good way for up and coming bands to reach wider audiences and that by distributing their music at no cost they can become popular. It points out that we can now choose from a greater variety of artists and music types and so everyone's interests can be met.

While I agree with this point to a certain extent, and that they might help new bands, we cannot ignore the fact that a large percentage of music downloads are done illegally and are of no benefit to the established artists who recorded them.

The second text asks why the discomfort of hearing live music remains popular in the era of high quality recording and suggests that it is more about the shared physical experience and bonding with like-minded fans than it is about the music. However it also points out that live gigs offer the chance to hear familiar songs, sometimes in new ways and therefore have a variety that recorded music lacks. It is undoubtedly true that audiences prefer to hear a band play songs they love. However, we should not ignore the excitement of hearing new tunes for the first time.

Many shows are now much more theatrical and the text rightly points out the buzz that they generate.

The texts correctly acknowledge that, although recorded music is evolving, live music will never die!

(282 words)

Module 1: Review p.22

- 1 1 will acquire 2 is demonstrating 3 demands 4 concluded 5 recognising 6 be assessed 7 asserted 8 conveys.
- 2 1 dress rehearsal 2 curtain call 3 on cue 4 standing ovation 5 jump down my throat 6 leap at the opportunity 7 in the limelight 8 knows no bounds
- 3 1 Both OK, but is studying more likely. 2 has been performing 3 had only ever

performed 4 was training 5 is to be shown 6 has worked 7 collaborated 8 had been hoping

- 4 1 tuition 2 enthusiasm 3 commitment 4 accessible 5 extraordinary 6 understudies 7 prestigious 8 professionalism

Module 2

Lead-in p.23

- 1a 1 tiger: Asia 2 polar bear: the Arctic, the USA (Alaska), Canada, Russia, Denmark, (Greenland), and Norway 3 dormouse (Hazel dormouse, not other species of dormouse): Denmark, Germany, the UK (also Sweden, the Netherlands) 4 chimpanzee (chimp): Africa (in rainforests from West Africa and the Democratic Republic of Congo across to Uganda and Tanzania) 5 elephant: Africa, Asia (photo is of an African elephant, which has larger ears) 6 black bear: the USA (32 states), Canada, Mexico 7 rhinoceros (rhino): Africa, Asia, (photo is of an African rhino as most Asian rhinos have only one horn)
- 1c Threatened or endangered: tigers, elephants, rhinos (some species have become extinct, e.g. the Javan rhino in Vietnam, the Indian rhino is vulnerable & they nearly all live in protected areas, e.g. the Southern White rhino which has a reasonable population although it is considered near threatened), chimpanzees (endangered,

nearing extinction), polar bears. Reasons: poaching, hunting for the ivory trade, habitat loss; black bears: healthy population; dormice: not endangered but protected and vulnerable

2A Wild experience

Reading p.24

- 4 1 G 2 F 3 B 4 C 5 H 6 A 7 D
- 5 G refers to the *fundamentals* which are the facts listed in para 2. In F, *its extraction* refers back to oil in para 2. In B, *hundreds of such tribes* refers back to *some of their members* of the Achuar tribe in para 3. The first sentence in para 4 defines the term *uncontacted* at the end of B. *These few remaining tribes* in C refers back to the 100 tribes mentioned in para 4. *the incursions and what follows* in H refers back to actions of loggers and oil companies in para 5. ... *this new threat* at the

start of para 6 refers back to the mention of hydroelectric dams in H. In A, the first sentence is in contrast to the list of negative effects in para 6. The final sentence, *he is happy to bring me up to date*, is followed by the facts and figures in para 7. *he* in para 7 refers back to *Paulo Adario* in A. *His grandfather* at the start of para 8, refers back to *we visited a fisherman* in D.

Vocabulary p.26

1a 1 (over-)consumption (para 6) 2 integration (para B) 3 disruption (para 3) 4 colonisation (para 6) 5 isolation (para 4) 6 extraction (para F)

1b 1 contamination h 2 degradation g 3 depletion i 4 deterioration a 5 devastation b 6 implementation e 7 irrigation j 8 legislation f 9 pollination c 10 rehabilitation d

1c 1 rehabilitation 2 irrigation, pollination 3 contamination deterioration legislation implementation 4 degradation depletion devastation

2a 1 croak: frog or toad 2 growl: tiger or lion (also possible: dog, wolf, bear) 3 screech: parrot family (parrot, Macaw) 4 chirp: any small songbird (also possible: certain insects) 5 hoot: owl 6 squawk: parrot, toucan, etc.

2b **bark**: dog, wild dog, fox, seal; **bellow**: bull, ox buzz: bee, mosquito; **chatter**: monkey, parrot + other birds of that family; **howl**: dog, wolf, wild dog, coyote, etc.; **hum**: bee, fly; **roar**: alligator,

elephant, lion, hippo, tiger; **squeak**: bat, hamster, hare, guinea pig, mouse, rabbit, rat, squirrel

2c 1 growled 2 chirped 3 croaked 4 screeching 5 roared 6 chattering 7 buzzing

Uses

bark: say sth quickly in a loud, sometimes angry, voice

bellow: shout loudly, give a bellow of rage or laughter (loud outburst)

buzz: used to mean a lot of activity, noise and excitement

chatter: talk quickly in a friendly way, teeth chatter when you are cold

chirp: speak in a high voice, or (of mobile phone, electronic equipment) emit a high-pitched noise

croak: when a person is ill, particularly with a throat infection

growl: used of a person when angry

hoot: with laughter, give a hoot of laughter, derision

howl: with laughter/in pain, the wind howls, howl for sth = demand sth

hum: sing a tune with your mouth closed, the sound of an expensive car engine or a piece of machinery, also of a busy place

roar: with laughter, a car roars off down the road, the roar of traffic

screech: shout or sing loudly (and not very well), also screech with laughter, a screech of tyres, car screeches to a halt

squawk: to complain loudly or to sing badly

squeak: say sth in a little high voice perhaps in fright, a door squeaks, squeak through = just pass a test or exam

2d 1 I don't care. 2 He's very happy or lively.

3 1 crack down on, hand out 2 using up / wiping out 3 Cutting down, wipe out 4 come up against 5 dying out / being wiped out 6 amounted to 7 step back

Use of English p.27

1a Tidal power, taking energy from the predictable movement of water as tides change. Not widely used currently due to high costs involved to generate power in this way.

1b 1 sustainable 2 renewable 3 harnessing 4 predictability 5 untapped 6 inexhaustible 7 breakthroughs 8 effectively

2 Collocations include: future generations, sustainable development, integral part, wider aim, integral part, renewable source (of energy), tidal power, oceanic tides, high cost, technological breakthroughs, the open market

3 Other renewable/sustainable energy sources are: hydroelectricity, solar energy, wind energy/power (wind turbines), wave power, geothermal energy (= energy created from and stored in the Earth, e.g. hot springs that can be used to create electricity), bioenergy (= energy produced from materials such as wood, straw, manure, sugarcane, etc.), anaerobic digestion of waste

Listening 1 p.28

2 **Extract 1**: to show how orangutans have learned social ways of behaving from their family members and that humans are therefore not the only ones to have a cultural life, as such

Extract 2: to find out more about the life of wild animals: their sleeping, running and eating patterns and their movements

Extract 3: by making fishing lines easier to see

and by using sound to warn the other species away

- 3 1 B (*difficult to believe that animals experience emotions since these aren't evident on their expressions*)
2 A (*We don't know exactly [what emotion it was portraying], but it was apparent that something along those lines was being expressed.*)
3 A (*They are one of the few animals that brachiate: that means they swing themselves along the undersides of branches using only their arms.*)
4 B (*This is rather like a trick used by ancient Greek athletes when performing the long jump.*)
5 C (*the lists of sales figures and targets that his life had centred on up till then no longer filled him with the same enthusiasm.*)
6 B (whole text. NB Not A because *toughest aspect of the job was parting from them*; not C because animals were born in captivity)

Language development 1 p.29

- 1 1 to be done 2 to be found 3 to blame 4 to do
5 to be fed 6 to understand
- 2 1 It is known that his furniture business uses only recycled wood. / His furniture business is known to use only recycled wood. 2 It is claimed that the board game *Ethica* is really good. / The board game *Ethica* is claimed to be really good. 3 It is thought that the turtle population is increasing. / The turtle population is thought to be increasing. 4 It is believed that the largest deep sea coral is near Norway and covers more than 100 sq km. / The largest deep sea coral is believed to be near Norway and is said/believed to cover more than 100 sq km. 5 It is said that more than 600 new species have been discovered / More than 600 new species are said to have been discovered. 6 It is / has been claimed that deep-sea fishermen have reported seeing giant squid.
- 3 1 have been seen crying/to cry 2 being/to be photographed 3 must be finished by Monday without fail 4 was explained to us how a herd of elephants behaves 5 were made to wear hats and heavy boots on our jungle walk 6 was suggested that we took / take part in a new eco-project 7 wasn't allowed to keep snakes in the house
- 4 1 were/had been distributed 2 had been eliminated 3 is said 4 to have been shot 5 be described 6 is currently (being) threatened 7 will be supported 8 has already been made

Writing 1 p.30

- 1 1 from the task rubric
2 formal: academic articles in academic journals, articles for serious newspapers; semi-formal: some lighter-interest magazines, articles for a school or college magazine. Many articles include more than one style (e.g. an article describing a particular experience will normally include narrative as well as description, plus possibly anecdote).
3 the content doesn't have to be linear: you can start off with a piece of description of a current event and then flashback to the past to give more detail (e.g. a dropped introduction, where the scene is set in the first paragraph, but the real 'story' starts in the next one); the sentence structure should be varied, sometimes starting with a subordinate clause, using a rhetorical question addressed to the reader (semi-formal) or inversion, etc.
4 a wide range of interesting verbs, adjectives and adverbs should be evident which will bring the article alive. Grammatical structures should include, where possible, some use of the passive, modals, conditionals, a range of tenses, verb structures, etc.
5 title: by using word play, double entendre, etc.
1st paragraph: by appealing to the reader, by making slightly controversial statements, by appealing to their senses though evocative descriptions, etc.
- 2a 1 wide-eyed 2 peacefully 3 daintily 4 lavishly (a metaphorical use here as lavishly = apply/embellish generously, abundantly usually refers to actions by people) 5 grumpy 6 trumpeting 7 euphoric 8 wistfully 9 massive 10 lazily
- 3 **wallow**: used of (large) animals when they lie in shallow water or mud in a relaxed lazy manner to keep cool
twitch: sudden movement of part of your body. This enhances the idea of the nervousness of this particular animal.
bound: leaping into the air
strut their stuff: an idiomatic phrase meaning to show off (your appearance). This is also an example of metaphor, and alliteration (when two or more consecutive words start with the same sound or letter)
skulking: hiding or moving about secretly, especially with bad intentions. The verb aptly describes this animal, which is a predator and hunter.
Some of these verbs are onomatopoeic, similar to

those describing animal sounds on p.26 (see also Module 5).

4 Suggested answer:

Tea and tigers

If you ever get the opportunity to visit Nepal, you should jump at the chance as it has some of the most fantastic natural scenery you will ever see. The region has abundant wildlife, incredible variety and is geographically important as many of the most important rivers in Asia begin in the Himalayas. I was very lucky to spend a few weeks there recently.

Starting in the south, I visited a national park in the foothills of the mountains where many rare species are protected. Within no time, we had seen the most amazing butterflies dancing over the bushes, then multicoloured parakeets circling overhead. In the evening, we saw peacocks strutting proudly in a clearing making the most incredible squawking sound. I went with a guide on foot looking for rhino and, after a couple of hours tracking them, we heard them on the other side of the bushes ahead of us. The tension was unbearable.

Finally, we glimpsed the grumpy beasts through a gap in the branches lazily drinking from a small stream. We didn't manage to see tigers as they are so rare nowadays, but saw signs of where they had passed a short time before and the remains of a deer that had been caught and eaten by one. A week later, in a village in the mountains to the north, with white snow-capped peaks towering above me on all sides, I sat drinking tea with an old mountain guide who told me tales of how he had led expeditions to find yaks and snow leopards.

It is a fascinating country with spectacular scenery and the last home of many rare species that are indirectly protected by the tourists who go there to see them.

(289 words)

2B Closer to home

Listening 2 p.31

- 2 poles
- 3 1 Chicken World 2 roof 3 tunnel 4 fence
5 self-sufficient 6 sleeping quarters 7 sneaky
8 (bare brown) wilderness 9 alarm
- 4 **Pros:** you are in control of what the animals eat and the conditions in which you keep them (your conscience is clear since the animals are likely to be free-range and not confined in huge sheds with hundreds or thousands of other animals); you have a food source that is fresh, untainted by chemicals, tastier.

Cons: keeping animals often means that you grow fond of them and therefore it is doubly hard when the time comes to send them to slaughter; you must have a certain amount of land to keep them on and money to invest in buying and feeding them; animals are prone to diseases and you will have vets' bills to pay

Speaking p.32

- 2 1 welfare concerns 2 natural surroundings
3 cost-effective 4 confined space 5 nutritional value
6 roam freely 7 lifespan 8 animal pollination
9 fungal diseases 10 daylight hours
- 4 Starting-off: *Well, they are all important issues*
Linking: *the other issue that worries me, not only that, and finally ...*
Expressing personal opinion: *the one I feel most strongly about, to me it seems ...*
Summing up: *So, all of those issues are important ...*

Language development 2 p.34

- 1a 1 up-to-date 2 at our ease 3 on a whim
4 the attention 5 the needs 6 interest 7 no signs of
8 importance 9 thanks to
- 1b 1 took 2 was 3 captured 4 brought 5 bought
6 put 7 met 8 place 9 showed
- 2 1 have no say, have the right to 2 have serious consequences
3 have strong views on 4 had a major impact on
5 had no inclination to 6 have access to
- 3a in all likelihood; in captivity; by chance; with ease;
in living memory; on occasion; out of breath; in other words;
with pleasure; in sb's wake; out of tune with (compared with *in tune with*)

Use of English 2 p.35

- 3 1 Getting 2 to 3 There 4 being 5 What 6 make
7 down 8 fewer

Writing 2 p.36

- 1 list could include: sustainability (careful use of the land, e.g. through crop rotation, so that it is not destroyed by over-use), natural fertilisers, free-range animals, greater biodiversity (more flowers and insect life), renewable energy sources, more labourers, poorer farmers.
- 2 1 narrative, descriptive, evaluative, anecdotal
2 what work you were involved in, what you had to achieve while you were there, what the whole experience was like

3 perhaps sth using *green* or *eco*-, e.g. *Green living – quite an experience!*, *My eco-experience!*

4 will it be a linear narrative or will it start off with description? 5 vocabulary to do with the environment, sustainability, etc

- 5 1 crack 2 common 3 self-sufficient
4 community 5 home-made 6 manual
7 touch 8 starry 9 quiet

- 7 Students' own choice; Both have their good points. **A** is more descriptive, setting the scene, and **B** is more factual, giving the background. However, **B** also includes a strong last sentence with *Little did I know*, which is a literary device used to arouse and hold the reader's interest.

- 8 **Suggested answer:**
Strawberry Fields Forever

After eight hours of bending and back-breaking work, I felt totally exhausted, but still thought I had found the perfect summer holiday job! It was the first day of a fortnight spent as a volunteer on a farm to gain some experience of rural life. It would be two weeks picking organic fruit. I was out of the city and staying on a farm with other young people like myself who had grown up in the heart of the city.

Although I had never spent any time in the countryside, I had read many novels set in remote communities and had dreamt of an idyllic life getting back to nature. In my imagination, country life would be long lazy days strolling through the fields, watching birds and other wildlife and recharging my batteries with fresh country air. Unfortunately, no-one had told me how much hard work it would be!

Each morning we were told what fruit we would be picking, how to tell if it was ripe enough and the correct way to pack it in containers. We were given a target of how many kilos we were expected to pick per hour and then left in the baking sunshine to get on with it. The smell of the fresh fruit was marvellous and I soon learnt how to avoid the spiders and other bugs and get straight to the crop.

The best fruit went to local shops and restaurants and the rest went to a local company that produced organic jams and sauces. But whenever I found the perfect strawberry, I ate it! Although it was very hard work, I was never hungry as I have never eaten so much delicious fruit. As I trudged back to the farm house each evening, I had time to reflect on the natural existence and connection to the weather and the seasons that farm life brings.

- 2 1 wiped out 2 crack down on 3 step back from
4 cut down 5 died away

- 3 1 to 2 is 3 not 4 are 5 been

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

- 5 1 up 2 to 3 on 4 on 5 towards 6 of 7 in
8 against 9 with 10 on

Exam practice 1 TRB p.180

Paper 1: Use of English Part 2

- 1 Given/Considering 2 might/could 3 come 4 Or
5 which 6 What 7 with 8 so

Paper 1: Reading Part 7

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

Paper 2: Writing Part 1

Suggested answer:

The two texts both consider the influence of rap music. Indeed, the first text claims a central place for rap in modern US culture, underlining the dynamic nature of both the music and its performers, contrasting this with the rather dull offerings of contemporary rock music. It also makes the point that rap is no longer just a purely US phenomenon. Rap has had a considerable impact on the international music scene, where its exponents are now major stars. Although not a fan of rap music myself, I cannot disagree with these points. Where I would take issue, however, is with the writer's assertion that rap lyrics are a type of poetry. True, certain similarities are evident. Rap often rhymes for example, as do certain types of poetry, but to my mind, good poetry has a depth and sophistication that is a million miles away from the rather prosaic lyrics of most rap songs. The second text also outlines the great popularity of rap music. It tells us how many hours the average teenager spends listening to rap, and compares this with time devoted to other activities. This writer, however, is concerned about the effects of rap, especially in the messages it conveys and the influence this might have on the way young people think and behave. Although some rap lyrics are rather strong, I think this is an over-reaction. In the 1950s, the music of Elvis Presley was regarded as immoral; in the 1960s it was The Beatles who were thought to corrupt the young. The simple fact is that the revolutionaries of today tend to become the establishment figures of tomorrow – and the same fate could well await rap artists.

(282 words)

Paper 3: Listening Part 1

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

Module 2: Review p.38

- 1 1 destruction 2 Consumption 3 implementation
4 extraction 5 colonisation 6 integration

Module 3

Lead-in p.39

- 2 **Suggested answers:** A2 (could also be 1, 3, 5); B4; C3 (could also be 5)
- 4 Suggestion might be: 1 someone looking confident while being interviewed for a top job by a panel of stern-faced interviewers
5 someone about to give a talk to a large audience

3A Who's in control?

Reading 1 p.40

- 1 Pair **a** are similar in meaning – *objective* = non-judgemental; pair **b** are different, as the first one talks about goals, while the second sentence focuses on emotional wellbeing.
- 2 1 D 2 B 3 C and possibly A
- 3 1 enjoyable, irrespective of whether you have problems 2 ideas, language, accessible to the non-specialist 3 examines, evidence, support, claims, exponents of self-help 4 step-by-step guide, psychological dilemma 5 ways, make the most, unfulfilled potential 6 encouraged to have unrealistic expectations 7 suggested therapies, recognised methodology
8 quality of writing, advice, more credible
9 should view, negative emotion, natural
10 comfort and advice, frustrated by seemingly straightforward problems
- 4 1 C *and can be read for pleasure even if you judge your self-management and feelings of personal fulfilment to be in good shape*
2 B *However, the book is written in a refreshingly down-to-earth style that avoids the almost incomprehensible jargon which some self-help practitioners are prone to!*
3 A *In this book, Pearsall explores the tendency for proponents of self-help therapy to substitute clichés for serious thought'*
4 D *A number of simple models and techniques are engagingly presented through a series of first-hand accounts of people at various stages of succumbing to or addressing their fears. When strung together, these provide a structured programme with which you may set about changing your attitude and raising your self-awareness and self-esteem.*
5 B *He offers techniques to help people develop their hitherto suppressed abilities and apply these to situations in which they may be of use.*
6 A *Hackneyed fallacies like 'be all that you can be,'*

'live up to your full potential,' 'nurture and understand your inner child,' are just a few of the arguably silly fabrications that masquerade as legitimate advice' Were people less caught up in the misconception that they should be happier and more fulfilled, they probably wouldn't be so discontented.

