

Cambridge English



SECOND EDITION

Complete Advanced



**Teacher's Book with
Teacher's Resources**

Guy Brook-Hart and Simon Haines



For revised exam from 2015



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Introduction

Who this book is for

Complete Advanced Second Edition is a stimulating and thorough preparation course for the revised **Cambridge English: Advanced** exam (Common European Framework of Reference level C1). It contains

- interesting **authentic reading texts** teaching the reading techniques and strategies needed to deal with exam reading tasks
- practice in the strategies and techniques required for Use of English tasks, now contained in the Reading and Use of English paper
- **listening tasks** which provide practice in the techniques and strategies for success in exam listening tasks
- a systematic approach to exam **speaking tasks**, with models for students to follow and **clear outcomes** to ensure improved exam performance
- many opportunities for further discussion and personalisation
- a systematic approach to writing tasks, building up writing skills using **models** to work from and **sample answers** to every task
- coverage of **major grammar areas** which students need to be proficient in to ensure success at **Cambridge English: Advanced**. This is supported by research from the **Cambridge English Corpus**. Part of the Cambridge English Corpus is the Cambridge Learner Corpus. This has been developed by Cambridge English Language Assessment and Cambridge University Press to provide evidence about language use in order to produce better language-teaching materials. It contains large numbers of scripts produced by candidates in Cambridge exams. The scripts have been error-coded to enable research into language areas which students at each exam level find problematic.
- extensive vocabulary input including in areas which the Cambridge English Corpus reveals that candidates have problems.

What the Teacher's Book contains

- **Unit notes** for the 14 units of the Student's Book which:
 - state the **objectives** of each unit
 - give **step-by-step** advice on how to treat each exercise in the unit
 - contain **information about exam tasks** and what they are testing
 - offer a wide range of suggestions for **alternative treatments** of the material in the Student's Book
 - offer a wide range of ideas for **extension activities** to follow up Student's Book activities
 - contain comprehensive **answer keys** for each activity and exercise
 - contain **complete recording scripts**. The sections of text which provide the answers to listening tasks are underlined.
- A **Teacher's Resources CD-ROM** containing:
 - **14 photocopiable activities**, one for each unit, designed to provide enjoyable recycling of work done in the Student's Book unit, but without a specific exam-style focus. Each activity is accompanied by detailed teacher's notes.
 - **14 photocopiable progress tests** which test the grammar and vocabulary taught in the units and reading comprehension skills. Each test can be given to a class to do in a lesson of 60 minutes.
 - **recording scripts without underlining** to enable you to do further work with students on listening scripts
 - **14 photocopiable word lists** covering vocabulary encountered in the Student's Book. The vocabulary items are accompanied by definitions supplied by corpus-informed Cambridge dictionaries. These lists can be given to students for private study, reference or revision after they have completed the unit, or for reference while they are working on the unit if you prefer. The lists are intended as an extra tool for extending students' vocabulary.

Unit objectives

- **Reading and Use of English Part 8:** introduction to task type, identifying key ideas in questions, paraphrasing
- **Writing Part 1:** introduction to essay writing; analysing the task, planning, linking sentences and paragraphs with clear references
- **Reading and Use of English Part 4:** introduction to task type, identifying why answers are correct
- **Listening Part 4:** introduction to task type, predicting what will be said and how ideas will be expressed
- **Speaking Part 1:** introduction to task type, giving extended answers, giving extra details, using a variety of tenses
- **Grammar:** revision of verb forms to talk about the past, focusing on common mistakes by Advanced candidates with present perfect and past tenses
- **Vocabulary:** collocations with *give* and *make*

Starting off

1 As a warmer

- Ask students to work alone and write on a piece of paper six statements which describe their personality, some positive and some negative, e.g. *I'm an extremely tidy person, I've got a very quick temper*, etc. Tell them three of the statements should be true and three false and they should be mixed up.
 - Students then work in small groups. They take turns to show their paper to the other students, who try to guess which statements are true and which are false.
 - The student who is being discussed should then confirm or deny what their partners say and say why.
 - When they have finished, ask the whole class how easy it was to guess which statements were true or false and what they based their judgements on.
- 2 If you wish, print out and photocopy the wordlist for this unit from the Teacher's Resources CD-ROM and ask students to refer to it as they do the exercise.

Answers

Usually positive: competent, conscientious, genuine, imaginative, modest, open-minded, outgoing

Usually negative: insecure, insensitive, naïve, self-centred

Could be either: idealistic, protective, unconventional

- 3 Encourage students to tell anecdotes or give examples which illustrate the adjectives they have chosen.

Listening | Part 4

- 1 **As a warmer** Ask students to look at the photos with Task One covered and to say what they think each occupation is and what the person is doing.
- 2 Tell students that predicting what they might hear is an important skill for success in listening exercises.

Suggested answers

A underwater adventures, out in all weathers

B out in all weathers

C complete dedication to his/her craft


D perform a new trick, complete dedication to his/her craft

E a few of his/her recordings

F suffer from stage-fright

G digging at some excavation or other, out in all weathers, the first person to set foot in a place

H the first person to set foot in a place, out in all weathers, underwater adventures

- 3 **Alternative treatment** Ask students to work in pairs and explain what each option means, e.g. Task Two A: *If someone has 'a positive outlook on life', they are probably optimistic, expect good results from their activities and expect to be successful.*
- 4  Point out to students that there are two tasks that they must deal with, and also that they may hear the answer to Task Two before they hear the answer to Task One. Play the recording through without stopping, then wait ten seconds and play it again.

Answers

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

CD 1 Track 02

Speaker 1

It's funny because I was never really aware of just what an extraordinary woman my Aunt Patty was. I mean, she was always away working so I didn't really see too much of her. When she invited me to come out on one of her trips it was a real eye-opener to see what she was doing. I suppose she was unconventional in that not many women are attracted to that sort of job. She'd be out in all weathers, even in these really mountainous seas, but, you know, she never used to panic – she just got on with the job, whatever the danger. She was totally competent, even when things got really rough. And, do you know, she'd never learnt to swim!

Speaker 2

For my dad nothing was too much trouble, especially when people showed a bit of interest in what he was up to. You know, when he was working he'd be digging away at some excavation or other and members of the public, visitors, would just come up to him and start talking to him and he'd drop whatever he was doing and, you know, even if he'd been working all day, he'd be really conscientious about giving them a complete tour of the site with a free lecture thrown in. Personally, I wouldn't have that sort of patience, but then I guess I take more after my mother, who's always in a rush.

Speaker 3

My brother's a real perfectionist. You know, he's been spending a lot of time recently getting this new show ready and he's been going to incredible lengths to get this new trick right, like he's been practising and practising in front of this video camera he's got for weeks, it seems – it's been driving the rest of us mad! What he does is he plays it back afterwards, the camera I mean, to check you can't see how it's done from any angle. He just wants to hoodwink absolutely everyone – you know how observant kids are – so he goes on and on till he's got everything totally satisfied.

Speaker 4

Ivan was really one of my dad's mates, but we counted him as one of the family. And he was one of those outgoing types who could speak to anyone and incredibly generous with us kids – always came back with

some unusual gift or other from his trips. And then he'd sit down with us and help us do our schoolwork and so on. We loved him and we loved his stories of his underwater adventures and the strange creatures he'd seen. He made it sound as if he'd been doing something extremely dangerous and he'd been incredibly brave. No doubt we were a bit naïve, but we lapped it all up.

Speaker 5

Margo was one of my mother's cousins, actually. Personally, I never got to know her well because she was always travelling here and there – she had so many engagements. I've got a few of her recordings from her younger days, though. The sound quality's not too good now because we've listened to them so many times, and you know, after a time the vinyl gets worn out, but I think her playing really does reflect her optimism and joy. You just wouldn't suspect that she was going blind at the time. What courage in the face of such an affliction, don't you think?

Extension idea Write on the board the following expressions used by the speakers. Then replay the recording and ask students to guess the meaning of each expression from the context.

- 1 *a real eye-opener* (a new discovery)
 - 2 *thrown in* (added free as a bonus)
 - 3 *going to incredible lengths* (taking a great deal of time and effort)
 - 4 *lapped it up* (accepted it eagerly and without question – like a kitten drinking milk)
 - 5 *worn out* (no longer fully functional because it has been used many times)
- 5 **Alternative treatment** Ask students to give a short talk on this subject. They should:
- take a few minutes to prepare and make notes
 - talk for one or two minutes to their partner
 - expect to answer a few questions from their partner about their talk.

Grammar

Verb forms to talk about the past

1 **As a warmer** Ask students:

- *When you're speaking in (students' own language), do you often talk about the past?*
- *What things in the past do you most often talk about?*
- *Do you find it interesting to talk about the past? Why (not)?*

Answers

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

When they have finished the exercise, go through the Language reference on page 178 (Verb forms to talk about the past) with them.

2 **Answers**

- 1 left
- 2 has been studying, hasn't gone/been
- 3 came, started, was making, continued
- 4 had, had been working / had worked, hadn't been wearing / wasn't wearing
- 5 grew, belonged / had belonged, have sold

3 **Answers**

- 1 often used to get 2 never used to bring 3 would always ask
- 4 used to be 5 built 6 used to know
- 7 have come 8 have gradually been changing
- 9 used to go 10 were 11 would look

Extension idea Ask students to write two or three sentences about themselves using the tenses focused on in the exercise.