7 B *Many of his suggestions follow well-known coaching concepts familiar to practitioners of neuro-linguistic programming.*

8 C *Burkeman has a lovely turn of phrase, neither too dry nor too flashy; but a sort of just-rightness that makes his pronouncements sound wholly trustworthy.*

9 D *this book rests on the following premise: fear is a necessary and essential element of life.*

10 C *Should you find yourself prone to those niggling difficulties which, though surmountable, are disproportionately aggravating, then you'll find solace and good counsel here.*

Vocabulary p.42

- 1a 1 Self-management 2 self-evaluation
3 self-discovery 4 self-discipline 5 self-worth
- 2a 1 non-essential 2 misuse 3 interconnecting
4 misinterpreted
- 3a Jessica was initially sceptical, but her opinion changed after reading one. Charlie thinks that they have limited use as change must come from within.
- 3b Noun forms: 1 achievement 2 conception
3 decision 4 fulfilment 5 happiness
6 helpfulness 7 inspiration 8 motivation
9 solution 10 weakness
- Text:** 1 solution 2 weaknesses 3 fulfilment
4 conception 5 inspiration 6 achievement
7 happiness 8 helpfulness 9 decisions
10 motivation
- 3c unfulfilment (n), unfulfilled (adj); uninspired (adj), uninspiring (adj); unachievable (adj); unhappiness (n), unhappy (adj), unhappily (adv); unhelpfulness (n), unhelpful (adj), unhelpfully (adv); undecided (adj)
(BUT: indecision (n), indecisive (adj)); unmotivated (adj)

Use of English 1 p.43

- 1a 1 tendency 2 dissatisfaction 3 interdependence
4 nervous 5 detrimental 6 uncontrolled
7 communicator 8 sensitivity
- 2 1 put the cat among the pigeons 2 flog a dead horse
3 like water off a duck's back 4 a bee in his bonnet 5 as stubborn as a mule

Listening 1 p.44

- 1 **Emotional intelligence:** the ability to recognise, control and assess the mood and emotions of other people
Bullying behaviour: the abuse of power, when someone, or a group of people, deliberately upset another person or hurt them either physically or emotionally or damage their property or reputation on numerous occasions.
- 2 **Extract 1**
1 articles on websites 2 her understanding made her feel able to do something about the situation
Extract 2
1 a book he had read in his teens that he found inspirational 2 personal problems with his parents, his teachers and his peers
Extract 3
1 Emotional Intelligence tests 2 Self-evaluation
- 3 1 B (so I persuaded myself that she must be right)
2 B. (I suddenly saw my colleague's behaviour for what it was, and felt I had to change things)
3 A (were it not for that book, I wouldn't have had the guts to tell my parents I had a burning ambition)
4 C (The main thing it taught me was to take the bull by the horns in a non-confrontational way, without resorting to manipulative behaviour) 5 B (they select new employees by incorporating what are called 'emotional intelligence' tests into their recruitment procedures rather than depending solely on professional qualifications and experience)
6 A (All graduates entering the job market could do with taking these considerations on board)

Language development 1 p.45

- 1 1 b 2 b 3 b 4 a 5 a 6 b
- 2 1 If you (do) decide to do a course in psychotherapy, let me know. 2 If it hadn't been for the other students' (help), I wouldn't have understood the problem. 3 Even if/when other people criticised Sally, (she was so confident that) it was like water off a duck's back. 4 If you happen to be in this evening, could I ask your advice about something?
- 3 1 otherwise 2 unless 3 on condition that (if) 4 whether or not, (if) 5 Assuming (that), (If) 6 in case (if) 7 otherwise

Use of English 2 p.45

- 1b 1 what 2 to 3 at 4 Although/While/Whilst/Though 5 far 6 off 7 Since 8 gained

Writing 1 p.46

- 1 1 Positive psychology encourages people to look at the positive things in their life to help them find solutions to things that go wrong.
2 A defensive pessimist worries about challenges as a way of boosting their performance.
- 2 Summary 2 is the most suitable, as it covers the key points of the text. (1 is too short and omits key points. 3 is unsuitable as it lifts phrases directly from the text.)
- 3 1 advocate 2 optimistic perspective 3 make a case for 4 refute
- 5 **Suggested answer:**
Text 1 makes a case for positive psychology, refuting suggestions that its concept is ineffective by arguing that having a more optimistic outlook benefits not only the individual but society in general. Criticism of the idea in Text 2 on the other hand goes beyond its lack of effectiveness, maintaining that for some people engineered happiness actually results in them being less successful as, for them, worrying is a helpful defence mechanism.

3B Mind and body

Listening 2 p.47

- 1 **Suggested answers:** money worries, work/job security, study pressures, health issues, family and friends, social pressures, bullying, anxiety about forthcoming exams!
- 2 1 Laughter clubs are places where people gather to learn how to laugh in order to relieve stress.
2 Answers may vary, but expect to hear any of the following: depression, exchanging stories, responding to each other, essential oils, senses
3 **Suggested answers:** 1 share their problems 2 rest and relaxation, pattern of behaviour, consequences of depression; 3 less inhibited, stop taking life too seriously, form lasting bonds 5 essential oils affect the senses
- 3 1 D (We think many people are put off by the idea of 'alternative therapy', as such. The title Laughter Club is somehow less intimidating because it doesn't imply having to buy into a particular philosophy or lifestyle) 2 B (The grumpiness becomes a sort of downward spiral, because the world responds negatively to it, making it even harder to break out of. But a good therapist can help reverse the process)
3 A (releases people from any shyness or reticence about expressing their emotions, that's the main thing they get out of it) 4 A (I studied meditation instead. What that taught me made me think that

maybe benefits could be reaped from laughter therapy as well. So, I decided to have a go) 5 D (she began coming to the laughter club shortly after, illustrating Stella's point about time management!)

Speaking p.48

- 2 A relaxing pastime, emotional comfort, meditation B relaxing pastime, emotional comfort C medication, pain relief D emotional comfort, aromatherapy, pain relief, relaxing
- 3a Positive aspects: emotional/physical benefits, beneficial, keeps you active, provides you with an interest, gives lonely people physical contact, effective relaxation technique, take your mind off things, it's emotionally uplifting, helps you unwind, relieves tension
Negative aspects: detrimental, drawbacks, can do more harm than good, rather exclusive, expensive and so for the privileged few
- 3b 1 rather weird 2 not for everyone 3 did me the world of good 4 makes me feel frustrated 5 should be seen as a last resort 6 enjoyable pastime
- 5a 1 Pictures 1 and 4 2 one minute
- 5b Answers may vary, but expect the following: Jarek handles the task very well, and tries to give support to Ariana. Ariana is weaker. Her answers are short, with little expansion, and she repeats a lot of the language that Jarek uses. She follows his lead, and does not invite him to interact or respond to what she says.
- 6a 1 Talk together about how each of the activities shown helps people relax, then choose which two would best illustrate a magazine article on relaxation techniques 2 three minutes
- 6b Answers may vary, but expect the following: 1 Jarek starts by restating the task, to place them both in the context, and then immediately asks Ariana her opinion of one of the photos. They both explain why the activities are relaxing, and expand by giving personal examples when appropriate. 2 They make a point, and then ask the other's opinion, to give them a chance to speak. 3 Ariana makes a big improvement here, as if she gains confidence as the conversation develops
- 7a 1 I think this is true 2 Absolutely 3 While I agree with you, of course 4 Not only that 5 Perhaps 6 Mind you 7 Anyhow 8 as a matter of fact

- 7b 1 (2) absolutely 2 (4) not only that 3 (8) as a matter of fact 4 (1) I think this is true

Language development 2 p.50

- 1a 1 It 2 there 3 There 4 It/There 5 There 6 It 7 There 8 It
- 1b 1 -; 2 it; 3 it; 4 it; 5 it; 6 -; 7 it; 8 it
- 2 Many possibilities here, but expect answers similar to these :
1 OK, so this is it. Let's get started. 2 Oh, it's a pity you can't come. I was looking forward to seeing you. 3 It's a matter of personal choice, really, as both are good for you. 4 It makes no difference to me what you do. 5 It was me (who told him). 6 If it hadn't been for her, you might still be furious with him.
- 3 1 he had left 2 should you 3 did she realise 4 I'd had; 5 had I started 6 Had it not been
- 4a 1 Mandy did a course in aromatherapy and (she) also became a professional.
2 She was so unable to cope after losing her husband that she sought professional help.
3 You shouldn't move your body at any time during your acupuncture treatment.
4 She had hardly got back from the hospital when she fell down the stairs and broke her leg!
5 If you should see Hannah, tell her to phone me.
6 There was such a huge/great response to the Laughter Club's advertisement that they had to create three classes.
- 4b 1 At no time did I seek psychological help for my depression.
2 No sooner had I got out of hospital than I was involved in a car accident.
3 Little did I realise (that) it would be so hard to cope with all the extra work.
4 Only after the unwanted visitors had left did I begin to relax.
5 Not until she had left her job did she feel happy.

Use of English 3 p.51

- 2 B The other options are followed by prepositions: *believed in*, *engaged in*, *subscribed to*
- 3 1 C 2 A 3 B 4 B 5 A 6 D 7 C 8 D
- 4 1, 4 and 6 are examples of collocations: *came to an end*, *freedom of expression*, *severe stress* 2 (*absorbed in*, *captivated by*, *preoccupied with*, *enthralled by*) and 8 (*evidence of*, *witness to*, *proof of*, *testimony to*)

are examples of how differences in word use determine the answer.

Writing 2 Essay p.52

- 2 Summarise, evaluate, use your own words, include your own ideas.
- 3 **Text 1** looks at the positive effects tea can have on a person's emotions. It states that tea contains a chemical which brings about a sense of calm, yet doesn't cause sleepiness.
Text 2 recommends joining a yoga class to help you relax on a regular basis. It warns against power yoga, arguing that exercise involving slow movement and gentle stretching is better suited to relieving stress.
- 4 Both texts talk about ways of relaxing and relieving stress. However, text 1 focuses on short-term stress relief, whereas text 2 recommends physical exercise for longer-lasting effects.

- 5 **Paragraph 2:** Summary of the 2 texts
Paragraph 3: Evaluation of the 2 texts

6a 1 a 2 b 3 b 4 a 5 a 6 b

- 6b **Suggestions:** 1 For people who find it difficult to motivate themselves, joining a class will help them keep to an exercise routine. 2 Think carefully about your health before choosing a class, as slow, gentle exercise is preferable to power yoga for dealing with stress.

- 7 1 benefits 2 highlighting 3 while 4 advocates 5 means 6 However, 7 caution 8 needs

- 8 **Sukhi:** Tea very beneficial. Preference depends on personal needs, age and circumstances. Gentle exercise can cause very active people to slow down a little. Accepts Enrique's point about exercise's long-term effects.
Enrique: Tea offers only temporary solution to stress. Feels that exercise is more effective. Disagrees with part of text 2, arguing that intense exercise is also beneficial for stress relief. Accepts Sukhi's point about age and different circumstances.

10 **Suggested answer:**

As their titles suggest, the two texts illustrate different approaches to relieving stress by using the natural calming qualities of tea and by regular gentle exercise.

The first text highlights the popularity and calming qualities of tea. It assesses the properties of the various chemicals occurring naturally in tea, especially in the green and white varieties, and

concludes that they lead to a positive relaxed feeling without producing drowsiness.

The second text advocates yoga as a beneficial way to unwind, especially for those without the motivation to meditate alone over a period of time. It compares less strenuous forms of yoga that are more appropriate for relaxing the body and quietening the mind with more physical forms that strengthen and exercise the body. It advises people to seek advice from an expert where appropriate.

While Text 1 outlines the health benefits of tea drinking, it does not mention the pleasure the taste brings. Not only is tea a calming health drink, but it can be a delicious invigorating alternative to coffee too. Although the effects are temporary there are no limits to the number of cups of caffeine-free tea that can be drunk each day. There is no doubt in my mind that yoga can be helpful to a wide range of people, but I'm not entirely convinced that fit and healthy people should avoid power yoga, as tough physical exercise can also be great way to reduce stress and the effects will be longer lasting.

In short, regular yoga classes followed by a cup of green tea will lead to a stress-free life.

(264 words)

Module 3: Review p.54

- 1 1 duck 2 kittens 3 mule 4 horse 5 bull 6 dogs 7 cat 8 bee
- 2 1 you (should) happen to see 2 Tom's reaction be if I were 3 you give me the car keys in 4 it hadn't/not been for Mark's intervention 5 it not been for the counselling 6 is unwilling to do the gardening unless 7 got over her feeling of shame but for 8 had the infuriating couple left than Mark
- 3 1 uninspiring/uninspired 2 undecided 3 thoughtfulness 4 non-aggressively 5 interchange/exchange 6 accomplishments 7 misunderstanding 8 persuasion
- 4 1 effective 2 technique 3 therapeutic 4 optimistic 5 self-confidence 6 derive 7 holistic 8 effects 9 circulation 10 assertiveness

Module 4

4A Too much of a good thing?

Reading 1 p.56

- 1 1 The word *detox* is short for *detoxification* and can refer to a period of withdrawal after drug

and alcohol addiction as well as to various alternative therapies that claim to use diet and other strange techniques to remove toxins from the body. **2** *Detox* often refers to a period giving up certain foods or alcohol. **3** The title suggests that the writer is addicted to digital media and electronic devices.

- 2** She spent a weekend without access to any electronic device.
- 4** **1** *F thus* and *all dutifully and habitually recorded* in para F refers to *connecting unconsciously and sharing such moments* in para 1. *This is how we live these days* is contrasted at the start of para 2 with *That weekend, however, we were offline*. **2** *G I barely noticed I wasn't online* in para 2 is contrasted by *What did strike me though* in para G. *And I take equal responsibility for our digital obsession* in para 3 refers back to description of Will's addiction in G. **3** *B such lapses* in para B refers to Will reaching instinctively for his phone in para 3. **4** *H they* at start of para H refers back to *such people* in para 4. *such multi-tasking* in para 5 refers back to the examples the writer gives in para H. **5** *C that finding* in para C refers back to the study described in para 5. *In other words* at the start of para 6 is rephrasing the quote in para C. **6** *D He* in para D is the same *he* in para 6. *One practical suggestion* at the start of para 7 refers back to *introducing a little disconnectedness* in para D. **7** *E More radical still* is another suggestion following the one in para 7. *we seemed to have achieved that* in para 8 refers back to *being in one place, doing one particular thing* in para E
- 5** **1** the weekend in para 2 when they saw the owl
2 William Powers first mentioned in para 1, then referred to as *Powers* in para C, and *he* in para 6
3 the writer's surprise at how quickly her partner, Will, adapted. (*Suddenly, however, we had his full attention*) **4** the heavy users of technology mentioned in para 4

Vocabulary p.58

- 2a** **1** Brushes come in all shapes and sizes. In the passage, its use suggests the grass is like the bristles of a brush, brushing against the writer's legs as they walk through it. **2** A person usually *nags* someone else when they complain to them repeatedly about something they haven't done – in the context, the repeated ringing of the phone demands his immediate attention. **3** *seep into* is usually used to describe liquid that gradually passes through material, soaking it and perhaps spoiling it. Used here, it implies that technology

has gradually taken over our lives, in a secretive sort of way, so that we've hardly noticed it.

- 2b** **search engine:** an engine is usually the part of a vehicle that makes it move. In computer terms, it is a program that enables you to find information on the internet.
shopping cart/basket: a metal-framed basket on wheels we use in a supermarket. In computer terms, it is an icon we click on to collect items that we want to buy on an online shopping website.
chat room: a 'place' on the internet where you can exchange messages with others and have an informal conversation online.
mouse: the small animal. In computer terms, the object connected to the computer that you press in order to give instructions to the computer.
file: a set of papers or records on a particular subject that are kept together. In computer terms, a collection of information you can store under a particular name.
inbox: in an office, this is a tray on someone's desk where incoming letters are placed. In computer terms, it is the place on the internet where incoming messages are collected.
recycle bin: a container for placing rubbish suitable for recycling. In computer terms, place on a computer where items you have removed are kept.
outbox: in an office, the tray on someone's desk where letters to be sent are placed. In computer terms, it is the place on the internet where outgoing messages are placed.
folder: a container, usually made of card or plastic, for collecting papers. In computer terms, a group of related documents that you store together.

- 2c** The BlackBerry represents an item of technology that has become a necessary part of our busy lives. It has brought changes to our lives, just as the writing table must have brought dramatic changes to the way of life in Shakespeare's time. The BlackBerry is now the place where people send and receive mail, have their diary, notebooks and their contact details in the same way that a writing desk would have functioned years ago.
- 3a** **1** download files **2** update your profile **3** add new contacts **4** blog the latest news **5** post on someone's wall **6** desktop publishing
- 3b** **1** add new **2** profile **3** files **4** desktop **5** wall **6** blog the latest

- 4a** 1 compelling, compelled, compulsory, compulsive 2 meaningful, meaningless 3 controlling, controllable, controlled 4 representative, representational, representing, represented 5 dependent, dependable, depending, depended 6 informed, informative, informing, informational
- 4b** 1 representational 2 compulsive 3 informative 4 controlled 5 dependent 6 meaningless
- 5** 1 at 2 in 3 to 4 to 5 to 6 without 7 on 8 in
- 6a** back up, back down; set up, set down; break up, break down; make up; let up, let down; play up, play down; follow up; catch up; put up (with), put down (to)
- 6b** 1 let down 2 broke down 3 play down 4 back up 5 put down to
- 7a** backup, set-up, breakdown, make-up, letdown, follow-up, put-down, let-up, downplay. Compounds from the text include: Facebook, voicemail, overload, backlit, offline, online, outdoors, woodpecker, bedtime, otherworld, self-affirmation, fireside, backdrop, moonlit, BlackBerry, phone-free, notebooks
- 7b** 1 breakdown 2 voicemail 3 online 4 overload 5 backup

Use of English 1 p.59

- 1** 1 set 2 for/to 3 then 4 What 5 of 6 could 7 when/once/after 8 without

Listening 1 p.60

- 3** 1 B The whole point of playing online games is that they're fantasy, and all players can be heroes because they're set achievable goals, according to their level. 2 B If you had slick marketing, a snappy title, then kids might buy it. And if it followed the formula, with different levels of achievement and a points system, you could just let people play, and see what ideas they come up with. 3 B The software alone, however, is hardly going to combat the problem. You can't do without a good response team in place. 4 C This provides a forum for any potentially damaging feedback to be addressed immediately. 5 C big companies that once sought to keep most of their policies under wraps now have websites that overtly state their position on most issues. 6 A do bear in mind the potential repercussions.