Answers

- 1 have had 2 were 3 was 4 hadn't organised
- 5 didn't take 6 have been invited 7 have only been living, has lived
- 8 haven't noticed

This may be a suitable moment to do the Unit 1 photocopiable activity on the Teacher's Resources CD-ROM.

Reading and Use of English | Part 8

- 1 **As a warmer** With books closed, tell students they are going to read some short extracts from autobiographies. Ask them to work in pairs and tell each other about one incident in their early lives which they would put in their own autobiography.
- 2 Tell students that in Reading and Use of English Part 8, if they spend some time studying the questions before they read the texts, it should save them time when they read.
 - Underlining the key idea will help them to focus on the intention of the question.
 - Paraphrasing the question will help them to consider how the idea may be expressed in the text itself.

Suggested underlining

- 1 one / parents / unnecessarily protective
 - 2 changed during / working life
 - 3 parents never imagined / consequences of something they said
 - 4 discovered / job / in an unlikely place
 - 5 one parent saw / project / opportunity for both the parents
 - 6 gain satisfaction / work affect others
 - 7 future promised / surprising experiences
 - 8 upbringing / unusual
 - 9 enthusiastic / nervous about the job
 - 10 promotion by staying / longer than other people
- 2 I've changed during the time I've been working.
 - 3 They never expected that what they had said would have that result.
 - 4 I never thought I'd find the job by looking there.
 - 5 He thought it was something they could both take advantage of.
 - 6 I feel good about the way my work affects other people.
 - 7 My future will be unpredictable and contain unexpected events.
 - 8 My childhood wasn't normal.
 - 9 I realised with some trepidation that I wanted it very much.
 - 10 I was given a better position because all my colleagues left the company.

- 3 Tell students that as they are familiar with the questions, they should aim to answer them by reading each text just once. Point out that in the exam they won't have much time for going back and forth between the texts and the questions and that by studying the questions first they should avoid having to do this.

Alternative treatment To give students practice in summarising a short text and speaking at length, you can do the following:

- Students work in groups of three. Each group reads one text only from Exercise 3 and chooses the questions that correspond to that text.
- They now form new groups of four, with students who have read the other three texts. They take turns to summarise the text they have read and explain the answers to the questions for that text.

Answers

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

Notes

- 1 C She's the kind of mum who still instinctively goes to grab your hand when you cross the road, even though all four of us children left home at least ten years ago.
- 2 B I don't have to put on a wig or wear a disguise now but that's what I used to do.
- 3 A Although the advice they gave was well-intentioned, my parents never dreamed that it might come back to haunt them
- 4 D In a very odd act of serendipity, I read the local paper – the *Sunderland Echo* was no one under eighty's preferred reading ... and there in the classifieds was an advertisement.
- 5 C She said it was a great idea, that she and Dad would travel round the world to visit me at the stopovers.
- 6 B When you make an audience laugh, they really do love you.
- 7 D The life with the BBC might satisfy a lot of unarticulated longing for ... the unexpected.
- 8 A I am the product of a blissful and unique childhood, a rare claim these days.
- 10 A I had outlasted the original crew members I had started with ... and became captain of the boat
- 4 **Extension idea** Ask students: *One of the writers seemed to know what they wanted from an early age: which writer? (Answer: Linda Greenlaw) Do you think life is easier for people who know what they want from an early age, or more difficult? Which type of person are you?*

Vocabulary

Collocations with give and make

1 **Answer**
B

2 

Answers

1 give make 2 did not show did not give 3 give make
4 correct 5 made given 6 give-make
7 correct 8 made given 9 give make

3 **Answers**

1 give 2 give 3 make 4 give 5 give
6 make 7 make 8 give

Reading and Use of English | Part 4

- 1 Before students do the exercise, go through the exam instruction with them. Elicit the key ideas in the rubric i.e. *similar meaning, Do not change the word given, between three and six words.*

Tell students that the incorrect answers in Exercise 1 contain typical errors that candidates make in this part of the exam.

Alternative treatment With books closed, write the four questions on the board without the answers A–C. Ask students to answer the questions in pairs. They then open their books to see if their answer for each question coincides with one of the answers A–C, before finally deciding which of these options is correct.

Answers

- 1 B (A contains seven words while the maximum is six; C does not contain the word given.)
2 A (B is not correct English; C does not contain the word given.)
3 C (A does not mean the same; B contains too many words.)
4 B (A is not correct English; C is both incorrect and contains too many words.)

Extension idea When students have done the exercise, round up with the whole class, eliciting why the wrong answers are incorrect.

- 2 **Answers**
- 1 often used to take me
 - 2 had made an/his apology
 - 3 best she can to look
 - 4 more persuasive than any
 - 5 was never my aim to make/get
 - 6 first time my car has given/caused

3 Point out that many of the questions will contain both a grammar and a vocabulary transformation element.

Speaking | Part 1

1 **As a warmer** With books closed, tell students that in Speaking Part 1 they will be asked questions about themselves, their background and their activities and interests (you can write these as headings on the board). Ask them to work in small groups and brainstorm five or six questions they might be asked. They then open their books and compare their questions with questions 1–8 in this exercise.

Answers

a 1, 3, 4 b 2, 5, 6, 7, 8

2 


Answers

Marta: 2 Lukas: 6

CD 1 Track 03

Marta: Yes, I was able to give a friend a room once when she had to move out of her house quite quickly. She'd been having problems with one of her flatmates, so she came to stay with us for a while, just for a few months, and I think that helped her quite a lot in her situation, which wasn't easy for her because she was studying at university and it was a long way from her family home.

Lukas: One of the best is really from the summer vacations which we always used to spend together as a family at the seaside. I used to do quite a lot of sport with my dad, you know, playing tennis, swimming, that sort of thing and I remember one time we went water-skiing, which was a great new experience for me. Yes, that's a very good one, because I loved being close to my dad and doing things with him, you know, things I wouldn't have done with my mum.

3  When students have answered the questions, elicit from them why it's important to:

- give fairly long answers (Answer: This allows the examiners to listen and assess their level of spoken English.)
- give details to support their answers (Answer: This shows they can express themselves confidently and at length.)
- use a variety of tenses (Answer: To show their command of grammar.)
- speak in a natural, relaxed way (Answer: This part of the test is intended to be a fairly informal conversation.)

You can also point out that in preparation students can think about how they would talk about their activities and interests, but they should not prepare set speeches. The examiners want to hear natural, spontaneous English.

Answers

1 F 2 T 3 T 4 T

CD 1 Track 04

Examiner: Marta, can you tell me, have you ever had the opportunity to really help a friend?

Marta: Yes, I was able to give a friend a room once when she had to move out of her house quite quickly. She'd been having problems with one of her flatmates, so she came to stay with us for a while, just for a few months, and I think that helped her quite a lot in her situation, which wasn't easy for her because she was studying at university and it was a long way from her family home.

Examiner: Thank you. Lukas, a question for you. What's your happiest childhood memory?

Lukas: One of the best is really from the summer vacations which we always used to spend together as a family at the seaside. I used to do quite a lot of sport with my dad, you know, playing tennis, swimming, that sort of thing and I remember one time we went water-skiing, which was a great new experience for me. Yes, that's a very good one, because I loved being close to my dad and doing things with him, you know, things I wouldn't have done with my mum.

4 **Alternative treatment** Tell students they can also ask each other some of the questions they prepared for the warmer with Exercise 1.

There is extra help for students on Speaking Part 1 in the Speaking reference on page 193.

Writing | Part 1

An essay

1 **As a warmer** With books closed, ask students:

- *What help or advice does the education system in your country give to help young people decide on a career?*
- *How useful or helpful is the system?*

With books open, tell students that one of the key assessment criteria for the Writing exam is 'content' which focuses on how well the candidate has achieved the task. It is therefore very important to analyse the task and be certain what it is asking and what it involves before starting to write. Underlining the key ideas helps with this.

Suggested underlining

education system does enough to help young people to find jobs / fit / abilities and interests / courses and qualifications / work experience / careers advice / study things / never use in any future job / without work experience / no idea what to study / teachers can't give me advice / two methods / more effective / giving reasons / own words

2 If your students did the warmer in Exercise 1, tell them they can add ideas which arose then to their discussion and notes.

3 **Answers**

- 1 F (You should discuss two methods.)
- 2 T ('explain which method is more effective')
- 3 F (It's not obligatory – you can use the opinions if you wish.)
- 4 T (They're written in an informal style, whereas an essay should be fairly formal.)
- 5 T ('giving reasons in support of your answer')
- 6 F (You should ensure that everything you write is relevant to the task.)
- 7 F (You should write in a formal academic style using complete sentences and structured paragraphs.)

4 Tell students that they are also assessed in the exam for 'organisation'. It is therefore essential to think and plan before they start writing, so that their ideas are organised in a logical and coherent way.

Answers

Para. 1: d Para. 2: c Para. 3: a Para. 4: e
Para. 5: b

5 This exercise recaps some of the points made earlier. Point out also that the purpose of an essay is to develop and express an opinion on a subject and that students should ensure that their opinions are:

- logically developed
- supported by reasons and examples
- clear to the reader.

If they have managed these things, they have fulfilled the requirements of the task.

Answers

- 1 To make sure you deal with the task as exactly as possible
- 2 You will score higher marks if you write a coherent, structured answer.
- 3 Not exactly – she also included how students can learn necessary skills while working.
- 4 Yes
- 5 While I understand this viewpoint, I do not entirely share it; I believe; I do not think; I would therefore argue that
- 6 *Students' own answer*
- 7 An academic essay always requires students to develop and express their opinion. If this is not done, the task has not been completed.