Language development 1 p.61

- 1** 1 internal 2 external 3 external 4 internal 5 external 6 internal
- 2a** 1 shows an obligation not to do something 2 expresses the idea that something is not necessary
- 2b** 1 They didn't need (*Needn't have bought* does not fit here but would be appropriate if they didn't know Beatrice's father had already bought tickets when they did.) 2 You needn't have / didn't need to 3 You don't need to 4 He doesn't need
- 3a** advice – should; would; could; might; criticism – should(n't); would (She *would* say that!); should(n't) have; might have
- 3b** 1 shouldn't have 2 wouldn't 3 could/should/might 4 should (could) 5 should/could 6 might have (to indicate speaker's annoyance)/ should have
- 4** 1 duty 2 up 3 obligation 4 onus 5 your 6 had 7 would 8 ought
- 5** 1 might (*should* would also be correct in an exam, but point out that it doesn't express the feeling of annoyance to such an extent.) 2 wouldn't 3 better 4 onus 5 should 6 have 7 your 8 would

Writing 1 p.62

- 1** Students underline: report; positive and negative effects; Internet; individual; social, intellectual and physical development; recommendations; appropriate use.
- 2** Yes, it does answer the question fully.
- 3** 1 presents 2 speaking 3 When 4 however 5 far 6 concern 7 denied 8 lead
- 4** (i) results (ii) impact/influence (iii) improve/increase (iv) services (v) risk (vi) In addition (vii) at the expense of (viii) correlation/connection
- 5** Suggested headings include: A Social communication B Intellectual inspiration C Physical life
- 8a** 1 I suggest (that) you check your computer for viruses. 2 I propose we create a blog for the chess club. 3 I recommend (that) you update your profile. 4 I propose (that) we set up a local Freecycle website./ I propose setting up a local Freecycle website. 5 I suggest (that) he cancel

his subscription. 6 I recommend (that) she join the LinkedIn network.

8b Suggested answer:

One of the main problems of social networking sites is their addictive nature, causing students to spend fewer hours studying. I therefore propose that the college restricts access to such sites to one session per afternoon. Another concern is that social networking sites can spread computer viruses, so I suggest that the college invests in the best anti-virus software available.

4B Open up your world

Listening 2 p.63

- 2 1 open science (projects involving the general public) 2 mainly speakers' opinion, except for Q3, which is factual.
- 3 1 A as a result of rivalries between scientists, many more might've been stifled by them.
2 D Corporations which sponsor research projects expect a return on their investment, and don't want their competitors to have access to any findings before they're published. – But perhaps we need to think outside the box and imagine science conducted without such constraints. 3 A Once, during an online search for information, I came across a forum that Alicia participated in, and responded to some of the ideas that'd been posted. That led to collaboration with Alicia. 4 B They tend to come to the subject from a different perspective. They're not so bogged down in the theory, you know? So, they often bring new ideas. 5 C A well-known professor of Mathematics posted a complex problem on his blog. Over forty people provided their ideas, and were soon close to a solution that might've taken years for an individual to reach.

Speaking p.64

- 1a Traditional newspapers: good for news summaries and comment/analysis by professional journalists. Ease of use, people still like reading them on the train, while eating breakfast, etc.
TV news: people often watch this in the evening, may discuss with other family members, good for people who prefer moving images, can contain live updates.
Online article + readers' comments: combines best of both above, accessible almost anywhere with video and constant updates, readers often interested in other readers' comments.
Companies advertising via social network sites: cheap advertising for businesses; quick way to

learn what's available on the market – particularly useful for specific professions.

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

3a Answers may vary, but expect:

1 Egon handles the task very well. His answer flows naturally, without pauses, and he manages to use all the time available to him.
2 He starts by talking about the topic generally, but quickly makes it more personal, by talking about his own experience. He talks about his preferences, and also mentions what he dislikes, allowing himself more to talk about. He uses a variety of linking words to connect his points, and really makes use of the card to help him.

4a 1 problem with 2 However 3 regard to
4 not suggesting 5 does happen 6 have to say.

4b 1 I must admit = I have to say: I don't mean = I'm not suggesting; As for = with regard to; On the other hand = However

5a 1 the thing about 2 depends 3 in order to
4 the value of this 5 find 6 rather than

5b To complete the answer, students could mention websites like LinkedIn, which are used to make and maintain business contacts, and the value of this. Some mention could also be made of the dangers of putting sensitive personal information on their webpage, namely that they expose themselves to abuse. Then, in terms of research, the value of sharing information is that problem solving can be achieved more quickly with an exchange of ideas. Innovative ideas can be generated and developed in a less restricted environment. However, there is the danger of ideas or data being stolen, and someone else taking credit for your work, but posting methodology, together with time and date, should protect you against this. Some may refer to file-sharing of music, and YouTube. Basically, they should reiterate points that have been made throughout the module.

Language development 2 p.66

- 1 1 weren't able to/couldn't 2 weren't able to
3 can 4 won't be able to 5 hasn't been able
6 can
- 2 could and might are very similar in meaning, although could has more emphasis on possibility, whereas might is more about probability. Could can be used to make a suggestion as the speaker thinks of it, while might implies that the speaker has been considering the idea for a while. Should imposes a slight obligation here.

- 3 1 might join 2 should (might) have finished
3 can't/couldn't have been 4 can be 5 shouldn't have
- 4 1 must have made 2 must be having 3 can't be
4 must be 5 must have forgotten

Use of English 2 p.66

- 1 1 was David able to 2 post personal information on networking sites must 3 if it would be alright to/I could drop by 4 can't/cannot be serious about emailing 5 won't/shouldn't need any more help 6 he can't have left

Use of English 3 p.67

- 2 1 verb 3rd person singular as it follows it and is followed by an object (the internet) 2 adverb before adjective easy 3 adjective following be – using past participle of verb 4 adjective following verb deemed
- 3 1 pre-dates 2 surprisingly 3 unknown 4 inconclusive 5 popularised 6 entitled 7 representative 8 feasibility

Writing 2 Report p.68

- 2 1 to report on the effects of mobile phone use in public places 2 Your course tutor 3 effects on the person's ability to relax and be with the people around him, effects on people in the immediate area + recommendations
- 3 While both plans appear possible neither is ideal. Plan 1 appears to read more like an essay using a problem-solution paragraph structure, and not a report. Plan 2 has a report structure, but the content needs re-organising.
- 4 Students should be encouraged to use aspects from both models, to create a more effective plan.
- 6 1 In the light of 2 could 3 suggestion 4 premises 5 appeal 6 In this way
- 7 **Suggestions:** 1 PC terminals could also be separated into sections for gamers and people wanting to use the facilities for work purposes. 2 Gamers could be directed to one area or asked to use headphones if this is not possible. 3 Meanwhile, job-seekers and people wanting to use email facilities would be placed in another, quieter area.

7b Suggested answer:

In the light of the information gathered, it is believed that the Alpha Internet café could be improved in

several ways. One suggestion is to redecorate the premises in brighter shades. Creating a coffee bar at the front of the shop instead of the back would also enhance its appeal as a meeting place. Also highly recommended is the separation of PC terminals into sections, whereby gamers would be placed in one area, while job-seekers and people wanting to use email facilities could be directed to another quieter area. In this way, the café would be able to satisfy all its customers' needs.

8 Suggested answer:

Report

This report outlines some of the effects of mobile phone use in public areas and how it affects the way people relax and act with friends and other people. It is based on interviews with a selection of students. It makes three recommendations on how to restrict phone usage.

Generally speaking modern mobile phones bring huge benefits to the user. Feedback suggests that greater connectivity means that people socialise more. One reason for this is that it is easier to contact friends and arrange meetings at short notice. Good relationships are maintained as smartphones with maps help people arrive at their meeting point quickly and they can phone friends to let them know if they are running late. People appreciate the ability to use texts when they wish to communicate without other people in public areas overhearing. Comments were made about how using a phone can reduce the embarrassment of waiting alone in a bar or café or a friend to arrive.

On the other hand, complaints were made that you never have some people's full attention as they are constantly watching their phone for new messages and of the constant interruptions they bring. Concern was raised about the increased noise factor from ringing phones and people talking and accidents caused by people texting as they walk and so not looking where they are going. Also it was mentioned that it can be harder to strike up conversation with strangers if they are immersed in their phones.

The following measures would encourage people to limit their phone use. The first would be to introduce 'no phone' areas in cafés and restaurants and on public transport. Another suggestion would be to encourage people to either put their phones on silent or preferably turn them off after they have met up with their friends. A third measure would be to prohibit mobile phone use when people are on the move.

(318 words)

Module 4: Review p.70

- 1 1 would 2 would 3 won't 4 needn't have sent 5 could 6 duty 7 might 8 must

- 2 1 compulsive 2 meaningful 3 uncontrollable
4 representing 5 dependent 6 informed
(informative is mainly used for things such as writing, research, interviews but recently has been used with people e.g. *The most informative people on Twitter*) 7 compelling 8 dependable
- 3 1 breaking up 2 put down 3 setting up
4 followed up 5 catch up 6 let down 7 making up/thinking up/coming up with/dreaming up
8 back down
- 4 1 informed 2 updated 3 compelling 4 output
5 relevant 6 questionable 7 representative
8 question

Exam practice 2 TRB p.186

Paper 1: Use of English Part 1

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

Paper 1: Reading Part 6

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

Paper 2: Writing Part 2

Credit is given for:

- Content – coverage of points and relevance of content to the target reader.
- Communicative Achievement – successful communication of complex ideas in a way that holds the attention of the target reader.
- Organisation – effective use of cohesive devices and organisational patterns.
- Language – range and appropriateness of lexis, range and accuracy of grammar.

1 Review

Key points to include are:

- description of the gadget
- explanation of its usefulness to the writer
- evaluation of its usefulness to others

Suggested answer:

Product Review: Smartphone 8520

I can honestly say that the Smartphone 8520 has changed my life. In terms of its functionality and appearance, it's probably no different from many other similar models. Indeed, by the time you read this review, it will surely have been superseded by even smarter gadgets. That, however, is true of all modern technology and doesn't detract at all from my satisfaction with the 8520.

The fact is that, before getting my 8520, I'd been accustomed to using a very simple mobile phone. I could call friends, send and receive texts, take and share photos; but beyond that I made little use of it. Indeed, had I not received my 8520 as a gift, I doubt that I'd have bothered to get one at all.

The fact is however that, although it fits neatly in a jacket pocket and is remarkably easy to use, the Smartphone

8520 allows me to do all manner of things that I never even knew were possible. For example, I soon discovered I could log into the internet and access a whole range of websites when I was out and about. I can, for example, check whether my train is on time as I walk to the station, or see how my bids on items for sale on my favourite auction site are going. Best of all, however, I can access the messenger facility for free. This means that I can chat with my friends in Australia and the USA at any time – and it doesn't cost a penny.

I know that the 8520 wouldn't suit everybody. For instance, it doesn't have a touchscreen, which I know many people find easier to use than its tiny keyboard. So if you want to create and send large documents, then a tablet would certainly be the thing to get. I must say, however, that because it is portable and compact, the 8520 is perfect for me – and I couldn't do without it.

2 Report

Key points to include are:

- description of the event
- detailed analysis of two contributions
- evaluation of their relevance to college students

Suggested answer:

Report: Alternative Remedies and Therapies Fair
College Hall: 22 October

Description of Event

The fair, which lasted all day, had two main focuses:

Firstly, a number of alternative practitioners gave presentations and demonstrations of their therapies or products. There was a timetable of eight speakers, and an exciting range of topics was covered; everything from the healing properties of beeswax through to hypnotherapy and acupuncture – complete with live demonstrations using volunteers from the audience.

Secondly, there was also a static exhibition in which various alternative remedies were on display across a total of thirty-two separate stands, with experts on hand to answer questions and give out free samples. Again, the range of remedies and therapies represented was impressive, with a fascinating array of products and information to browse, some featuring interactive audio-visual displays.

Two key Contributions

Perhaps the most relevant presentation for the predominantly student audience, was Dr Malachi's talk on the subject of sleep. Dr Malachi presented some interesting findings on the relationship between regular sleep patterns and effective study habits – knocking on the head once and for all the idea that 'burning the midnight oil' is the best way to produce written assignments. Dr Malachi then went on to analyse the effectiveness of

various health products designed to promote a good night's sleep.

The stand that attracted the most attention featured a vast array of products, all made using the herb rosemary. This herb has the reputation of promoting a good memory and students were keen to find out if any of the products would be useful during the lead up to exams. A senior herbalist from the college's department of botany was available to indicate which products might be most suitable.

The event was judged to be a great success, both by students who completed the feedback questionnaire and the college authorities, and it is hoped to repeat it again next year.

3 Article

Key points to include are:

- description of a piece of research
- analysis of the impact of the research on the subject
- evaluation of the relevance of the research in the wider world

Suggested answer:

The impact of DNA

As a student of law, I can safely say that the discovery of DNA has had a profound influence on my subject of study.

The discovery of DNA dates back to 1951 when two scientists, James Watson and Francis Crick, began to gain an insight into its structure. They already knew that DNA was present in every living cell and that it was the key to understanding heredity, but nobody understood its structure or how it worked. Watson and Crick used chemical and X-ray evidence to come up with their now famous 'double helix' structure – one of the most significant discoveries of modern science. This opened the way for an understanding of genetics in terms of the molecules involved. It is now understood that the double helix of DNA controls heredity by replicating itself and by determining the way in which proteins control living processes.

The significant thing for lawyers is that, since the DNA of any species, and of any individual within that species, is unique, it can be used as a means of identification. For example, it is possible to extract DNA from organic remains, such as the blood or saliva found at crime scenes, and use this to identify the criminal. The discovery of DNA has therefore had a profound impact on things like police procedures and the type of forensic evidence which can be submitted when a case comes to court.

But DNA also has many other uses. For example, it can be used to determine parentage through a process known as DNA fingerprinting, and it can indicate the

composition of ingredients in certain substances. I have seen DNA evidence used to show, for example, that an illicit medical product contained traces of an endangered animal which had been killed illegally. What's more, its significance is not restricted to the law. Academic subjects like archaeology, medicine and anthropology have also benefited enormously from Crick and Watson's discovery.

Paper 3: Listening Part 4

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

Module 5

Lead-in p.71

- 1 1 1900s–present day 2 Celts 500BC–43BC
3 Renaissance 1476–1650 4 Romans 43BC–
c.450AD 5 100 Years' War 1337–1450s
6 Anglo-Saxons 449AD 7 St Augustine 597 AD
8 Industrial Revolution 1760–1800s 9 Vikings
789AD 10 Normans 1066

5A It's all in a word!

Reading p.72

- 3 The writer believes the home library will survive because of the statement books make about the home owner.
- 4/5 1 C (other aspects of the print media have felt the heat of virtual competition – why not books?) 2 C (there then ensued much speculation ...) 3 B (perhaps we all seek out others whose tastes in such matters match our own) 4 D (Books define a space ... you've immediately created an area. ... about creating an ambiance) 5 A (their primary purpose was to disguise ... fridge. ... no longer destined to be a feature ... so books were deemed redundant) 6 B (the odds of them hanging around look good)

Vocabulary p.74

- 1a 1 f (this is also a metaphor) 2 a 3 g 4 c 5 i 6 h
7 d (pun on *sense of humour*) 8 b 9 e
More examples from the text: *wear your personality on your bookshelf* (metaphor, stemming from the idiom 'wear your heart on your sleeve'), *cost the earth* (metaphor), *the oldest trick in the book* (idiom), *[books] hanging around* (personification)
- 1b The night was as black as ink [simile/cliché]. As Detective Rowley trudged through the forest, the wind howled [onomatopoeia/metaphor/cliché] and the trees threw their branches around madly [personification], as if threatening to slap him round the head [simile/personification].

'Where was that cabin?' Rowley asked himself as he peered into the blanket of darkness [metaphor] around him. Normally he had a good eye for spotting things – being a detective – but that night he couldn't see in front of his nose!

Suddenly, a piercing scream cut through [metaphor] the wind and darkness like a knife [simile]. Detective Rowley snapped [metaphor] his head around and stared in the direction it had come from. Glowing in the darkness was a tiny pinprick [metaphor] of light – the cabin!

- 2a** **1** head: say sth without giving it much thought **2** mind: when sth ceases to be a worry **3** wits': when you have tried everything to solve a difficult situation and you don't know what to do **4** brains: be the mastermind behind a certain plan or project **5** face to face: meet sb in a way that surprises or frightens you / experience a difficult situation and have to deal with it **6** mind: have an idea **7** mind: tell sb what you really think, usually in a disapproving way **8** head: when some praise or flattery makes a person feel better or more superior than he/she really is **9** mind: say that you might do sth to show your disapproval **10** mind: when a piece of equipment won't function properly or do what you want it to **11** face: when you try not to smile at sth funny **12** wits: try to keep calm in a difficult situation **13** head: when you feel you aren't managing to make sb understand what you want to say **14** face: lose face: when you feel humiliated in front of others; save face: when you avoid humiliation at the hands of others **15** mind: decide to do sth and work hard at it **16** brains: try very hard to remember or think of sth
- 2b** **1** keep a straight face **2** keep my wits about me **3** racking my brains **4** a piece of my mind **5** Off the top of my head.
- 3a** If you cannot understand my argument, and declare 'It's Greek to me', you are quoting Shakespeare; if you act more in sorrow than in anger; if your lost property has vanished into thin air, you are quoting Shakespeare; if you have ever refused to budge an inch, if you have been tongue-tied or a tower of strength, if you have insisted on fair play, slept not one wink, or had too much of a good thing – why, the more fool you, for it is a foregone conclusion that you are quoting Shakespeare; if you think it is high time and that that is the long and short of it, if you believe that the game is up, if you lie low till the crack of doom because you suspect foul play,

then – if the truth were known, you are quoting Shakespeare; even if you bid me good riddance and send me packing, if you wish I was dead as a door-nail, if you think I am a laughing stock, then – Tut tut! For goodness' sake! – It is all one to me, for you are quoting Shakespeare.