6 Point out to students that organisation involves linking ideas together in paragraphs which make it easier for the reader to follow the argument of the essay.

Tell them they also score marks for 'communicative achievement', so that clear writing which convinces the reader of their point of view is also essential.

Answers

- 1 the fact that many young people find it hard to find the sort of job they aspire to
- 2 employers
- 3 students
- 4 students
- 5 the idea that courses are too theoretical and do not teach students the practical skills they will need in the workplace
- 6 this viewpoint
- 7 critical thinking skills
- 8 developing critical thinking skills
- 9 work experience
- 10 students'
- 11 an excellent general education

7 Give students five minutes or so to write their plan. Tell them that when they compare their plans, they can also make amendments to them.

- 8 This task is probably best done as homework. Encourage students to use the essay in Exercise 4 as a model and especially to use words and phrases from it in their own answers. Point out that it is important to follow the plan they have written in order to achieve a well-organised answer to the task and to answer within the word limits set by the exam, i.e. 220–260 words.

For more on writing reports, refer students to page 190 (Writing reference – Reports).

Mastering languages

Unit objectives

- **Reading and Use of English Part 6:** introduction to task type, reading the extracts carefully to understand the argument of each, understanding reference
- **Writing Part 2:** introduction to task type, analysing the question, expressing purpose, reason and result, analysing the structure and layout of a report, writing a report
- **Reading and Use of English Part 3:** introduction to task type, work on affixes, spelling of words with affixes and inflections
- **Listening Part 1:** introduction to task type, predicting answers
- **Speaking Part 2:** introduction to task type, using appropriate vocabulary, speculating
- **Grammar:** expressing reason, purpose and result
- **Vocabulary:** words and phrases connected with languages and language learning, noun collocations with *make*, *get* and *do*

Starting off

1 **As a warmer** Tell students that this unit is about learning languages. With books closed, ask them to work in pairs and brainstorm as many reasons as possible for learning a foreign language. Get feedback from the whole class. Then ask students to discuss in pairs their own reasons for studying English.

Note: The words/sentences which give answers to questions in the main listening exercises are numbered and underlined for ease of reference.

Answers

1 bilingual 2 switch 3 fashionable loanwords
4 mother tongue 5 a bit rusty 6 pick up
7 an excellent command 8 highly articulate
9 accurately 10 fluency 11 aims

2

CD 1 Track 05

1: Where I live people tend to be ¹bilingual – they speak the regional and the national language and they ²switch between languages with ease. As a result, they seem to find it easier to learn other languages as well. At least I know quite a lot of people who speak several foreign languages.

- 2: People do worry a bit about how the language is changing. I think, due to globalisation I suppose, lots of ³fashionable loanwords are coming into the language, particularly from English, so my ⁴mother tongue's not at all the same as it was, say, fifty years ago. Personally, I don't know if that's a bad thing – I mean, if people find it easier to express themselves using loanwords, then perhaps they should.
- 3: I find it frustrating because I spent years trying to reach an advanced level but now my English has got ⁵a bit rusty because I don't use it very often and that's a pity.
- 4: I spent years at school studying Spanish and never learnt to speak it well. I guess I should have been sent on an exchange to a Spanish or a Mexican school for six months or thereabouts 'cause everyone knows that living in the country, you just ⁶pick up the language naturally and that's just about the best way to learn it.
- 5: I'm really dedicated to studying languages. I aim to achieve ⁷an excellent command of English, which means becoming ⁸highly articulate and being able to use the language ⁹accurately and effortlessly.
- 6: Language is a tool for achieving other things and, frankly, I wouldn't consider accuracy to be as important as ¹⁰fluency when learning a foreign language. I think the main thing is to make oneself understood.
- 7: We live in a highly competitive world. Countries compete with each other, employers compete with each other and people compete. Consequently, we should be teaching young people to use language for persuasion rather than self-expression. It's all very well being able to say what you think and feel, but you've got to be able to sell yourself, sell your product, achieve your ¹¹aims.

3 Students needn't remember the exact words – the gist is sufficient – but encourage them to use the words in the box.


Listening | Part 1

1 **As a warmer** Ask students:

- *What are the benefits of studying a foreign language which has few speakers?*
- *Have any of you done this? Why?*

When students do the exercise in the book, point out that working on predicting answers and how they may be expressed is key to success in listening tasks.

To help them with questions c and d, write the following words on the board: *throw, glue, stuff, now, off, colour*. Ask students to look at the box on page 19 showing *through, thorough, though, plough, rough* and *cough*. Ask them which word on the board rhymes with each word in the box. (Answers: throw – though, glue – through, stuff – rough, now – plough, off – cough, colour – thorough). You should also elicit what each word means.