- 4a** understand (v), understanding (adj, n), misunderstand (v), misunderstanding (n), misunderstood (adj, from past participle) believe (v); belief (n); disbelief (n); disbelieving (adj); believable (adj); unbelievable (adj); unbelievably (adv). Note: disbelieving = doubting (e.g. *She gave him a disbelieving look.*); unbelievable = very good, bad, difficult, hardly possible to believe (e.g. *Her imaginative powers are unbelievable!*) comprehend (v); comprehension (n); comprehensible (adj); comprehensive (adj); incomprehensible (adj) Note: comprehensible / comprehensive: comprehensible = easy to understand (e.g. *Whatever you write, it has to be comprehensible!*); comprehensive = including all the necessary details (e.g. *The book was a comprehensive account of the author's travels in the Far East.*)
- 4b** **1** conceive (v) → conception (n) → misconception (n) → conceivable (adj) → inconceivable (adj) → conceivably (adv) **2** doubt (v, n) → doubtful (adj) → doubtfully (adv) → doubtless (adv) → undoubted (adj) → undoubtedly (adv) **3** suit (v, n) → suitability (n) → suitable (adj) → unsuitable (adj) → (un)suitably (adv)

Use of English 1 p.75

- 1** By having a wide range of vocabulary so you have more possibility of choosing the exact word to express your meaning; by being concise in what you say and not long-winded, otherwise people will give up listening or interrupt; by using humour / play on words; by using simile / metaphor to create a richer image. Also, by using a variety of different forms of sentence structure to highlight emphasis, contrast, etc.
- 2** **1** subtlety/subtleties **2** suitability **3** competence **4** misunderstood **5** ensuring **6** humorous **7** unexpected **8** inclusion

Listening 1 p.76

- 1a** **Left:** analytic thought, logic, language, science and maths **Right:** holistic thought, intuition, creativity, art and music

- 2 1 anthropology 2 Enduring Voices 3 6,500
4 random 5 grammar 6 education 7 biological
diversity 8 folklore 9 Welsh

Language Development 1 p.77

- 1a 1 contains 2 differentiating 3 difference
4 compared 5 potential 6 rare 7 refrained
8 similarity
- 2 **disinterested:** impartial, not wishing to make
any personal gain out of sth
uninterested: showing a lack of interest
exhausted: extremely tired
exhaustive: very comprehensive (search, etc),
finding out all possible details
historical: relating to the past or to the study of
history
historic: a very important event or a very old
building
accept: (here) to agree that sth is true
except: the only thing about which a statement is
not true
industrial: relating to industry or an area having
lots of industries
industrious: hard-working
personal: relating to one particular person or to
their private life
personnel: the staff of a company
- 2 1 accept 2 industrious 3 personnel 4 historical
5 exhaustive 6 exhausted 7 uninterested
- 3 1 foul, buoy 2 complimentary, principal, steak
3 stationary 4 air, assent 5 reins, son 6 fazed
7 source 8 Gorillas, prey
- 3b 1 allowed 2 byte 3 feat 4 ensure 5 leant
6 lessen 7 paws/pores/pours 8 sent 9 seize/
seas 10 cereal 11 site/cite 12 sought 13 sauce
14 whine

Writing 1 p.78

- 2 1 visitors to the area of all ages who enjoy or will
need to eat out, unlikely to be regulars (local
people are unlikely to be reading a tourist
brochure for the town) 2 readers of the online
magazine, likely to be parents, with an interest
in new children's literature. Language: (semi-)
formal for both, although the review for the
online magazine might be slightly more formal
- 3a **Suggested answers:**
R décor, service, quality of food, atmosphere/
ambiance, location, cost/price
C standard of players, choice of music
(programme), length of programme,
atmosphere, cost/price, location

F acting, location/setting, historical/factual
accuracy, cast, camerawork/lighting, plot/
storyline, theme music

B plot/storyline, historical/factual accuracy,
characterisation, interest level, cost/price

- 3b **exhibition:** (museum) content, display, layout,
supporting information, (trade) exhibitors,
arrangement of stands, size, usefulness
magazine: attractiveness of layout, price,
content, pictures, appropriateness for target
audience
- 4 **Suggested answers:**
restaurant: menu, starter, main course, dessert,
waiter, bill, chef
concert: classical, jazz, rock, sound quality,
performers, performance, strings, percussion,
drums, brass, orchestra, band, musician
film: well-known stars, leading role, scenery,
scene, shot, denouement, director, premiere,
production, cast, camerawork, big-screen
adaptation, (shot) on location, genre (these are
particularly useful for the written task in ex 5)
book: fiction (novels / short stories: detective,
fantasy, romance, chick-lit, the classics, modern
fiction), non-fiction, poetry, drama, biography,
autobiography, academic, travel; author, etc.
exhibition: Home and Garden, Craft, Art, Book,
car / boat / computer shows, exhibitor,
exhibition centre
magazine: articles, interviews, artwork,
photographs, features, cover, issue, circulation,
editor
- 5 **acclaimed:** (+) (film, book, concert, restaurant)
clichéd: (-) (film, book); **exceptional:** (+) (film,
book, concert, restaurant, exhibition, magazine)
gripping: (+) (film, book) **hi-tech:** (n) (film,
exhibition, magazine) **legendary:** (+) (film,
concert, restaurant), **mediocre:** (-) (film, book,
concert, restaurant) **(un)memorable:** (-/+) (film,
restaurant) **over-hyped:** (-) (film, book)
over-priced: (-) (book, restaurant, magazine)
over-the-top: (-) (film), **sophisticated** (+)
(concert, restaurant); **superb:** (+) (film, book,
concert, restaurant, exhibition, magazine)
thriving: (+) (restaurant, magazine); **true-to-life:**
(+) (film) **up-to-scratch:** (+) (film, restaurant)
world-renowned: (+) (film, book, concert,
restaurant + others?)

- 6b **Suggested answer:**
Review: Salmon Fishing in The Yemen
*Salmon Fishing in the Yemen is an unusual story
about a seemingly impossible dream, of the people
who become involved in the project and with each
other, of war, love and faith and government co-*

operation, It is the dream of a wealthy man from the Yemen who loves Scotland and fishing and decides to use his considerable assets to introduce salmon to a river in his homeland. He recruits the help of a very reluctant and sceptical government scientist and before long various departments of the UK government are involved.

It is a completely unbelievable story with comical government aides, yet the message about the importance of faith in a project comes through and the development of the relationship between Dr Jones and the sheik's assistant played by Emily Blunt is handled sensitively.

The acting is good, especially Ewan McGregor, who is convincing as the reticent scientist Dr Jones and Amr Waked who conveys the wisdom and quiet belief of Sheik Mohammad. The film makes the most of the spectacular Scottish scenery, and the lush green forests and riverbanks around the sheik's castle in Scotland are well contrasted with the dry dusty riverbeds in Yemen.

The film is based on Paul Torday's debut novel of the same name. It is an interesting modern book in which the story unfolds through a series of emails, diary extracts, interviews and other devices most of which is lost in the film. As it often the case, the characters, especially that of the sheik, are far more developed in the book. The first half of the film follows the book quite closely, but from then on the book and film diverge with the film taking the easy option of a clichéd rom-com ending.

It is a good, but unmemorable film that could have been better had it stuck to the more realistic relationships and outcomes of the book.
(316 words)

5B An open book

Listening 2 p.79

- 1a types of literature:** poetry; non-fiction prose (biography, autobiography, academic, essays, publicity, scientific journals, travel, cookery, hobbies etc); fiction, novels/short stories (detective, fantasy, romance, adventure, spy, chick-lit, the classics, modern fiction, science fiction, horror, erotica, historical novels)
- 2** **1 H** the idea of reading and re-evaluating it at a reading circle I'd joined **2 D** I was introduced to him through reader comments posted on an online bookstore **3 G** I was browsing in a second-hand bookshop, and was drawn to the cover illustration. I had to have it **4 B** A book that stands out for me is one that my cousin put me on to **5 A** It was given to me by a friend who doesn't usually bother about my

birthday **6 G** Such insight into motivation and thought processes **7 D** one thing that shines through, even in translation, is his subtle ironic touch **8 H** What blew me away was the beautiful prose – it's intricate, poetic and flowing **9 E** it throws light on transformations taking place in China during the last century **10 C** Behind all these accounts is the idea that anything's possible, which has really fired my imagination.

Speaking p.80

1a Suggested answers:

An author/writer requires the ability to use words creatively or descriptively, imaginative skills, skills of ordering one's thoughts, use of imagery

An advertising agent/executive requires skills of manipulating language cleverly, using puns, metaphors etc. to get the message across, persuasion, description, originality.

A holiday/tour rep requires skills of explaining, describing, planning, story-telling, engaging interest.

A news correspondent requires skills of summarising events concisely and clearly in a balanced way, using impartial language without going into hyperbole (over-exaggeration).

1b Suggested answers:

1 huge responsibility, requires good oratorical skills, dependent on public opinion, uncertain future **2** creative imagination, good command of the language, solitary occupation, can suffer from writer's block **3** has to come up with new and inventive slogans, needs to convince the public, works under a lot of pressure, potential for high income from sales **4** responsibility, should respond calmly to difficult situations, should describe ongoing situations with the aid of background knowledge, can involve being in dangerous circumstances, 24/7 availability **5** should be sympathetic and well-organised, should be able to deal with emergencies, should have good personal skills, involves a lot of travel and time spent away from home

- 1c** diplomacy, the legal profession, journalism, editors. Knowledge of a foreign language would include: trade, import/export work, translator, interpreter; any job in the travel industry; teaching, etc.

Language development 2 p.82

- 1b 1** The reason why I've come is to discuss my project with you. / What I've come to do is

discuss my project with you.

2 The person (who) you need to see is Mr Evans. / Mr Evans is the person you need to see.

3 There isn't a lot I can do about the problem, I'm afraid.

4 To give up / Giving up the course now would be a pity.

5 All / The only thing I want to do is pass my exams.

6 What I like about you / The reason why I like you is that you always try hard!

2 Sample answers:

1 I completely understand what you are saying.

2 You take your thoughts with you wherever you go.

3 I really don't know why you like that author!

4 I'll do whatever it takes to make the children happy.

5 Can you remember when you first stayed at home alone?

6 Does he know who you're meeting tomorrow?

7 I can't remember where/when I read that book.

3a Collocations: balance of power, centre of attention, choice of career (also books), cost of living, course of action, crack of dawn, language of love, life of leisure (also: crime/poverty), matter of principle (also time / life or death / opinion), point of no return, price of success, sign of trouble (also success), time of year (also day), train of thought

Other similar collocations: kind/sort/type of person; break of day, standard of living

3b 1 train of thought 2 price of success 3 crack of dawn 4 matter of principle 5 language of love 6 sign of trouble

Use of English p.83

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

Writing 2 p.84

2 1 narrative, descriptive, explanatory, evaluative
2 reasons why you bought that book, why you thought it was special and why the other person would appreciate it 3 Either the title of the book or something like, 'Best choice for birthdays!'
4 You could start off as a narrative, from the process of choosing the book to giving it, or you could start off with how pleased the other person was with the book (i.e. perhaps a more interesting start) and then go back to how you chose it 5 vocabulary to do with books and literature, evaluative adjectives, etc.

4 1 vivid 2 detail 3 set 4 realism 5 complex
6 worth 7 strongest 8 up to 9 pleasantly
10 down to

5 Suggested answer:

Review: How to Bake Bread

Early this year I had my annual dilemma of what to buy my dad for his birthday. Then one Sunday morning he announced that he was going to make bread. What he presented us for lunch that day was not very good. But his enthusiasm was undimmed. He spoke enthusiastically about self-sufficiency and the spirituality of bread making. I knew that he wouldn't give up. You can guess what I bought him; a book on bread making!

'How to Bake Bread' starts with the basic techniques a novice baker requires to produce simple loaves and then introduces more complex ideas to help more experienced bread makers to attempt more adventurous baking.

It is an attractive looking book, richly illustrated with pictures showing each step in the process and large colour photographs of the finished products. One of the things I like about this book is that the language is clear and easy to understand and is accessible for people who have no previous experience of bread making. The recipes it contains go from simple bread made with plain flour to complex breads from around the world.

The reason why I chose this book is that I first saw it featured in a newspaper article on bread making. I then did some research online where it had many positive reviews. Finally I went to a bookshop and compared it with a number of similar titles. It seemed to be well written with clear explanations but also includes interesting facts about the role of bread through history. I started to become fascinated myself!

My only criticism would be that it almost too beautiful to take into the kitchen where it might get food spilt on it.

I recommend this reasonably priced book for anyone who is interested in cooking and is looking to develop their skills.

Module 5: Review p.86

1 1 mind 2 brains 3 head 4 face 5 mind 6 head(s)
7 wits 8 face to face
2 1 whatever 2 where 3 How 4 When 5 who
6 what 7 what 8 what 9 wherever 10 why
11 why 12 how
3 1 B 2 D 3 C 4 D 5 A 6 C 7 B 8 B

- 4 1 pursuit 2 rhetorical 3 unbelievable 4 steak
5 location 6 action 7 insights 8 command
9 factual 10 sites

Module 6

Lead-in p.87

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

6A Sense of adventure

Reading 1 p.88

- 2b No, Vicky Baker gives some positive uses and Rolf Potts encourages people to be aware of both the good and bad sides of technology.
- 4 1 B (*Though the tides of... never seems greatly diminished*) 2 E (*Many of the older travellers ... argued ... These days I am tempted to look at younger travellers*) 3 A (*The comfort and safety of modern transport ... has lost some of its allure for me.*) 4 D (*There's nothing to stop you following a random tip you saw on an obscure blog ...*) 5 C (*Not a greatly significant journey in itself ... Yet the ...*) 6 C (*Is it exploration? Well, ... no*) 7 A (*I am ashamed to admit ..*) 8 E (*That means ... travellers ... must be aware ...*) 9 B (*two weeks at Los Angeles airport ... offered as curious and rich a glimpse ...*) 10 D (*And if you have the ... to go off without so much as a guidebook ...*)

Vocabulary p.90

- 1 1 ravaged 2 far-flung 3 grimy 4 fraught
5 tainted 6 haphazard
- 2 1 vagabond 2 spontaneity 3 motto 4 resilience
5 nostalgia 6 cynicism
- 3 1 trap 2 round, agency 3 documents 4 home
5 operator, tour 6 business, information
- 4 1 out of sight 2 looked a sorry sight 3 seeing the sights 4 set her sights on sailing 5 was a sight to behold 6 lose sight of
- 5 1 far-flung 2 nowhere 3 track 4 earth 5 sticks
6 backwater 7 out-of-the-way 8 beyond
- 6a 1 d 2 e 3 a 4 b 5 f 6 g 7 c

Use of English 1 p.91

- 1 up 2 apart 3 something 4 as 5 order 6 So 7 date
8 for

Listening 1 p.92

- 3 1 (Scandinavian/Danish/Viking) settlers (from Scandinavia/Denmark) 2 productive 3 key indicator 4 permafrost 5 helicopter 6 veins
7 fish 8 dignity 9 washing line

Language development 1 p.93

- 1a 1 Could be various people speaking, but accept parent, friend, colleague or boss – speaking to a person in their early/mid-twenties 2 teenager/young adult, probably speaking to a parent 3 Speaker 1 could be a young impatient traveller, but speaker 2, a fellow traveller, is probably wiser, calmer and more accepting. 4 probably a parent speaking to teenager 5 could be two colleagues, an employee talking to a superior, customer and shop manager, etc.
- 1b 1 I don't mean to preach 2 whatever
3 Nevertheless 4 go ahead 5 Put it this way
- 3 1 suitcase (should/must) be opened 2 should see Joanna in Cairo, give/send her 3 (should) go to the market in Istanbul to 4 were you, I'd visit/go to Macchu Picchu 5 (that) we (should) cross the desert by 6 that David should follow the guide's instructions 7 that all passengers (should) have their passports ready / that all passengers' passports be ready 8 be offered the job, she'll have to.
- 4 1 had 2 packed, left 3 didn't 4 were to
5 weren't 6 Had 7 have made
- 5 1 take 2 have/hold 3 Had 4 may 5 suffice
6 were 7 reconsider / retract / amend / change
8 Should

Writing 1 p.94

- 2 1 The first text advocates commuting by train, and lists the physical and emotional advantages of choosing the train over the car. The second text compares the environmental and financial cost of air travel to travelling by car or train, and suggests that the train is preferable.
- 4 1 While 2 certain 3 One of these 4 Another point worth 5 resulting in 6 Similarly 7 with respect to 8 In fact
- 5 **Suggested answer:**
Both texts promote the virtues of train travel; the first considers the benefits for regular commuters, the second looks at the advantages of train travel for longer journeys.

The first text lists some of the reasons why taking the train is often the best choice for those taking a daily trip to and from work. These include the fact that it is less tiring, that you avoid getting fed up when stuck in traffic jams and there is the chance to either use the opportunity to work or to unwind and snooze on the journey home. The second text compares trains, planes and cars when travelling over longer distances and asserts that train travel in such cases is both less damaging to the environment than air travel and cheaper than driving due to the high costs of fuel.

While the first text makes some strong arguments in favour of travelling by train, there are certain aspects of rail travel that it ignores. One of these is the lack of reliability. Whatever the rail companies say there is no denying that trains are often delayed, leading to the frustration of being stuck outside a station unable to get off. Another point worth considering is that despite rail fares continually rising making train travel very expensive, the trains are often crowded, meaning that commuters pay high prices to stand.

Similarly, the second text's argument has limitations. It ignores the fact that when travelling by train, travel arrangements have to be made in advance, whereas car drivers can set off whenever they wish. In addition, the car is the only way to get to out-of-the-way destinations.

(273 words)

6B The conscientious traveller

Listening 2 p.95

- 3 1 C Brian – acting ethically – in other words considering the needs of the local community
2 B Customers should check out each company's green credentials online
3 D Slow travel's more about respecting the tourist's need to unwind and just appreciate the fact of being
4 A Its aims are fairly simple: to preserve the island's unique environment and cultural identity.
5 Cy will the exposure the island's receiving in the media ultimately have an adverse impact on its environment, as the number of visitors increases

Speaking p.96

- 1a **Source of information:** travel blog, travel agent, holiday brochure, newspaper travel section, friends' experiences, surfing the Net

Criteria for choosing: babysitting facilities,

sporting activities, proximity to airport, access to beach/shops

Types of travel: package deal, coach tour, weekend break, backpacking

- 2a 1 consequences + for 2 result/upshot 3 impact/effects 4 outcome/implications 5 consequences/effects + on 6 a spin-off
2b 1 advocate 2 urged 3 recommended 4 promote 5 advocated/urged
3 1 Yes, she touches upon all the points in the card, though she doesn't manage to complete the last one. 2 She makes a comparison between different groups of people, the family and the single traveller, which strengthens her points. 3 She doesn't finish what she wants to say, but this will not affect her marks at all, as the reason for the interruption is that the examiner is obliged to stick to a strict timetable.

Language development 2 p.98

- 1 1 d 2 a 3 f 4 e 5 b 6 c
2 1 Whatever 2 Whether 3 though/as 4 However 5 matter 6 whenever

Use of English 2 p.98

1 you (ever) entertain | the idea of staying 2 what happens, | Simon can be relied 3 mind is made up 4 what may, | I have no intention of missing 5 paid attention | to Gayle's advice 6 as it | may sound

Use of English 3 p.99

- 3 1 back – backing – backup – backdrop – background – backer – backpacking – backpacker – backlash – backhander – backbone
2 set – setting – setup – setback
3 work – worker – workman – workmanship – workshop – worktop – workstation – workout – worksheet – workroom – workmate – workforce – workhorse – workhouse
4 refer – referral – reference – referee
5 life – lifetime – lifebelt – lifebuoy – lifeline – lifeboat – lifeguard – lifelessness
6 serve – servant – serving – service – servitude – server – servery –servility – disservice
4 1 expertise 2 workshops 3 unspoilt / unspoiled 4 background / backdrop 5 diversity 6 incomparable 7 enriched 8 indulgence / self-indulgence

Writing 2 p.100

- 1 2 Left: landscape of Meteora, in Central Greece, famous for its incredible monasteries built high on the rocks; Right: village street market scene taken in Mexico. 3 Possible things to consider: the lens, the time of day, light, angle/direction of the sun, weather, colours, creating depth, framing the scene
- 4 1 Travel photography 2 While both talk about the feelings travel photography arouses, text 1 is a personal reflection on the nostalgic value of travel photography for the photographer, while text 2 gives advice on preparing to take such photographs, and the need to get a feel for the place that you intend to photograph.
3 Answers will vary.

10 Suggested answer:

The two texts consider different aspects of travel photography, the first focuses more on the nostalgic value of photographs while the second gives advice on how to approach travel photography.

The first text describes the effect travel pictures have when seen years later and how seeing a photo can take the photographer back to the time and place it was taken, evoking all the senses that were active at the time. It concludes that what sets good photography apart is that it is not just a record of the moment but a reminder of the whole trip and the people and places the photographer came across. The second text emphasises the importance of responding to a place and to being guided by the feelings it arouses. It gives the unusual advice that to take better photos you should go out without a camera, especially initially when you set about finding people and places to photograph.

I tend to agree with the writer in text 1 that seeing a photo from years ago can take you back to the pristine landscape or the street scene bustling with life where it was taken. However, the writer overlooks the fact that a good photographer can convey so much of the atmosphere of a place or the character of the people in a photo for people who were never there. Although the importance of responding to initial feelings is valid the idea could be misguided, especially if your first reaction is negative.

*To sum up, whether your pictures are of a day out or a round-the-world trip, a little planning will result in photos that help memories to last a lifetime.
(277 words)*

Module 6: Review p.102

- 1 1 behold/see 2 nowhere 3 travel 4 aside
5 beaten 6 set 7 connecting 8 beyond
- 2 1 D 2 B 3 C 4 C 5 B 6 A 7 B 8 B
- 3 1 setback 2 workmanship 3 reminiscent
4 juxtaposition 5 comparatively 6 landmark
7 erosion 8 memorable
- 4 1 Suffice it 2 amend/update/revise/alter 3 be
4 Had 5 Be that as 6 whatever 7 were 8 be

Exam practice 3 TRB p.191

Paper 1: Use of English Part 3

- 1 invaluable 2 ongoing 3 reluctance 4 binding
5 invariably 6 ingenious 7 sculpture 8 incisions

Paper 1: Reading Part 5

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

Paper 2: Writing Part 1

Essay

Key points to include are:

- whether guidebooks provide useful information
- the increased range and popularity of guidebooks
- the need to choose the most suitable guidebook

Suggested answer:

The two texts present a very different view of guidebooks. The first writer can really see no point in them at all and is clearly an independent traveller who prefers to go off on a journey into the unknown. That is all very well, but the majority of us are not so confident when visiting unfamiliar places. Indeed, without the services of a guidebook, many of us would risk missing the best sights and experiences altogether. Even worse, we might wander into areas that are unsuitable, or possibly unsafe. In other words, without a guidebook we would be unlikely to stray far from the 'tourist spots' that the first writer so despises.

The second writer makes a more realistic appraisal of the role of guidebooks, highlighting the fact that an enormous range of titles is available, each geared to the needs of a particular type of traveller. I think this underlines the great strength of the modern guidebook. When I go away, I usually buy two: a general one that will provide me with the basic information about the place, its history and culture, good places to stay and eat, etc; but also a specific one aimed at people like me who are into adventure sports, so I can see where exactly to go find the right sort of action.

*To conclude, there's another point to make about guidebooks; they can be fun to buy, read and collect. Am I alone in deriving pleasure from reading about places that I might never visit; from planning itineraries for visits to hypothetical destinations? I think not. The guidebook, after all, is the ideal gift for the armchair traveller.
(276 words)*

Paper 3: Listening Part 2

1 hunter(-)gatherer 2 monolingual 3 colour/color
4 batteries 5 humming 6 pronouns 7 collective
memory 8 sense of direction 9 (keeping) (an)
open mind

Module 7

7A Communities

Reading 1 p.104

- 2 1 They both represent an invaluable source of news, information and gossip for consumers.
2 Information should be free.
- 3 1 H '*which one this would be*' refers back to '*your favourite coffee house*' in para 1. '*What's more, rumours, news and gossip*' at start of para 2 refers back to mention of unreliable sources of information in H.
2 C '*this vibrant network*' in C refers back to the web of connected coffee houses in para 2. '*This reputation*' at start of para 3 refers back to coffee being regarded as stimulating etc. in C.
3 A *such a scholarly place* refers to the look of the coffee houses adorned with bookshelves etc in para 3. *this ethos* in para 4 links the ideas of social equality, respect, sober discussion mentioned in A with the concept of rationalism – where actions are based on reason and knowledge not emotion.
4 E *this social stratum* refers to the middle classes mentioned in para 4. Mention of the educational function of coffee shops in E is followed by the variety of them in para 5.
5 D This extends the idea of a coffee house (*to use one*) as an extension of home by being the place mail was sent to. '*That said*' in para 6 contrasts the idea of a being a regular in one in D with the need to visit many mentioned in para 6.
6 B *But that was a risk* contrasts with the idea of social exclusion in para 6 and the benefits of coffee mentioned earlier.
This ... kind of threat at the start of para 7 refers back to the mention of people being *alarmed* in B.
7 G compares the attempts to regulate the internet with attempts to restrict coffee houses mentioned in para 6.
- 4b Paragraph F begins with *Such kinship*, but there is no reference to strong bonds in relationships between the customers of the coffee houses to justify the use of this word.

Vocabulary p.106

- 1a community spirit, rural community, community centre, community pride, safe place, pride of place, place of one's own, neutral ground, ground level, safe ground, a sense of community, a sense of security, a sense of belonging, a sense of pride, sense of wellbeing, community services, social services, security services, financial services
- 1b 1 belonging / community = sense of wellbeing, of being part of a group; security = idea of safety in numbers 2 spirit/pride (little difference in meaning) 3 social/community – both refer to services administered by charities or (local) government and often given by volunteers. (In USA the term 'Human Services' is used). 4 pride 5 safe = you're certain to get the right kind of information 6 life
- 2a 1 importance (there are many similar expressions, e.g. *value/emphasis*) 2 bets 3 blame 4 an advertisement 5 restrictions 6 hopes/bets
- 2b 1 a place of her own 2 be going places 3 There's a time and a place 4 out of place 5 fall into place 6 in place
- 3 *That said, most people frequented several houses with the intention of furthering their commercial, social or political interests.* Here *With the intention of* means the same as *for the purpose of* i.e. *in order to / with the aim of*.
That said, most people frequented several houses intent on furthering their commercial, social or political interests. Here *intent on* is more emphatic, implying that the person is determined to do something.
- 4a Answers may vary slightly, but should be along the following lines: 1 effectively, though not officially 2 both mean deliberately, wilfully 3 aiming/planning to / having decided to 4 in order to [use it] 5 worked/succeeded 6 determined to
- 5b 1 socialising 2 anti-social 3 Sociology 4 socialisation 5 Society 6 unsociable / antisocial 7 unsocial / antisocial / unsociable 8 Sociable / Social
- 5c Examples of other derivatives are: *socialism/-ist, socialite*. Examples of compounds are: *social club, social climber, social worker, social engineering, social housing*.
- 6 Words which can take the prefix *inter-* are: *departmental; action; connect; mixed; city; section; change; continental*.

Use of English 1 p.107

- 1b 1 settlement 2 focal 3 strategic 4 prosperous
5 identity 6 unrest 7 relocate 8 anonymity

Listening 1 p.108

- 3 **Extract 1:** Man – optimistic; woman – enthusiastic **Extract 2:** Man – matter-of-fact
Extract 3: Woman – enthusiastic
- 4 1 C B *What I couldn't get over was all the stuff you can do in your free time.* A *I was spoilt for choice*
2 B *I was expecting to be out of the loop as far as keeping myself up-to-date* 3 A *then shopkeepers, quite rightly, raised concerns about losing trade*
4 B *It's a bit unorthodox, ..., but where's the harm in giving it a try?* 5 A *I found myself wanting to do something about this, but not really knowing how to go about it.* 6 C *And actually, the enthusiasm and cooperation amongst volunteers is incredible ... it's more about finding ways to connect as a neighbourhood*

Language development 1 p.109

- 1 1 where 2 whom 3 which 4 in which case
5 that 6 by which time
- 1 **Extension**
1 *to which* and *where* would both be possible if they referred to movement (*a place to which people go to meet*). *at which* would be possible (*a place at which people can meet ..*)
2 *which* can't refer to people. (cf *Many of the houses, some of which are built close to the road, are affected by the traffic*).
3 we don't use *that* after the comma in an indirect relative clause. Compare *The library that opened yesterday was designed by* – specifies which library / *The library, which opened yesterday, was designed by ...* adds additional information)
4 *at which point* refers to a definite time when something happened or will happen. There is no condition. (e.g. *The location of the meeting will be decided tomorrow afternoon, at which point we will contact all attendees*)
5 *where* would need to refer to a second subject (e.g. *The coffee shop where I went with Mum was very cosy*).
6 *by which time* is used to refer to something that will have happened before a time in the future. *at that point* refers to a fixed point (e.g. *Course details will be announced sometime in September, at that point you will be able to reserve places*).
- 2 1 The talk on sustainable communities that we heard was very informative (we were there) / The talk on sustainable communities was very

informative, we heard (we weren't there but heard good reports) 2 correct 3 My girlfriend, who has recently got a job in the town council, hopes to promote community projects in the area. (one girlfriend but two pieces of connected information) 4 The village pub (which) we visited last night was very cosy and welcoming. 5 The councillor who I spoke to this morning... OR The councillor to whom I spoke this morning assured me the problem would be dealt with. 6 correct

- 3a 1 Anyone who wants to take part in the carnival parade should write their name on this list.
2 All questions that are raised at the public meeting will be discussed when the organising committee meet next Tuesday. 3 The person that you can/should talk to about the arrangements for the carnival is Carrie Evans.
- 3b 1 The introduction to the theme of the Carnival, given by the events chairperson, Carrie Evans, was considered very informative. 2 The next person to speak was the headmaster of the local primary school, who offered some interesting ideas. (or The headmaster, who spoke next, offered) 3 The headmaster's proposal advocating the inclusion of a fireworks display to conclude the celebrations has been met with widespread approval. 4 There is still a lot to organise for the provision of entertainment in the square. (or Planning to provide entertainment, we still have a lot to organise/ there is still a lot to organise) 5 All those/ Anyone wishing to become involved in the carnival preparations should apply to Carrie Evans directly.
- 4 1 (Having been) affected by cutbacks in local government spending, the Youth Club has been forced to close. (or The Youth Club, affected by ..., has been ...) 2 The Town Hall, one of the finest examples of Victorian architecture in the northeast, is undergoing renovation. 3 The company, supporting local farmers' cooperatives, is a sustainable business, whose net profits go to fund community projects in Africa.
- 5 1 with (= who have) 2 (which is) – 3 who
4 whose 5 (which was) – 6 whom 7 which

Writing 1 p.110

- 1 1 A magazine 2 a description 3 description of the project, reasons for the benefits for local people, aims and further plans for the project
4 neutral – neither too formal or informal

- 2 **a** is unsuitable. Too abrupt, doesn't mention that the letter is in response to the newspaper's announcement and it is rather informal in style. **b** is unsuitable. Too formal, and reads like the opening of a proposal, so is in danger of not answering the question in the correct way. **c** is suitable. Explains the reason for writing by referring directly to the newspaper request. Also, the register is just the right pitch, neither too formal nor informal.
- 4 **Suggested answers:**
 1 The scheme, set up by university students in Bath to help local residents gain allotment space in unused gardens produced its first vegetable crops this year. 2 Many students living in rented accommodation leave their gardens unused. 3 It was suggested that neighbours interested in gardening but unable to find green space could use the students' gardens to plant vegetables. 4 The Growing Together Project, involving both students and residents, gives them the chance to interact, in the hope of improving relations between the two groups. 5 The response from residents, some of whom are working with students on the vegetable patches, has been extremely positive. 6 Kate Myers, who lives in Oldfield Park, is enthusiastic about the scheme. 'I hadn't had any contact with students before, but the lads in the house are a really nice group and I'm hoping to grow some potatoes for them.' 7 Caroline Walker and Ming Chan, two undergraduates passionate about gardening, are helping Kate in her endeavour, and theirs is the first garden share to prove successful. 8 They've managed to grow onions, carrots and potatoes so far, providing both them and the students in the house with fresh produce to eat. 9 Several such garden shares are now functioning, but students are hoping to encourage more residents to join the scheme.

- 5 **Suggested answer:**
It is hoped that the scheme can be extended to involve a wider section of the community such as older people unable to look after their gardens and families with young children who would enjoy learning how vegetables grow. With this in mind, the scheme is planning an 'open day' to which local people will be invited. I recommend that anyone wanting to get involved should check the scheme's website for details. The person to talk to at the university is Brian Lake.

I wish the scheme every success.

*Yours faithfully,
 Edwina Dolby*

7B Lifestyles

Listening 2 p.111

- 2 **Suggested answers:**
Speaker 1: enjoyable, and keeps you fit
Speaker 2: enjoyed losing weight
Speaker 3: less stressful, and more healthy than other means of transport
Speaker 4: relaxing and a form of escape
Speaker 5: stops medical condition from getting worse; enjoys the company of other cyclists
- 3 1 G *it was a real blow when the bus service into town was axed*
 2 F *didn't have much choice but to join the Cycle Challenge – everyone in my department was dead set on it;*
 3 E *I chose to be a non-driver for ethical reasons,*
 4 D *I do need to wind down on occasions and cycling's the thing that does it for me*
 5 H *A friend recommended I take up cycling to combat the progression of a medical condition.*
 6 G *We have a car-share scheme too, of course, that's a must if you're setting up a scheme like ours, so nobody's absolutely dependent on the bikes;*
 7 D *I'd say don't agree to this sort of thing unless you have a go first*
 8 A *You do need a decent bike though, with good gears and lights*
 9 C *I've heard that cycling clubs can be a bit competitive – I'd say steer clear of all of that.*
 10 B *I'm always saying: 'Don't bite off more than you can chew – gradually build up stamina.'*

Speaking p.112

- 1a 1 sport, hobby, pastime, activity 2 event, festival, fair, fete, function, occasion, celebration
 3 championship, game, match, tournament, contest, competition 4 project, scheme, programme 5 leisure, free time, spare time
 6 club, organisation, association, society, group
- 2 **Suggested answers:**
The activity stimulates / encourages / generates / boosts community spirit.
It encourages local people to build relationships.
It allows people to let their hair down by offering them a great way to relax.
It enhances/improves/develops people's social awareness of the community they live in.
It creates/offers people the chance to meet new people, by encouraging them to get out of the house.

Language development 2 p.114

- 1a** 1 After – actions separate in time compared with while for actions occurring at the same time
2 Now that – past (compared with once – future)
3 While – same time (compared with as soon as – future) 4 The moment – specific point (compared with until – duration), NB past simple also possible here 5 Ever since – duration (no sooner – point in time) 6 Until + pres – from now until point in future (after + pres – from that future point onwards) 7 On – point in time (while – duration) 8 As soon as + past – point in past (also past perfect here) (no sooner followed by inversion of past perfect *No sooner had he arrived ...*)
- 1b** 1 hoping to 2 Seeing 3 in that/since 4 in case 5 Since/Seeing (that) 6 Planning on/since
- 2** 1 C 2 B 3 A 4 A 5 B 6 D
- 3a** 1 d 2 f 3 b 4 a 5 c 6 e
- 3b Suggested answers:**
1 Nevertheless, I'm trying not to show it.
2 All the same, I wish I could!
3 Even so, I admit it would be less stressful!
4 However, I'm not sure I'd like living/to live there all the time.
5 All the same, I'd prefer to have a home in one place, where I know my neighbours.
6 Be that as it may, I sometimes get tired of it.

Use of English 2 p.115

- 1a** A professional person whose job does not tie him/her to one place. They can choose where they work.
- 1b Examples:**
Technological: Powerful lightweight laptops, fast internet connections increasing across the globe, Skype and other online communication tools, BlackBerry and other smartphones that send and receive email anywhere, cloud computing.
Sociological: changes to family life, separation more common, greater independence, leisure time more highly valued, work-life balance shifting.
- 2** The text suggests that this lifestyle allows a flexible timetable that can improve family life if working from home, but while becoming a digital nomad may be great if you're single, it may not be suitable for anyone with a family.
1 A 2 D 3 B 4 C 5 B 6 D 7 A 8 C

Writing 2 p.116

- 2a** 1 The editor of an English-language magazine.
2 A letter of description, containing some narrative/anecdote
3 A description of the festival, its content and organisation, with some anecdotal comments on what was special about your experience.
4 semi-formal.
5 280–320 words.
- 4** 1 The candidate covers the points in the task, but doesn't really say much about the organisation of the event.
2 The letter is not very well-organised, and doesn't flow well. The main paragraph is too long, and should be separated into two shorter paragraphs.
3 The language is rather simplistic and repetitive. There is not much variety in either vocabulary or sentence structure. The opening address and paragraph are rather abrupt, and the closing phrase of *Yours sincerely/faithfully* is missing.
- 5** **products:** concoction, merchandise, lotion
festival: carnival, celebration, event
- 6 Suggested answers:**
1 The festival [that/which] I'm going to describe is the Mud Festival, which is held in Boryeong, South Korea.
2 Since then, the event has become very popular, with over two million visitors arriving each year. (or 'attracting over two million'.)
3 The festival, first held in 1998, was inspired by a desire to advertise the benefits of skin-care products rather than any religious celebration.
4 I managed to get mud in my eyes and mouth, which wasn't pleasant, but even so, I really enjoyed myself.
5 Not only do local people come to get dirty, but tourists also come from all over the world.
6 The only thing I found annoying was the problem of traffic. It was so crowded that there was a lot of congestion.
- 9 Suggested answer:**
Dear Editor
I'm sure that your readers would love the five-day Glastonbury Festival which takes place most years at the end of June on a farm in the south west of England. Going for over 25 years, it is the biggest and best music festival in the UK, possibly the world. Attracting top bands, it is the music that gets the headlines, but the festival also includes dance,

comedy, theatre and circus skills among other arts. Despite welcoming over 120 thousand people, the festival sells out as soon as the tickets go on sale. Most people camp in the fields around the music stages.

There are many reasons to go. Foremost for me is the variety and quality of the music. I saw three of my favourite groups last year and discovered many exciting new acts. Depending on your mood or energy level, you can rock with the crowds in front of the main stage or relax in the chill-out zones. Secondly is the amazing community spirit that develops. Most of the festival visitors, many of whom go every year, are really relaxed and happy to help people there for the first time. With so many people sharing one giant camp site there is a strong feeling that everyone is in it together.

There were a number of things I didn't really enjoy. Much as I love camping, it's not very pleasant sharing temporary toilets with so many people. Then there was the wet ground. After a sudden downpour, parts of the site became impossible to use without getting covered in cold sticky mud. Some of the food was great and worth queuing for, but even so I would recommend visitors to take as much as they can as it can be expensive.

For anyone wanting a great long weekend crushed together with thousands of other music lovers, I would really recommend Glastonbury. Everyone should go once and I am going again!

Yours sincerely,
David Raver
(326 words)

Module 7: Review p.118

- 1 1 neutral 2 places 3 sense 4 restrictions
5 community 6 place 7 security 8 belonging
9 place
- 2 1 Much as 2 Be that as it may 3 so as to 4 As a result
5 otherwise 6 Although 7 Consequently
8 such an awkward one 9 despite
- 3 1 sociologist 2 interdepartmental 3 intentionally
4 enclosed 5 defiantly 6 unequivocal
7 representative 8 interchangeable
9 unidentifiable
- 4 1 of 2 from 3 in 4 for 5 on 6 in 7 by 8 out

Module 8

Lead-in p.119

- 1b Often people either respond with hostility or indifference until quite a time has passed. Examples include: Copernicus (1473–1543) and his ground-breaking theory that the Sun did NOT move around the Earth, but the other way round. Later, Galileo Galilei (1564–1642) was imprisoned for following the Copernican theory. Even today some people refuse to accept the concept of evolution; Arts: the Impressionists' way of painting was reviled at the outset, It is said that Van Gogh sold only one painting in his lifetime; Music: people like Bach remained almost completely unknown during their lifetime and only started to be appreciated a century later. In pop music, every new trend is treated with suspicion. The Beatles were initially thought to be a terrible influence on young people, yet today their music is played in supermarkets.