- 2  Tell students that they will hear each extract twice, with only a few seconds' pause before the next extract begins.

Answers

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

CD 1 Track 06

Extract One

Woman: I find not knowing the local language is the most frustrating thing when travelling, but you made a conscious decision to learn it when you were in Mongolia, didn't you?

Man: Not so much conscious. I sort of picked it up after I arrived and I found it really helped me settle into the area and talk to folk there. Otherwise I'd have had to use an interpreter, which I certainly couldn't afford.

Woman: How long were you there?

Man: Oh, nearly a year and it was great really being able to get some understanding of people's real interests and concerns.

Woman: And now you speak the language fluently?

Man: Well, I reckon I can more or less hold my own in a conversation.

Woman: So do you think the key to good language learning is to be naturally gifted?

Man: It certainly helps, and it's not a gift we all have. I'm fairly outgoing and uninhibited and that helps too. I mean, you won't get very far if you're scared of making a fool of yourself. What's essential, though, is application – you know, just getting stuck into it and making the effort.

Woman: Well, that's the key to learning almost anything. I mean, you don't learn other things like maths or tennis just by being uninhibited!

Extract Two

Rajiv: I came across something in a magazine recently that mentioned that spelling reform would cut the space it takes to write something by about fifteen percent. Imagine: newspapers, libraries and bookshops with fifteen percent more room! And then I remembered the trauma of learning spelling at primary school – you know, doing those dictations where we had to put a double 'p' in *approve* and spelling *right* with 'ght'. It's frankly absurd and I'd support the idea of simplified spelling just to save kids that.

Susan: But it's part of the character and beauty of the language. Not everything has to be reduced to something functional.

Rajiv: Maybe not, but as a language teacher it would make my life a lot easier because my students would immediately know how to say new words correctly, so I wouldn't have to spend so much time teaching pronunciation.

Susan: You hope! But think of the downside of reprinting every book and replacing every road sign. What a cost! I think you're being unrealistic, quite honestly. Mind you, I've heard a lot about how long it takes some English kids to learn to read and apparently our spelling system's a major factor there ...

Rajiv: If you can call it a system.

Susan: So you might have something there.

Extract Three

Woman: You know, the problem for overseas candidates at job interviews is that the candidates often lacks the sort of cultural background that would stand them in good stead in these situations, so while their English is up to scratch, their responses take the interviewer by surprise. They get a question like 'What do you most enjoy about your present job?', where the interviewer is expecting something about the challenge or working with friendly colleagues or such like, and the interviewee is completely thrown. Perhaps in their culture they don't equate work with pleasure at all so they talk about the status the job gives them, or the money. This is often combined with sort of closed facial expressions, so the interviewer finds the response difficult to interpret.

Man: You're right and I think the evidence shows that for many jobs a better approach might be to set up a job simulation to see whether the candidate has the requisite skills and attitude.

Woman: Exactly, and although interviews will always be necessary, interviewers need to be trained not to read too much into people's answers, but to give people practical opportunities to demonstrate their usefulness.

Man: Though getting the questions right and learning to interpret the responses more accurately would also be useful training for many interviewers, I think.

- 3 **Alternative treatment** Ask students to work alone and choose one of the two questions to prepare a short talk. Students then take turns to give their talks, either in small groups or to the whole class. If your students speak different languages, encourage them to choose the first question because what they say will be of interest to the whole class.

This may be a suitable moment to do the photocopiable activity on for Unit 2.

Vocabulary

Collocations with *make, get and do*

- 1 **As a warmer** Ask students to suggest verb–noun, verb–adverb and adjective–noun collocations. If they all speak the same language, ask them to suggest some mother tongue collocations. Tell them that using collocations is part of producing natural-sounding language. Advise students to collect collocations in their notebooks, perhaps in a special section. They should learn to look for new ones when reading.

Answers

1 made 2 to make / making 3 doing 4 make
5 Getting

2 Answers


make: a decision, a mistake, an effort, a point, a proposal, a suggestion, an apology, complaints, changes, friends, the right choice, use of something, an improvement

get: a qualification, exercise, further information, one's money back

do: a course, activities, business, exercise, harm, one's best, some shopping, sport, household chores, the cooking

- get a job = obtain a job
do a job = perform or complete a job
- get business = obtain (new) business
do business = conduct business

Extension idea If you have a class set of good learner's dictionaries, you can ask students to look up *make, get* and *do* and collect other collocations with these words, especially by studying the examples given with the definitions.

- 3  Tell students that they should look out for and avoid these mistakes when speaking or writing. When writing, they should be ready to use a dictionary to check for possible collocations.