8A A question of style

Reading 1 p.120

- 2a The bank, number 510 Fifth Avenue and the High Line, a former railway.
- 2b They are similar in that they are both 'old' constructions which have outlived their usefulness or their function has been changed. Their treatment has been different in that the bank's interior was destroyed, seemingly rather hastily and the public has campaigned against the changes whereas the old railway line was neglected for nearly 20 years, until the public campaigned successfully to convert it into a garden area.
- 3 1 D has since spread economic fertiliser in its wake with 2 A banks were usually mundane but at 510 Fifth Avenue 3 C In any repurposing of a historic building, something has to give 4 D It was scheduled to be torn down, but 5 C the closer a building's form follows its function, the bigger the upheaval 6 C Arguments to preserve for preservation's sake are weakened when loans are in short supply 7 A the vault was displayed behind the glazed façade 8 B On the basis that façades remained intact, the ... approved these changes, but ... argues that given the transparency ... must extend to .. interior features 9 A its gleaming vision of the future 10 B the not unreasonable assumption that ... should be adapted to suit its new tenant

Vocabulary p.122

- 1a** a bay window b dormer window c façade
d loft e porch f skylight g beam h furnishings
i window sill j alcove k ornament l parquet
m screen n wallpaper
- 1b** 1 loft 2 ornaments 3 porch
- 2a** 1 line – say that sth is completely finished and you will not think about it or discuss it again
2 perspective – judge the importance of sth correctly (ie not get too worried about certain things) 3 façade – a way of behaving that hides your real feelings 4 line – when two things are so similar that one could easily become the other
5 art – do sth very well 6 designs – want sth for yourself, esp. because it will bring you money
7 line – allow or accept sth up to a particular point, but not beyond it
- 2b** Other useful phrases with *line* include: *draw a line (between sth); where do you draw the line; take a hard line; hook, line and sinker lay sth on the line picket line the poverty/bread line; read between the lines the official/party line; take a hard line; supply lines the dividing line; a chat-up line; and as a verb: to line sth up (for the future); to line your pockets.*
- 3a** a close, fresh, good, hard, humorous
b crucial, irrevocable, poor, rash, snap, tough
c beneficial, civilising, destructive, significant, stabilising
- 4a** 1 by 2 back 3 up 4 in 5 on 6 of 7 on 8 on 9 by
10 without 11 out 12 by 13 on 14 from 15 up
16 up 17 for 18 around
- 4b** **Phrasal verbs:** come by, scale back, come up with, knock (yourself/sb else) out, open up, start up
Prepositional phrases: (be) in short supply, (do sth) on the cheap, (work/live) on a tight budget, (be) for sale

Use of English 1 p.123

- 1c** 1 before 2 out 3 having 4 What 5 which 6 as
7 put 8 unlike

Listening 1 p.124

- 1** 1 The Louvre, Paris also showing the glass Pyramid designed by I.M.Pei 2 Milwaukee Art Museum showing the roof designed by Santiago Calatrava – it's a huge sun-breaker that opens and closes 3 Examples of others are: the British Museum, the Victoria and Albert Museum, the National Gallery, Tate Modern, all in London (+ lots more!); the Metropolitan Museum of Art, New York; the National Gallery, Washington

DC; the Uffizi Gallery, Florence; The Guggenheim, Bilbao; the Egyptian Museum, Cairo; The Hermitage Museum, St Petersburg.

- 2** 1 C a lot of those visitors have simply been to a travelling exhibition hosted by those museums. These are very well promoted and clearly draw in the crowds. 2 B great architecture generally enhances their importance in people's eyes, 3 A I have little sympathy with people who complain about them actually, art shouldn't be for an elitist minority
4 C Weirdly, most people went without actually having much idea of what they'd see when they got there 5 D Emily: that doesn't mean that I'd do that in preference to an on-site visit. Scott: Nothing, in my view, can replace the experience of standing in front of an object of antiquity or a work of art and seeing it with your own eyes

Language development 1 p.125

- 1** 1 on, coming 2 in, demolishing 3 from, having
4 in, converting 5 from, studying 6 in, painting
7 on, creating 8 on, moving
- 2** 1 Despite – expression of contrast 2 It's no good – a pointless exercise 3 can't help – unable to stop myself 4 There's no point in – without purpose
5 with the purpose of – intention 6 Through – method
- 3** 1 set about gathering 2 cut down on (her) spending 3 feel up to working 4 ended up getting 5 burst out laughing 6 make up for (Rex) ruining

Writing 1 p.126

- 1** 1 adding: moreover, furthermore, in addition, as well as (that), what is more 2 concession: it may be true, certainly, granted, of course, if
3 contrasting: on the one hand ... on the other hand, while, whereas, however, nevertheless, although, nonetheless, still, yet, in spite of / despite, even so, on the contrary, quite the opposite 4 giving examples: for instance, for example, in particular 5 giving your opinion: in my view/opinion, as I see it 6 result: therefore, as a result, consequently, so 7 structuring: to begin/start with, first of all, in the first place, then, lastly/finally
- 2a** **Suggested answers:**
A 1 On the one hand 2 However / (on the other hand) 3 In my view, 4 For example / (for instance), there's 5 although 6 Then 7 despite
B 8 As I see it / (in my opinion) 9 nevertheless / (yet) 10 So / (Therefore / Consequently)
11 if 12 finally / (lastly)

2b Suggested answer:

The first text is a personal response to the William Morris quote. Although it agrees that we could all benefit from having only items that are essential or that we enjoy looking at in our homes, it makes the point that it is something that is very difficult to achieve. The main idea is juxtaposed with the view presented in text 2 that we should all be free to decorate our homes any way we choose.

Text 1 suggests that acquiring ever more objects that we have no point in having is a common habit and that most people can't stand getting rid of items that have been given to them as gifts. The writer also gives the example of accumulating objects we bring back from holiday that seem out of place when we return home.

The writer of text 2 on the other hand, argues against rules and guidelines that restrict individuality and creativity. It outlines the importance of developing a personal style and decorating our homes in our own way. Homeowners are lucky to have the opportunity of creating a personal space that reflects their personality.

Weighing up the points made in the two texts, it seems that the writer of text 1 feels guilty about the natural tendency to accumulate objects, whereas the writer of text 2 is much more relaxed about what we keep in our homes. It strikes me that the William Morris idea is quite unsentimental. It ignores the fact that furniture and other objects may have special associations, having been passed down to us, and may provide a physical link to family no longer with us. I am more inclined to agree with the writer of text 2 and decorate my house with a variety of objects. That said, we should all have a fresh look at our home from time to time and ask how it might appear to visitors. (319 words)

8B Everything under the sun

Listening 2 p.127

- 2 **visual merchandise designer:** sb who designs floor plans, store displays and window displays in order to maximise sales – for fashion, the window display would be most relevant
costume designer: sb who creates costumes for the theatre, films, TV, etc.
clothing pattern maker: sb who produces master patterns from designs
textile artist: sb who creates items of clothing, etc. out of pieces taken from different textiles and fusing or sewing them together in layers

seamstress: sb who makes clothes (a dressmaker), either by using a sewing machine

or sewing by hand (e.g. tailor-made items to order, some haute couture, one-off, hand-made designs, etc.)

- 3 1 C And unless you've got a big budget, you're hardly in a position to be choosy either – so you have to go with the flow 2 A Sometimes I buy cars that don't go anymore, or need a bit of tender loving care, but they're little pieces of history and that's what makes them special 3 B Ten years ago, things weren't looking so good, but the industry's turned the corner now 4 C also remember that some products, ..., might be natural but they often have to go through extensive chemical processing in order to become soft. 5 C What fascinates me about fashion is that, like a sport that requires a lot of effort ... we produce something with a wow factor that's actually taken a lot of time and effort to produce 6 A I spend loads of time in the library too. I do research for their collections. It's important to keep your audience in mind

Speaking p.128

- 2a 1 Buy things that you enjoy 2 Buy the best quality items
2b 1 (important) guidelines 2 investment (purposes) 3 trends 4 (show great) promise 5 appreciating (meaning here = increasing in value) 6 anticipated 7 (general) principle (= 'basic rule' compared with principal = 'senior person') 8 (within price) range – includes top and bottom price compared with 'below the price limit' 9 (quality v) quantity 10 command (respect)
Other collocations in the text include: keep in mind, personal enjoyment, a sure thing the best defence
3 1 You see 2 so to speak! 3 Not only that 4 Somehow 5 When it comes to 6 The thing is that 7 sort of 8 That's why

Language development 2 p.130

- 1 1 to choose 2 go 3 to be 4 spending 5 to agree 6 warning 7 selling 8 to ask 9 to inform 10 postpone
2 1 of 2 being 3 to 4 organising 5 to 6 change 7 at 8 delegating 9 to 10 being overwhelmed 11 of 12 taking
4 1 way 2 Although 3 because 4 brought 5 Having 6 had 7 set 8 (al)though/ while/ whilst

Use of English 2 p.131

- 2 Possible examples: **prefix:** disbelieve, dismantle, encourage, misunderstand, mislead, replace, redo
suffix: illustrate, accumulate, beautify, classify, familiarise, specialise, envy, brighten, weaken
another word as prefix: backslide, backtrack (= change your opinion about sth), downgrade, outdo, outline, overlook, overachieve, upgrade, update
prefix & suffix: enliven, decentralise, redecorate
internal changes: loan → lend, choice → choose
- 3 1 ensuring 2 irrespective 3 prevalent 4 updating
5 successor 6 remarkably 7 upgrade 8 extension

Writing 2 p.132

- 2 1 the fact that fashions are always changing + the fact that they usually come around again
2 good quality things often increase in value as they become older + antiques and old objects provide the rationale for the existence of a number of institutions and businesses
- 3 1 essay plan: the student is apparently dealing with the first text first (summary and evaluation) before moving on to the second text. Hence, the second text isn't mentioned.
3 Student summarises in own words: many aspects of our lives are related to what is popular and in fashion at a particular time and (it never stands still for long) = how quickly this can change / (it makes life interesting and ensures we never get bored) = this very fact brings variety into our lives and means that we don't have to see the same things all the time / (fashions come back again) = certain fashions reappear, (they are never exactly the same) = there is always a subtle difference the second time round
Student expresses an opinion: *I agree with the viewpoint that / It's true that fashions reoccur but I think it's unlikely that we will ever wear.*
- 5 **Suggested answer:**
Text 1 makes the point that top-end fashion has no real connection with everyday life although the shops that many people frequent may be influenced by it. The writer questions what the world would be like without these creations and compares them to other more traditional art forms. It acknowledges that many people are fascinated and amused by some of the designs and find it hard to believe that they are ever worn again.
I tend to agree that most fashion designers are out of touch with everyday life. For most people it makes no difference what designers say as they are uninterested

in their ideas. I am convinced that celebrities such as actors and singers exert a much stronger influence on what people wear. However we cannot overlook the fact that fashion is a huge business with newspaper and magazines editors filling pages with pictures from fashion shows. Many designers become household names using unusual and headline grabbing items to attract publicity for their more everyday designs.

Whereas the first text focuses on clothes, the second text looks at fashion from a wider perspective and examines the importance of observing how design changes over periods of time. It argues that quality objects become not only more valuable but also more interesting as they age and that by displaying these items in public galleries our appreciation of modern designs is informed by understanding what came before.

Undoubtedly, there is some truth in this view. Designers wanting to shock the public will need to know what has been done before if they are to be different and will often be inspired by a previous trend. However we have no way of knowing whether objects we see in a museum were fashionable in their day and cannot overlook the fact that many changes come about as a result of technical advances and the invention of new materials.
(315 words)

Module 8: Review p.134

- 1 1 d 2 c 3 a 4 e 5 b 6 g 7 f
- 2 1 As I see it 2 In other words 3 Just as 4 so
5 Similarly 6 Of course 7 in particular
8 In a word
- 3 1 D 2 C 3 C 4 A 5 D 6 B
- 4 1 mood 2 keen 3 need 4 lengths 5 how 6 likely
7 tendency 8 advisable 9 bound 10 trouble

Exam practice 4 TRB p.196

Paper 1: Use of English Part 4

Two marks given for each answer: one for the words before the line | and one for the words after it.

- 1 is in the habit | of going swimming
2 on a regular basis | has fallen
3 promises to | abide by the rules
4 has every intention | of making
5 (necessary) confidence | to go in for
6 must be worn | when (anyone is)
7 use of the tennis courts | is limited to
8 is the likelihood of | John('s) going along

Paper 1: Reading Part 7

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

Paper 2: Writing Part 2

1 Article

Suggested answer:

Does modern communications technology given the individual more or less personal freedom? It's a good question. Indeed, it's difficult for us to imagine a world without the internet and mobile phones, so crucial have they become to our everyday existence. Yet our parents grew up in a world that functioned perfectly well without these things.

Clearly, the internet grants us freedoms our parents' generation didn't enjoy. Chief amongst these is freedom of information. If I want to explore a topic, or discover how people around the world feel about certain issues, I only have to log onto the internet. The data is there at my fingertips and I'm free to surf at will, making my own assessment of the material I find.

If we contrast this with my parents' experience, the difference is striking. As teenagers, they were largely reliant on the broadcast media and books for information, which meant that they simply didn't have access to the same range and quantity of data. What's more, the TV was broadcast in real time, making it much easier for my grandparents to control what they watched.

In other ways, however, our parents may have had more freedom. Nowadays we all carry mobile phones, which effectively keep a record of where we go and who we call; just as our computers keep a record of sites we visit and what we do there. Even as we walk down the street, security cameras are following our every move.

My mother now admits that, as a teenager, she would regularly be given permission to go and study at a friends' house. She would then set off on her bike to meet her boyfriend (now my father), which certainly wouldn't have been allowed. Once out of the house, nobody called to see where she was, she carried no electronic device that revealed her whereabouts, and nobody was filming her. Now that's what I call freedom!
(320 words)

2 Essay

Suggested answer:

Modern architecture: will it stand the test of time?

Since coming to Britain, I have been living in the city of Bath. The first thing you notice about Bath is a strong sense of architectural unity and continuity. Although there are modern buildings, much of the centre dates back to the beginning of the nineteenth century, when it was a fashionable spa resort. As a result, Bath has a definite character, which has remained largely unchanged for two hundred years.

Look at photographs taken over one-hundred years ago, and Bath still has that distinct quality. The old buildings can certainly be said to have stood the test of time. Even today, when new buildings are planned in the historic

centre, careful attention is paid to their design so that they complement rather than detract from the city's visual appeal.

But do these old buildings meet the needs of the modern citizen? In one sense, they certainly do. Tourists flock to the city to admire its architecture, and this brings undoubted economic benefits. The buildings themselves, mostly sweeping terraces of grand houses, have been adapted to suit modern lifestyles, and remain highly desirable residences.

Outside the city centre, however, Bath loses its individuality. Rows of identical suburban houses are interspersed with uninspiring blocks of flats and featureless commercial complexes. The largely functional buildings of the last fifty years are indistinguishable from those in other British cities. When built, they served the needs of their new occupants very well, but time moves on and they soon became dated. Houses built with fireplaces and chimney stacks now have central heating; garages built for the cars of the 1950s are not wide enough for modern vehicles.

How will future generations view the architectural heritage of Bath? I have a strong suspicion that the city centre will continue to enchant visitors for generations to come, but the same cannot be said for its suburbs. Could the story of Bath contain a subtle message for architects?
(320 words)

3 Report

Suggested answer:

This report will consider the impact of local and international fashion trends on what people of different ages wear in this country.

Local fashion trends: Overview

To be honest, this country doesn't have a particularly active fashion industry. Although it is possible to study fashion here, most serious students choose to go and study the subject in another country – and they generally don't return. Having said that, the college of fashion in the capital does hold an annual catwalk event where student creations are put on show. But I think it's fair to say that the styles are rather derivative – reflecting what is going on elsewhere rather than any flowering of original local talent.

Local fashion trends: Generational differences

It is not easy to identify a local style of dress. Sports clothing has become much more popular in recent years, especially amongst young men, and younger people generally tend to wear the casual clothes which are in fashion in Europe and the USA. Their parents and grandparents, meanwhile, are much more conservative – mostly wearing clothes that have a kind of timeless quality. Indeed, older people tend to go for good quality clothing that wears well, and have little time for ephemeral fashions.

International fashion trends: Generational differences

In recent years, the international fashion industry has begun to have a much greater impact on local people, however. Fashion-conscious teenagers have always been influenced by their role models – especially musicians and film stars from the USA – but an interest in fashion is now much more widespread amongst people in their twenties and thirties than was the case previously. A major contributing factor has been the decision of certain prominent international chain stores to open branches in the capital. The clothes they sell are far from cheap, and for teenagers from better-off families wearing the right label has become something of a status symbol. It is a very effective form of marketing.
(319 words)

Paper 3: Listening Part 1

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

Module 9

9A How far can you go?

Reading p.136

- 1a Definition 1 is correct
- 2 Summary 3 is best. Mahut is positive but Isner is less so.
- 3 1 A (it told you one thing: they were on the edge of their seats) 2 B (Few people expected a classic ... The gangly Isner was fancied to beat Mahut in routine fashion. ... There was no hint of the epic struggle to come) 3 A (.he staggered around, Mahut meanwhile skipped out of his chair) 4 C (the pair had officially entered the record books) 5 B (he suffered a breakdown, weeping inconsolably in the locker room) 6 D (Isner now finds the match more painful to discuss than Mahut. 'I'm trying to get over it, in my head.')

Vocabulary p.138

- 1 1 bitterly 2 painfully 3 remarkably
4 perceptibly 5 deeply 6 perfectly
- 2a 1 endurance/perseverance 2 resourceful/
remarkable 3 ordeal 4 remarkable 5 challenge
6 perseverance 7 overcome 8 isolation
- 3a keep it up; keep going; keep trying; keep at it
- 3b 1 c 2 d 3 a 4 b
- 4a 1 over 2 down 3 through 4 ahead 5 out of
6 along 7 about 8 in 9 with 10 into
- 5 1 c 2 g 3 e 4 h 5 a 6 b 7 f 8 d

- 6a overcome; underestimate/overestimate;
undermine; undercover; undertake/overtake;
overshadow; overhead; underhand/overhand;
undercut; underdog; overawed; overboard;
undergo; overcrowded; underdeveloped /
overdeveloped; overwrought; underpowered/
overpower; underpin
- 6b 1 underdog = someone considered to be in a weaker position
2 undermine = gradually make someone or something feel less strong or effective
3 overawed = feeling so impressed that they cannot perform or act properly
4 underestimate = mistakenly think something is less (difficult) than it is; or think someone is not as capable as they really are
5 overshadow = make an event less enjoyable or special by upsetting or worrying the people involved
6 undertake = accept responsibility for a task
7 overwrought = very upset, and stressed out
8 overcome = successfully deal with a problem and recover from an ordeal

Use of English 1 p.139

- 1 1 unbearable 2 despondency 3 extensive
4 maintenance 5 persistence 6 competitor
7 underestimated 8 charming

Listening 1 p.140

- 3 1 F Then I got knocked down again later in the match
2 C diving for the ball at the same time as the striker went to kick it
3 G trying to kick the ball at the same time as our centre forward. He should've left it for me
4 H thought she was going to dribble the ball, but she kicked it
5 E I heard the bone break as his boot hit my leg instead of the ball
6 F The ribs healed fairly quickly, but recovery of the heart's something you just can't rush
7 D That was it for me, I'm afraid
8 E I was a bit hesitant when I first started playing again, I was a bit wary of kicking hard
9 G console myself with the idea that getting injured is par for the course
10 A every time I walk onto the pitch now, I feel scared that something of the sort might happen again

Language development 1 p.141

- 1b 1 Believe it 2 Incredible though 3 Difficult as
4 Surprisingly 5 Incredible though
- 2 1 exhausted 2 angry 3 shattered 4 trained
5 captivated 6 bored 7 confident 8 excited
9 beneficial 10 opposed
- 3 1 D 2 A 3 B 4 A 5 C 6 B
- 4 1 rather (slightly/pretty/somewhat)
2 decidedly (rather/quite/pretty/somewhat)
3 pretty (decidedly/quite/rather)
4 deceptively 5 totally (thoroughly/absolutely)
6 stupidly 7 Somewhat (rather/quite/slightly)
8 reassuringly 9 absolutely 10 thoroughly
(rather/quite) 11 slightly 12 quite (rather)

Writing 1 p.142

- 1 1 For a teacher 2 Expressing an opinion on whether you can learn valuable lessons from doing sports 3 depends on writer
- 2a 1 D Many of us first come into contact with team sport at school, and one of the most valuable lessons we gain from this is that of respect, both for our team mates and perhaps more importantly for our opponents.
2 A Admittedly, we may have been kicking a ball around the garden with Dad at the weekend since we were toddlers, but it is at school that we tend to learn to play in groups.
3 F Sports such as football, basketball and volleyball teach us to share and offer each other support.
4 E For instance, passing the ball to a team mate who is in a better position than us is not always easy for those of us who want to score a goal on our own.
5 C Through practice, however, we can learn that to do so will ultimately increase the chances of getting the desired result.
6 B Furthermore, we will come to recognise the abilities of opponents, and also learn about the danger that lies in underestimating them.
- 2b Taking part in team sports is beneficial in a number of ways. Examples given are learning to support teammates and to respect opponents.
- 3 In this way, playing a team sport teaches us to respect others when playing sport, and to recognise the value of combined effort in order to achieve results.

- 4 **Point:** The thing to remember is that not all of us are good at sport.

Example: There are many for whom the P.E. lesson at school conjures up nothing but memories of shame and humiliation, simply because they did not fit into the 'team', were never chosen to be on anybody's 'side', and ended up feeling like outcasts.

Reinforcement of point: For them, the lessons learned from sports were often cruel ones, for you are more likely to be admired by your peers in school for your skills in sport than any academic achievement you may make.

- 5a Logically speaking, the paragraph from exercise 2 comes first, followed by that from exercise 3. However, some students may produce an introduction which favours 3 coming first.

5b Suggested answers:

Introduction

This essay will consider the value of sport in education and the extent to which it can help to develop social skills such as teamwork and respect whilst building confidence and perseverance as well as stamina. It maintains that while most people are perfectly capable of learning a sport and will benefit from it, for others school sports can be a hard lesson in life.

Conclusion

To sum up, sport can generate extreme emotions. To some it will be the deep satisfaction of being part of a winning team, for others the bitter disappointment of never being picked to play. Although competitive games are undoubtedly team building, it is easy to over-emphasise the benefits of sport, consequently teachers must be sensitive to the needs of less sporty students.

9B A question of balance

Listening 2 p.143

1 Meanings:

GM foods = foods that have had their genetic structure (ie their genes) modified so that they are not affected by particular diseases or harmful insects or so that they grow in a particular way or environment.

organic farming = method of growing food without using artificial chemicals

pesticide = chemical that is sprayed on crops to kill unwanted insects

herbicide = chemical that is sprayed on crops to kill weeds

additive = a substance that is added to food to

enhance its taste or appearance, etc.
 preservative = a chemical substance that is used to prevent things from decaying or going bad in a short space of time
 nanotechnology = the manipulation of matter at the scale of atoms and molecules

Effects (Suggested answers):

Our health can be affected by what we eat, many preservatives are cancer-forming, additives can make children hyperactive; GM foods – the long-term repercussions of these are as yet unknown, we are faced with choices as to what to buy on a daily basis; organic foods are much more expensive, with unproven benefits; the effects of nanoparticles in the body are unknown.

- 2 1 C *On the one hand, you've got ... Then, there's another view that ... In my view, it's high time that science spoke with one voice on this issue.* 2 D *They don't come cheap though, ... although that could come if mass-production brings economies of scale.*
 3 A *but it's not impossible that this vision might become a reality one day* 4 C *To me, it seems like it will confuse the picture even more as regards what we're putting in our stomachs!* 5 B *you've got to be prepared to deal with an incredible barrage of rules and red tape*

Speaking p.144

- 2 1 a (e.g. salmon, mackerel, sardines) 2 b (others are: all dried beans, chickpeas) 3 b 4 a 5 b 6 a 7 b 8 b 9 b 10 a (hydrogenated oils = trans fats which cannot be broken down in the digestive system so they accumulate and clog up arteries. Butter, although not good for you in large quantities, is a healthier option since it is a natural product and also contains important nutrients such as Vitamins A and K2. It also lubricates the joints and can help to prevent the onset of arthritis)
- 3a 1 *Out of season* implies that the vegetables will not be grown locally, they may be imported, e.g. from the other side of the world and are therefore energy-consuming.
 2 *take up power walking* = fast walking on a regular basis
 3 She substituted wholemeal bread for white bread, cut out cakes and biscuits, reduced her intake of red meat and she eats lots more fresh fruit and vegetables.
 4 the labelling and checking how many preservatives are in the foods
- 3b 6, 3, 11, 12, 8, 4, 5 are all used.

- 3c 1 in particular, After all 2 In the same way, On top of that, at any rate
- 4a *in a nutshell* = in a few words
have a lot on my plate = be very busy, have a lot of commitments
- 4b 1 am walking on eggshells 2 went bananas/nuts 3 pie in the sky 4 a piece of cake 5 food for thought 6 hot potato

Language development 2 p.146

- 1a 1 in, to 2 to, to 3 with, to 4 of 5 to 6 on
- 2a 1 response (in response to) 2 collaboration (in collaboration with) 3 impression (under the impression) 4 fail (without fail) 5 jeopardy (be in jeopardy) 6 verge (on the verge of) 7 extent (to a great extent) 8 mistake (by mistake)
- 2b **Suggested answers:**
belief: *His rudeness was beyond belief.* (be beyond belief)
coincidence: *By coincidence, we ended up in the same hotel as our friends!* (by coincidence)
fault: *It isn't clear who is at fault in this situation.* (be at fault)
reach: *We don't have a car, so it's fortunate that we live within reach of all the local amenities.* (within reach)
- 3a 1 for 2 to/for 3 of 4 in 5 to 6 in 7 of 8 on 9 to 10 in 11 in 12 to 13 in 14 in 15 with 16 against 17 from 18 to 19 in 20 for

Use of English 2 p.147

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

Writing 2 p.148

- 3a 1 The question is 2 Few can deny that 3 For one thing 4 Providing 5 This is now 6 However 7 In contrast 8 Generally speaking 9 The problem with this 10 Assuming, that is
- 3b 1 Vegetarianism is potentially beneficial for your health.
 2 Providing you ensure a daily intake of foods like pulses and nuts, it is possible to have a balanced healthy diet.
 3 the rise in the number of GM foods on world market has caused concern over whether what we are buying is really good for us.
 4 wise to buy organic produce.
 5 Organic foods tend to be more expensive.

- 3c 1 by not eating meat, you avoid...chemical hormones.
 2 This is now fairly easy to achieve...dietary needs.
 3 Some experts argue...kinds of pesticide.

Reinforcing statement: final paragraph

- 4 The main paragraphs should focus on how a person's diet should reflect individual factors such as their age, the work they do and the amount of exercise they take.

7 Suggested answer:

There seems to be a general consensus of opinion that dietary needs vary from person to person. The requirements of an individual depend on a variety of factors such as their age, the type of work they do and the amount of exercise they take.

Everyone needs to follow a balanced diet for optimum health but children especially need to eat carbohydrates for energy and protein for growth. In addition they need calcium to develop strong bones and teeth. Teenagers grow rapidly so often feel the urge to eat lots of high energy food and tend to burn off fatty foods faster. Admittedly a lot depends on how active they are as there is a problem with more and more young people becoming overweight when they don't get enough physical exercise.

On the other hand, older people may be less active, have slower metabolism and may find they put on weight more easily after middle age. In general, appetite may decrease with age anyway so in this respect older people often prefer smaller quantities of food. Many people try to eat less fatty food to lower their cholesterol levels as they get older in order to keep their hearts healthy.

Generally speaking, a person with a sedentary job, for example working in an office, they may be relatively inactive during the day and will not need as many calories in comparison to someone who has very active work or carries out manual labour.

The type and amount of exercise that someone does will also determine the amount and kind of food they should eat. A sporty person tends to need a diet with more protein and carbohydrate.

In conclusion, age, occupation and exercise levels are all important factors influencing a suitable diet. Admittedly, a lot depends on the individual. Another point worth noting is that dietary needs are also affected by other factors such as gender and health issues.

(319 words)

Module 9: Review p.150

- 1 1 shattered 2 overwrought 3 resourceful
 4 foolhardy 5 the hang 6 persistence
 7 underdog 8 challenge
- 2 1 totally 2 entirely 3 widely 4 bitterly
 5 highly 6 painfully 7 perfectly 8 deeply
 9 heavily 10 utterly
- 3 1 underwent 2 overshadowed 3 underhand
 4 undertook 5 overawed 6 overestimated
 7 underdog 8 overcrowded
- 4 1 crucial 2 demands 3 prone 4 effects
 5 committed 6 packed 7 lapse 8 mindful

Module 10

Lead-in p.151

- 1 Students should be able to add the following: Performing Arts, Visual Arts, Architecture and interior design, Sports, Science / Environment, Writing and translating, Conservation work, Agriculture, Animal care as they have been mentioned in earlier modules.
 Others could be: politics, government administration, tourism/travel, manufacturing, mining, design
- 3 Possible answers: acceptable / good salary; pleasant working conditions; chances of development and/or promotion; the work itself should be interesting, challenging and rewarding; compatible team of colleagues; supportive boss + any other suitable ideas.
- 4a BA = Bachelor of Arts; CEO = Chief Executive Officer; CMO = Chief Marketing Officer; HE = Higher Education (i.e. university education); HR = Human Resources; IB = International Baccalaureate; MBA = Master of Business Administration; MD = Managing Director (Br Eng) or Doctor of Medicine (Am Eng); MEd = Master of Education; MSc = Master of Science; PhD = Doctor of Philosophy
- 4b Possible suggestions: CPE = Certificate of Proficiency in English!; EFL = English as a Foreign Language; DIY = do-it-yourself; ETA = estimated time of arrival; asap = as soon as possible; RSVP = Répondez s'il vous plait, (from French, meaning: Please Reply);

Examples from Latin: a.m./p.m. = morning/afternoon (ante meridiem, meaning 'before noon', post meridiem, meaning 'after

noon'); PS = postscript; e.g. = exempli gratia (for example)
 SMS acronyms: OMG = Oh my god; LOL = laugh out loud; IDK = I don't know; TTYL = talk to you later; BRB = be right back etc; GTG = got to go; TMI = too much information; YOLO = You only live once; IMO = in my opinion; PAW/PRW = parents are watching (Note: Some students will know text abbreviations containing swear words such as: WTF; LMAO; SH which could be considered offensive and are, therefore, best avoided in class.)

10A Professional concerns

Reading p.152

- 1 Negative: guilt; self-doubt; inability to let go of the past; loss of confidence; unwillingness to try again
 Positive: willingness to learn from their mistakes; determination to succeed, whatever happens; an understanding that there will always be obstacles but that they are there to be overcome
- 2 bullet point 1: text A or B; bullet point 2: text B or D; bullet point 3: text A; bullet point 4: text C or D
- 3 1 B (*it turned out to be no more than a blip. After that we faced the prospect of radical cost cutting*)
 2 A (*despite my canny parents urging restraint and patience*)
 3 D (*Marketing a product in the USA is a different kettle of fish ... expectations are greater*)
 4 A (*took out loans, ran up an overdraft but was still underfunded*)
 5 C (*although our gut feeling told us otherwise*)
 6 A (*Little did I know that he'd go ..and sell my idea to them behind my back*)
 7 B (*we recruited staff in the heat of the moment*)
 8 C (*the whole situation dragged on for an inexcusable length of time*)
 9 D (*we headhunted some key people from a competitor*)
 10 B (*I was certainly out of my comfort zone*)

Vocabulary p.154

- 1a 1 h set up (a business/company/organisation)
 2 g - take out (a loan) 3 f run up (a debt, a bill)
 4 j lose out (on an opportunity) 5 k take on (a new assistant) 6 d pay off (a plan/strategy pays off if it has the result you wished for) 7 i mess up (an advertising campaign) 8 b take on (undertake work/a project) 9 e drag on

(a situation/an event drags on) 10 a face up to (a challenging person or situation) 11 h start up
 12 d work out (a plan can work out in the end)
Sentences: 1 setting up 2 run up 3 pays off
 4 face up to 5 drag on 6 lose out 7 mess up
 8 work out

- 1b bullet 1: build up (= increase sth gradually)
 bullet 4: settle for (= accept sth, even though it is not what you really want or as not as good as you wanted), step up (= increase), go along with (= agree with sb/sth or support sb/sth)
- 2a 1 job 2 target 3 open 4 team 5 internet 6 print
 7 background 8 realistic 9 sound 10 research
 11 Lifelong 12 subject
- 2b meet deadlines, embrace technology, enhance efficiency, broaden our perspective
 Also: meet sb's needs/demands/requirements/ conditions/a problem/challenge/ a goal/ target/ the cost/expense of sth
 embrace a new concept/religion/culture
 enhance sb's reputation/ your skills
 broaden your horizons/ your knowledge/ the mind/ a discussion / the appeal of sth
- 3a 1 *It's no use crying over spilt milk* = don't regret or spend time worrying about past mistakes
 2 *Where there's a will, there's a way* = if you have determination you will be successful
 3 *Whoever laughs last, laughs longest* = being successful after initial failure is very satisfying
 4 *Strike while the iron's hot* = don't hesitate, seize any opportunity
 5 *Practice makes perfect* = the more you do something the better you will get at it
 6 *Don't count your chickens before they hatch* = Don't assume a successful result until you have actually achieved it, things can and do go wrong
 7 *I've bitten off more than I can chew* = taken on more work that can cope with
 8 *Actions speak louder than words* = what you do is more important than what you say you will do
- 4a inconceivable/inconceivably; indecisive/ indecisively; indescribable/indescribably; unforeseeable; uninformative; unrecognisable; unreliable/unreliably; invariable/invariably (Note: where no adverb is given, this means it is not commonly used.)

Use of English 1 p.155

- 1a telephone/rail/communications/road/
television/computer/support/social/business,
etc. network.
A network implies or facilitates communication
or connection.
- 1b 1 After 2 whom/which 3 with 4 order 5 takes
6 even 7 that 8 should

Listening 1 p.156

- 2 Get suggestions from students regarding local
crafts.
- 3 1 engineering 2 tiles 3 single-mindedness
4 ladders 5 legislation 6 (a) drawing(s) 7 carbon
footprint 8 estimates 9 contingency plan
- 4 Suggested answers: hairdressing, teaching,
house-building, the fashion industry,
agriculture, construction,
coal-mining
(Note: opposite is *capital-intensive*, which relies
heavily on machinery and technology.)

Language development 1 p.157

- 1 **Part 1:** 1 The day before, Mel's boss had
congratulated her on doing a really good job
with her presentation 2 However, Mel objected
to being/having been left with all the work on a
new project with a colleague
Part 2: 3 Jack's boss is insisting on Jack being in
charge of a new office in Brighton 4 Jack would
prefer to have time to think about it / prefer it
wasn't all going to happen so fast.
Part 3: 5 Mel said that Jack would regret not
taking the opportunity 6 Mel promised to go
and visit Jack (if he took the job).
- 2 1 fill you in on 2 get through to 3 touched on
4 reeled off 5 coming up with 6 put a
colleague down
- 3a 1 (openly) confessed 2 (officially) confirmed
3 (seriously) doubt 4 (strongly) denied
5 considered 6 stated (categorically) 7 is alleged
- 3b 1 allegations 2 demands 3 recollection
4 approval 5 criticism 6 requirements
- 4 Mark Zuckerberg (founder of Facebook), Peter
Thiel (one of the co-founders of Paypal), Larry
Page & Sergey Brin (founders of Google), Bill
Gates (co-founder of Microsoft with Paul Allen),
the late Steve Jobs (co-founder of Apple Inc.
with Steve Wozniak), Ingvar Kamprad (founder
of IKEA), James Dyson (Dyson vacuum cleaners

and fans), Carlos Slim Helu (telecoms), the late
Anita Roddick (founder of Bodyshop), Donald
Trump, Oprah Winfrey, Sean Combs (aka Puff
Daddy/P. Diddy, founder of music,
entertainment and clothing companies), Sara
Blakely (inventor of Spanx (invisible underwear)
and at 41 the world's youngest female self-made
billionaire) + many others

Writing 1 p.158

- 1a Notes help you to select key points and then use
them when planning writing.
ticked notes: research carefully what you want
to do, realise it's not going to be easy
- 1b (suggested answers): advise, warn, encourage,
recommend, suggest, hint
The writer advises/encourages the reader/us to
create a product that is original and that the
market needs.
The writer warns against trying to go it alone
without professional help.
The writer recommends/suggests doing the
necessary groundwork before starting a
business.
The writer hints that if you don't do things
properly from the start, you might fail badly and
lose money.
- 1c 1 (to, from) = bullet point 4
2 (to, of, to) = bullet point 5
3 (to, about) = bullet point 1
4 (that, to, for) = bullet point 3
5 (that, up) = bullet point 2
- 3 **Suggested answer:**
*The two texts illustrate different aspects of achieving
success in business. The writer of the first text
suggests that starting up a smaller company is no
different from aiming bigger and hints that it is vital
to adhere to rules and regulations. The text
encourages those wishing to start a business to stand
out or identify a product that is both original and in
demand. It recommends that new business listen and
learn and seek advice from industry experts. The
writer warns against just trusting instinct, which
can lead to failure.*
*In contrast with this, the second text argues that
business owners that do well have strong motivation
to succeed. They set ambitious targets and will let
nothing get in their way. The writer points out that
entrepreneurs watch out for competing companies
and respond to market changes but acknowledges that
those who refuse to be beaten can appear arrogant. It
hints that one secret of success is to take positive
comments on board but ignore those that seem to be
negative.*

Most of the ideas expressed by both writers are correct. It is widely accepted that success in business, especially in the early years, requires huge dedication, determination and sacrifice. It's clear that good advice, research and professional help are vital when starting out, but text 1 overlooks the fact that there may be a gap in the market for the reason that no one wants the product, and that innovation can come from inspiration not just customer research. Similarly, text 2 ignores the common knowledge that luck can also play a huge part in success as well as good timing and a supportive bank manager. (277 words)

10B Learning: where do we go from here?

Listening 2 p.159

1 Suggested answers:

Advantages: fitting in study around a professional/family life; living too far away; it's now a cheaper option than studying at a UK university; more flexibility, they can organise their study as they wish and can usually take longer to complete the degree

Possible disadvantages: lack of face-to-face contact with other students on the course or lecturers; lack of exposure to other elements of student life; online learning possibly relies more on self-motivation so there might be a higher dropout rate

- 2 1 G I was sent to China as part of my job and met another British girl there who'd applied to do a distance degree in IT, so I thought: 'Why not me?
2 C rehearsals were only held in the mornings, so I was feeling at a bit of a loose end;
3 H I knew what I was doing, but felt at a bit of a disadvantage when called upon to explain why in meetings... I've got a firmer grasp on underlying concepts now;
4 D Since my parents were keen on me going in for teaching, I chose an online degree course in literature
- 5 B I'd always hankered after getting a college education
6 C my tutor said my thesis was worthy of publication
7 G to be offered a post as a music therapist in a big London teaching hospital on the strength of it
8 D the rest of the team really seem to be taking me more seriously now
9 F In the forums, I quickly met all sorts of amazing people who've become like my best mates
10 A it'd been his idea all along to make me head of department once I'd got the certificate under my belt.