Answers

1 **make** do 2 **receive** get 3 **given** made
4 **turn** make 5 **make** do 6 **achieve** do 7 **make** do
8 **practising** doing

Reading and Use of English | Part 3

- 1 **As a warmer** Ask students: *Why is English spelling difficult, both for learners and for native speakers?*

Suggested answers

care: carer, caring, uncaring, careful, carefully, careless, carelessly, carefree

critic: criticise, criticism, critical, critically, uncritical, uncritically

child: children, childhood, childlike, childish, childishly, childishness, childless

break: broken, unbroken, breakable, unbreakable, unbreakably, outbreak, breakdown

occasion: occasional, occasionally

force: forceful, forcefully, forcible, forcibly, enforce, reinforce, reinforcement

deep: deepen, depth, deeply, deepening

fragile: fragility

friend: friendly, friendliness, unfriendly, unfriendliness, friendship, befriend, friendless

repair: repairable, irreparable, irreparably

Extension idea Ask students to identify any words where the stress changes with the change of form. In the above list there are four examples: break – 'outbreak; 'fragile – fra'gility; re'pair – ir'reparable, ir'reparably.

2 Answers

1 -ise, -en 2 -ion, -ment, -hood, -ity, -ship
3 -less, -able, -ly, -ful 4 -ally, -ly

- 3 **Suggested answers**
Verbs: -ify (intense – intensify)
Nouns: -age (bag – baggage), -al (arrive – arrival), -ant (participate – participant), -ance/-ence (interfere – interference), -dom (free – freedom), -ee (employ – employee), -er/-or (instruct – instructor), -ism (liberal – liberalism), -ist (motor – motorist)
Adjectives: -al (logic – logical), -ial (face – facial), -ed (embarrass – embarrassed), -en (wood – wooden), -ese (Japan – Japanese), -ic (base – basic), -ing (embarrass – embarrassing), -ish (child – childish), -ive (act – active), -ian (Mars – Martian), -like (business – businesslike), -ous (mountain – mountainous), -y (snow – snowy)
Adverbs: -wards (back – backwards), -wise (clock – clockwise)

- 4 Tell students that both British and American spellings are acceptable but they must be used consistently.

Answers

Corrections: happening, development, reference, really, beautifully, truthful, dissatisfied, irregularity, undeniable, usable, refusing, basically, argument

If students have problems with this exercise, refer them to the Language reference on page 183 (Spelling rules for adding affixes).

- 5 Tell students to look out for and try to avoid these mistakes in their own writing. According to the Cambridge Learner Corpus, punctuation and spelling are the most frequent mistakes made by students in the Writing exam.

Answers

1 advertisement 2 beginning 3 successful
 4 government 5 environment 6 really

- 6 **Extension idea** Ask students if there are products for sale in their country with names that they find particularly attractive or unattractive.
- 7 Students should be given two minutes only to skim the text and answer the questions.

Answers

1 They investigate thousands of possible names, they run competitions amongst their employees, they check possible names for legal problems.
 2 The names are not legally available in all countries.

- 8 To do this activity, students should first decide what type of word is needed (noun, adjective, adverb or verb) and then decide what affixes they need. Ask them how best to decide what type of word they need. (Answer: by the words around it, e.g. after a preposition you need a noun or verb + -ing; by its position in the sentence, e.g. before a noun you probably need an adjective.) Point out that if they need a verb, they must choose the right form. If they need a noun, they must decide whether it is singular or plural.

Answers

1 universally 2 savings 3 reality 4 innovation
 5 acceptable 6 unsuccessfully 7 competition
 8 submissions

- 9 **Alternative treatment** Ask students to prepare a short presentation on one of the questions, which they then give to the whole class.

Reading and Use of English | Part 6

- 1 **As a warmer** Ask students: Do you think the world would be a better place if everyone spoke just a few languages such as English, Spanish or Chinese? Why (not)?

If you wish, treat Exercise 1 as a whole-class discussion. Ask students to support their ideas with reasons and examples.

- 2 Tell students that when they do the exam task, they will either have to find one text which expresses the same opinion or attitude as another, or one text which expresses a different opinion or attitude from the three others. To do this, it is important to read and understand the opinions and attitudes expressed in each text before they approach the questions in the task. The questions in Exercise 2 are intended to help them understand the texts, but do not form part of the exam task.

Suggested answers

- 1 Fewer people speak them as they have access to languages which promise education, success and a better life.
- 2 educating children bilingually
- 3 National languages unite and create wealth while regional languages divide.
- 4 that it's better to allow languages to die naturally by neglecting them
- 5 They lack resources to develop their language skills, so have to rely on translators, which has a negative effect on the quality of their research.
- 6 They contain a unique body of knowledge and culture.
- 7 When children stop learning it
- 8 We do not know what will be lost with the loss of a language; diversity is important.