Speaking p.160

- 1a 1 traditional 2 quoted 3 lateral 4 diminishes
5 collated 6 source 7 tuition 8 pace
9 originating 10 endless

Language development 2 p.162

- 1a 1 exempt 2 question 3 comparison 4 practice
5 making 6 short 7 justification 8 disposal
9 aback 10 concern
- 2 Philip was a very keen student of French. His university tutor thought he had a good chance of going for a doctorate after he graduated. As the summer holiday approached before his final year at university, he came to a decision. He would take the opportunity to go backpacking around France and practise his French. It went without saying that he'd have to take some textbooks with him, but he was pretty fit so he should manage OK. While Philip was in France, he picked up a strange bug which meant he had to stay in bed for a day – and study – but he then made a swift recovery and hitched a lift with a lorry that was going to the Dordogne area. The lorry dropped him at the foot of a little hill, and as Philip came to an exhausted halt outside a little brasserie, who should he see but ...
- 3 1 outgoings, income 2 upturn, takeover
3 breakdown 4 lookout, intake 5 output
6 drawback, feedback

Use of English 2 p.163

- 2 1 -ance/-ence: allowance, maintenance, relevance, significance, confidence, existence, experience, patience;
-ency: proficiency, efficiency, fluency, literacy;
-ity: ability, priority, security, visibility;
-ship: apprenticeship, entrepreneurship, hardship
- 3 1 prioritise 2 inability 3 realistically
4 appreciable 5 accessible 6 insights
7 productively 8 interruptions

Writing 2 p.164

- 5 1 Apparently/Evidently 2 Presumably/
Theoretically 3 In some respects / To a certain extent 4 up to a point / in some respects / to a certain extent
- 7 **Suggested answer:**
While text 1 argues that a university education is still the target for many young people, text 2 makes the case for alternative routes to work.

The first text suggests that although many young people still aspire to graduating from university, it is hard to know how higher education will be delivered in years to come. It maintains that increased freedom to travel will result in more people studying abroad and that online study will play a greater part in how education is delivered, although it is generally accepted that it will never totally replace spending time with a teacher.

The second text considers other choices school leavers have, including training for specific occupations at colleges or as an apprentice. It claims that increased happiness is just one of the advantages of this path, others being the fact that you can earn as you study and that you are likely to get permanent work on completion.

It is widely understood that higher education is a good thing and that we need alternatives when people consider what occupation they would like to go into. Without doubt we need both systems in order to train people for the range of occupations society needs. Vocational study is a great preparation for those who want to become self-employed. I am not entirely convinced that many people will decide to study in another country as language may be a barrier, although online study will undoubtedly form a greater part of the learning process even at traditional universities. I am inclined to agree with those who say that as the cost of a university education rises alternatives will become more popular, especially if they bring enhanced job prospects.
(282 words)

Module 10: Review p.166

- 1 1 invariably 2 unrecognisable 3 security
4 entrepreneurship 5 insufficiently
6 unforgettable 7 indescribably 8 significance
- 2 1 objected to our leaving 2 commented on the management's 3 have come in for criticism because 4 me to fill you in on 5 was suggested that I (should) sum up 6 talked their boss into giving
- 3 1 granted 2 question 3 surprise 4 worse 5 short
6 access 7 saying 8 comparison 9 justification
10 board
- 4 1 B 2 A 3 C 4 A 5 C 6 B

Exam practice 5 TRB p.202

Paper 1: Use of English Part 1

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

Paper 1: Reading Part 6

1 C 2 H 3 A 4 D 5 G 6 E 7 B

Paper 2: Writing Part 1

Essay

Key points to include are:

- whether children should be encouraged to compete with each other at school
- whether schools should encourage participation in competitive sports
- whether competitiveness is a necessary skill to do well in life

Suggested answer:

The issue of whether competitiveness is a good thing, and whether it should be actively encouraged, is discussed in the two texts. The writer of the first text sees competition as a fact of life and believes that school activities should prepare people accordingly – for competition is what lies ahead in the real world. The writer of the second text takes a different view, putting forward the view that society should be organised according to co-operative principles, and that these should be instilled in young people during their formative years, as happened at the school he attended.

Both writers give the example of academic and sporting achievement to illustrate their points. However, the first writer sees competitive sports and exams as essential in motivating schoolchildren and encouraging them to do their best, whereas the second writer gives the example of people who have done well in life without such a background.

Both writers adopt a rather extreme position, and I can't help but think there is a middle way. Although it is true that there are no winners without losers, that one student's success means that another is doomed to failure, the first writer seems not to care about what happens to those who fail. To my mind, this seems too harsh and insensitive. By the same token, to imagine a world without competition of some sort is perhaps a little idealistic, not to say naïve. So I would suggest a compromise. Rather like team sports, life itself calls for both competitiveness and for a degree of co-operation. It is by knowing when and how to encourage each of those things that teachers can ensure their students receive a balanced education.
(282 words)

Paper 3: Listening Part 3

1 C 2 A 3 C 4 D 5 B

Photocopiable activities

Pre-course: CPE exam quiz

1 4 2 25 3 1 4 7 5 4 6 3 7 53 8 90 9 2 10 2 11 2
12 240 13 280 14 5 15 1 16 280 17 320 18 90 19 3
20 4 21 30 22 2 23 40 24 4 25 1* 26 2 27 3 28 16

* Point out that occasionally there will be 3 candidates in the Speaking test – this happens when there are an odd number of candidates taking the CPE in one centre.

1A: Get the gist?

The pairs are:

A + C suggested gist: Some audience members can be selfish or thoughtless.

B + E suggested gist: It can be difficult to succeed as an actor.

D + G suggested gist: Actors get paid very little

F + H suggested gist: Actors get nervous before a performance.

1B: In other words

Team 1:

1 playwright 2 on cue 3 singing backing vocals

4 jumped down their throats 5 leap in the dark

6 in the limelight ... knew no bounds

Team 2:

1 screenwriter 2 soundtrack was 3 a dress rehearsal

4 received a standing ovation 5 understudy leapt at

the opportunity 6 backstage area ... out of bounds

1C: Who's the star?

1 I was just about to call 2 I was going to record

3 I might try to get 4 ever since I went

5 I'm currently waiting 6 I've yet to meet 7 the first

time I've watched 8 lately I've started listening

9 I already regret promising 10 I was supposed to go

The star is actor Johnny Depp.

2A: Three in a row

1 cut 2 came 3 crack 4 dying 5 step 6 handed

7 crack 8 wiping 9 stepped 10 hand 11 handed

12 wipe 13 die 14 coming 15 cracked 16 cut

17 step 18 wiped 19 cut 20 came 21 died

2B: Passive pairs

1 **e** It is believed that climate patterns are gradually being changed by global warming.

2 **g** We were made to walk in single file, and were told that we mustn't leave the path.

3 **j** Bags must be deposited at the museum entrance, and visitors are not allowed to touch the exhibits.

4 **c** It is thought that bees are one of the world's most important pollinators, and everything possible must be done to protect them.

5 **h** It is now known that over 5000 homes were destroyed in last week's earthquake.

6 **i** My cat is very friendly and loves being stroked,

especially when he's given something to eat at the same time.

7 **b** Her mobile phone was nowhere to be found, so she assumed it had been stolen.

8 **f** It is claimed (by some scientists) that global warming isn't caused by pollution.

9 **d** The zoo gates are opened at 9.00, and visitors are allowed in until 4.30.

10 **a** The birds are caught and studied, then released back into the wild.

3A: Calculated risks

1 accomplish = accomplishment, achievable = unachievable 2 essential = non-essential, inform = information 3 qualify = qualifications, decisive = indecisive 4 personal = interpersonal, judgemental = non-judgemental 5 humiliate = humiliation, helpless = helplessness 6 inspiring = uninspiring, conceive = conception 7 empower = empowerment, persuade = persuasion 8 fulfil = fulfilment, connecting = interconnecting 9 inhibit = inhibitions, solve = solution 10 weak = weakness, understanding = misunderstanding(s)

3B: Action and reaction

The cards are in their correct order on the activity sheet. The answers in order are:

I didn't borrow your camera at any time = At **no time did I** borrow your camera. + If I **had, I would have told** you.

You should not press the red button on any condition = On **no condition should you** press the red button. + If you **do, the whole system will shut** down.

I didn't know how hot it would be at the beach yesterday = Little **did I know how hot it would be** at the beach that day. If it **hadn't been for my hat, I would have got** really sunburnt.

I didn't realise how tired I was until I had sat down = Not **until I'd sat down did I realise** how tired I was. + But for **Susie coming in with some friends, I would have fallen** asleep there and then.

I didn't notice that the prawns tasted odd until I'd had the third one = Only after I'd **had the third prawn did I notice** that they tasted odd. + Had I **eaten the whole plateful, I'd probably have been** extremely ill.

I would have missed my flight if it hadn't been for Anna's help = Had it **not been for Anna's help, I would have missed** my flight. + If you **happen to see her, please say** 'thank you' from me.

As soon as we turned the television on, there was a loud bang and the room went dark = No **sooner had we turned the television on than** there was a loud bang and the room went dark. + We could **have tried to find out what the problem was if we hadn't been** so tired.

We were so angry about the appalling service we received that we left the restaurant without paying = So **angry were we about the appalling service** we received that we left the restaurant without paying. + Even if the waiter **had apologised, we would still have done** the same.

As soon as Erica stepped into the garden, she tripped over a plant pot and broke her leg = **Hardly had Erica stepped into the garden than she** tripped over a plant pot and broke her leg. + If she **had been more careful, she wouldn't be** in hospital now.

If you hear from Richard, could you tell him that I want to see him? = Should **you hear from Richard**, could you tell him that I want to see him? + Assuming **that he's free on Saturday, we could meet up** then.

The noise coming from the concert down the road was so loud that we couldn't hear each other speak = Such **was the noise coming from the concert down the road that** we couldn't hear each other speak. + Imagine **how loud it must have been** inside the stadium itself!

3C: Keep it short and simple

Answers will vary. Suggested summary sentences:

Passage 1: There is evidence that colour can affect our mood, with bright vibrant colours having the most dramatic effect.

Passage 2: Depression caused by short, dark winter days is a medical condition caused by insufficient light, but there are treatments available.

Passage 3: Some people find that buying things makes them happy, but the positive effects of this kind of therapy are usually short-lived.

4A: Ten sentences

- 1 D compelling, compelled
- 2 G letdown (or let-down), let down
- 3 I informative, informed
- 4 H breakdown, breaks down
- 5 A dependent, dependable
- 6 J putdowns (or put-downs), put ... down
- 7 F backup (or back-up), back ... up
- 8 C setting up, setup (or set-up)
- 9 B break-up, breaking up
- 10 E let up, letup (or let-up)

4B: Listen carefully

1 B 2 A 3 B 4 A 5 C

The words in italics, when arranged correctly, complete the message as follows: To avoid potential embarrassment, you should always *check* the *name* of the *recipient* carefully before *sending* an *email*.

4C: Completely bananas

- 1 must have 2 up to 3 had better not 4 can't have
- 5 should have 6 wouldn't 7 weren't able to 8 onus
- 9 would be better off 10 shouldn't have
- 11 shouldn't 12 obligation 13 won't be able to
- 14 don't need to 15 can be 16 can 17 might have
- 18 can't be 19 haven't been able to 20 might be
- 21 doesn't need to 22 needn't have

5A: As Shakespeare said ...

Note that many of Shakespeare's original lines have become misquoted or paraphrased over the years as they have become part of everyday English. For example, '*All that glisters is not gold*' is the original expression for M. '*Though this be madness, yet there's method in't*' is the original expression for F.

- 1 S 2 F 3 V 4 B 5 M 6 O 7 J 8 D 9 K 10 A 11 C
- 12 T 13 Q 14 L 15 U 16 E 17 H 18 X 19 R 20 W
- 21 N 22 Y 23 G 24 P 25 I

5B: Forbidden words

- 1 H 2 E 3 K 4 A 5 I 6 C 7 F 8 B 9 J 10 D 11 G

5C: A place for everything

Your students may come up with other answers, but the following shows the best combinations.

- 1 who that / man is / why he / came here / The only / thing I
- 2 how I / got here / who I / came with / What I / do remember
- 3 when the / time comes / wherever you / may be / There isn't / anything or
- 4 where we / are now / what the / time is / Flying through / the night
- 5 what you / look like / how rich / you are / What is / really important
- 6 wherever we / end up / whatever the / weather does / There's nothing / in the
- 7 what Roger / says when / how he / says it / What we / find funny

6A: Word swap

- 1 F pristine + grimy 2 I apart + aside 3 E lost + set
- 4 H fraught + mundane 5 G tainted + glorified

6 A sight + sights 7 J beyond + nowhere 8 B up + about 9 D track + earth 10 C journey + travel

6C: Same here

Students may come up with some alternatives for the first three columns, but these are the best combinations:

1 Desperate though I may be, I'm not going to the bank for a loan.

Same here. Why should we pay their extortionate rates of interest?

2 Expensive though it may be, I think Mario's restaurant is still excellent value.

Same here. And you have to treat yourself now and again.

3 However odd it may sound, I enjoy a bit of discomfort and a few challenges when travelling.

Same here. It gives you something interesting to talk about when you get home.

4 However rude and cheeky John can be at times, I find him curiously enjoyable company.

Same here. His great sense of humour more than makes up for his impertinence.

5 Infuriating though they may be, I really enjoy doing sudoku puzzles.

Same here. You feel like you're giving your brain a real workout.

6 No matter how careful I am, I always get an upset stomach when travelling.

Same here. The only way I can be sure I'll be ok is by sticking to bottled water and packaged snacks.

7 No matter what the weather's like, I have to get out of the house and go for a walk at least once a day.

Same here. And anyway, a bit of rain won't do you any harm.

8 No matter when I take my holiday, I always seem to get awful weather.

Same here. The rain just seems to follow me everywhere I go.

9 Whatever I say to Meryl, I can't seem to please her.

Same here. She seems to spend her whole life in a bad mood.

10 Whatever I think of their methods, I believe that generally the police do a marvellous job.

Same here. Imagine what the crime rate would be like if we didn't have them.

11 Whether he likes it or not, I'm telling the boss that I'm going to take a holiday this year.

Same here. We're humans, not robots, after all, and we need some time off.

12 Whether my mother and father agree to it or not, I'm going to leave home and find my own place to live.

Same here. You need to learn how to stand on your own two feet at some point.

7B: The right words

1 spirit 2 hopes 3 intention 4 social 5 level
6 purpose 7 intent 8 centre 9 place 10 importance
11 places 12 life 13 bets 14 purposes 15 fall
16 pride 17 safe 18 time 19 financial 20 wellbeing
21 restrictions 22 rural 23 neutral 24 dangerous
25 sense 26 blame

7C: Back and forth

1 Such was 2 Now that 3 much as 4 Planning on
5 in such a way 6 After 7 The moment 8 In spite
9 All the same 10 despite 11 Ever since 12 No
sooner 13 Wanting to 14 Seeing as 15 in case 16 As
soon 17 hence 18 otherwise 19 in which case 20 on

Grid answers

START → Such was Now that m
sn in ogn in n al Ps
ah cu
uch away After The mom
ase ht ll A et ips n l t ne
me despite E ver since
So t gn it na W re no o so n
ee ing a s in case A s so o
w n i e s i w r e h t o e c n e h n
h i c h c a s e o n → FINISH

8A: Crossing the line

1 e drop me a line 2 I 3 o takes a tough line
4 n steps out of line 5 p 6 c cuts in line 7 a 8 g
9 j 10 l put my neck on the line 11 b 12 d 13 k puts
me in the firing line 14 f 15 m 16 h

8B: Complete the essay

1 In my view 2 As well as that 3 For example
4 Certainly 5 Moreover 6 Of course 7 On the
contrary 8 Granted 9 However 10 For instance
11 As a result 12 Quite the opposite 13 what is
more

Rearranging the letters in the shaded boxes gives the word *paradoxically* (used to describe something which is surprising because it is the opposite of what you would normally expect).

8C: Gangs of four

Gang A

3 The company has a strict dress code for its employees, and expects **them** to be smart and presentable at all times.

8 I really appreciate **you** helping me the other day,

Gary, and as soon as I can return the favour, I will.

17 In addition **to** being hot and overcrowded, the room had a really unpleasant smell.

20 I'm afraid there's very little prospect **of** things improving in the near future, but we're all keeping our fingers crossed.

Gang B

6 I really don't feel up to **going** out tonight, and besides, I have too much to do.

9 We left early, with a view to **getting** a good seat at the front of the auditorium.

16 I really need to spend some time on my essay this weekend, but unfortunately I'm committed to **helping** out with the school's annual fashion show.

19 There's no point in **arriving** at the airport too early, as there's not much to do there.

Gang C

5 He claims **to be** a qualified interior designer, but I'm not sure I believe him.

10 Carol told me that she liked my suit, and complimented me **on being** the best-dressed person in the building.

13 I don't believe **in spending** a lot of money on expensive designer labels.

14 We enquired about the possibility **of meeting** the designer after his talk, but we were told it wouldn't be possible.

Gang D

2 I checked his qualifications and they seemed fine, but it never occurred **to** me to ask him if he had any experience.

7 She's a good all-round artist, but specialises **in** making objects out of rubbish and other discarded items.

11 The company was found guilty **of** copying other designers' clothes, and passing off the designs as their own.

15 For some inexplicable reason, when I asked Janet if she'd seen Alan, she burst **out** laughing.

Gang E

1 I like smart clothes, but to tell you the truth, I'd rather not **to** spend the whole of Saturday in clothes shops.

4 It's no good **in** asking Pete for help – he'll make up some excuse about being busy or something.

12 I'd never contemplated **about** leaving my place of work until I saw an advert for a similar job which paid much more.

18 I think we had better **to** leave as soon as possible, or we'll miss the beginning of the show.

9A: The same word, the same form

1 C keep 2 H keeps 3 E kept 4 G keeping 5 A get
6 B gets 7 D getting 8 F got

10A: Contradictions

1 B you're never too old to learn
C You can't teach an old dog new tricks
2 B nothing ventured, nothing gained
C Better safe than sorry
3 B Many hands make light work
C too many cooks spoil the broth
4 B clothes make the man
C never judge a book by its cover
5 B look before you leap
C Strike while the iron is hot
6 B never look a gift horse in the mouth
C beware of Greeks bearing gifts
7 B Practice makes perfect
C All work and no play makes Jack a dull boy
8 B Knowledge is power C ignorance is bliss
9 B Two's company, three's a crowd
C The more the merrier
10 B birds of a feather flock together
C opposites attract
11 B What will be will be
C Life is what you make it
12 B The pen is mightier than the sword
C Actions speak louder than words

10B: The first letter

1 called for 2 regretted missing 3 spoke out against
4 promised to make up 5 reeled off 6 objected to
people interrupting 7 congratulated me on
achieving 8 asked me why I was 9 spelled out
10 talk me out of 11 filled me in on 12 insisted that
I came (or *come*)

10C: First to five

1 It often is claimed = It is often claimed
2 are assuming = assume
3 been pointed that = been pointed out that
4 they are under = they are also under
5 at the time = by the time
6 In some of the respects = In some respects (or
respect)
7 up to the point = up to a point
8 To certain extent = To a certain extent
9 undoubted = undoubtedly
10 I am strongly in opposition = I am strongly
opposed
11 Which is more = What is more
12 in favour about = in favour of
13 I tend feel = I tend to feel

- 14 common knowing = common knowledge (or *commonly known*)
15 in spite the support = in spite of the support (or *despite the support*)
16 not convinced entirely = not entirely convinced
17 so everything = since / as / because everything
18 It is doubted that = It is doubtful that
19 so as support myself = so as to support myself
20 In the contrary = On the contrary
21 interesting enough = interestingly enough
22 Speaking broadly = Broadly speaking
23 except from the noise = except for the noise (or *apart from the noise*)
24 I'm inclined that I agree = I'm inclined to agree