3 **Answers**

Text A: 1 languages which dominate communications and business 2 their children's shift away from the language of their ancestors towards languages which promise education, etc. 3 the promotion of bilingualism

Text B: 4 young people 5 the fact that people speaking regional languages have limited prospects 6 the local language

Text C: 7 PhD students 8 lacking the resources to develop their language skills and therefore relying on interpreters and translators 9 PhD students 10 minority languages serve no useful purpose and should be allowed to die a natural death 11 language extinction and species extinction

Text D: 12 a language 13 the language 14 the disappearance of a language 15 people who don't speak the language 16 When an animal or plant becomes extinct, we seldom realise how its existence might have benefited us.

Extension idea Students work in groups of four. Tell them that they each have to summarise the arguments of one text orally for their group. Give them a minute or two to prepare and make a few notes. Then, with books closed, they take turns to give their summary. The other members of the group should listen and say how accurate the summary is or whether anything has been missed.

- 4 Tell students to underline the words which give them the answers.

Answers

1 A 2 B 3 A 4 D

Notes

- 1 **A** B: 'national languages ... help to create wealth' – A: major languages 'promise ... the chance of a better life ... the opportunity to achieve the sort of prosperity they see on television'. (C and D do not discuss the economic significance of major languages.)
- 2 **B** A, C and D suggest that there is an inherent value in the existence of minority languages and put forward reasons for preserving them. However, B does not see any need to preserve them.
- 3 **A** B, C and D see the disappearance of these languages as inevitable. However, A believes that there is reason to hope that 'many endangered languages will survive' (due to bilingual language teaching).
- 4 **D** C: 'language extinction and species extinction are different facets of the same process ... part of an impending global catastrophe' – D: 'language diversity is as necessary as biological diversity ... When an animal or plant becomes extinct, we seldom realise how its existence might have benefited us. The same is true for many small languages.'
- 5 **Extension idea** Ask students: *When you travel, how important is it to speak the language of the country you travel to, or is it enough to speak to people, for example, in English? Why?*

Speaking | Part 2

- 1 **As a warmer** Ask students to discuss these questions:


- *In what situations do people sometimes have to speak on their own?*
 - *In which of these situations have you had to speak on your own?*
 - *leaving a voicemail message*
 - *giving a presentation to students/colleagues*
 - *giving a speech at a party or meeting*
- How did you feel about the experience?*
- *What things make a speaker effective?*

Answers

1 Compare two of the photos, say what the speakers might be explaining, say what problems the speakers might have.

- 2 **Suggested answers**
photo 1: boost morale, decide on / discuss / explain tactics, encourage the team, influence the outcome
photo 2: give a demonstration, take people through the steps
photo 3: argue a case, defend a client, influence the outcome, persuade the judge / jury, reach a verdict

Extension idea Ask students in pairs to think of three other phrases they could use with the photos. Round up with the whole class and write appropriate phrases suggested by students on the board.

- 3  Point out to students that:
- comparing photos can include mentioning similarities as well as differences
 - they must deal with both questions asked by the examiner (they are also printed with the photos)
 - they should compare the activities in the photos in a general way, without trying to describe all the details of each photo.

Answers

1 explain tactics, boost morale, argue a case, defend a client, persuade the jury, reach a verdict
 2 He also mentioned similarities. 3 Yes

CD1 Track 07

Examiner: In this part of the test I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures. Here are your pictures. They show people explaining things. I'd like you to compare two of the pictures and say what the speakers might be explaining and what problems the speakers might have.

Werner: OK. In this photo there's a team coach who looks as if he's explaining tactics to a team of teenage boys, perhaps at half time. The boys give the impression that they're a bit tired or perhaps disheartened, judging by the expressions on their faces, so perhaps he's trying to boost their morale. In the other photo, there's a lawyer, a barrister I think they're called, who seems to be arguing a case to the court. She appears to be defending her client and trying to persuade the jury that he's innocent. In both photos, I imagine the explanation is vital: the coach wants his team to go back on the pitch and win the match while the barrister wants to win her case by

persuading the jury to reach a verdict of not guilty. I think both speakers have very similar problems because their success depends entirely on the words they use, although the outcome is something they have no direct control over.

Examiner: Thank you.

- 4 Tell students that they will have to speculate about the photos. Ask them to copy the phrases in this exercise into their notebooks.

Answers

From the recording script: 1 he's explaining tactics 2 they're a bit tired or perhaps disheartened ... the expressions on their faces 3 to be arguing a case 4 to be defending her client 5 his team to go back on the pitch and win the match ... to win her case 6 the explanation is vital

- 5 Time the minute and tell students that they should continue speaking until you say *Thank you* to tell them to stop (the examiner in the Speaking test will use *Thank you* to signal the end of a task).

6 Answers

1 *Suggested answer:* Choose the two you find easiest – the photos are not graded to be easier or more difficult; the examiners will assess you on the quality of your speaking. 2 No, also the adults.

7 Suggested answers

- 1 cheer someone up, give encouragement, put a brave face on things
- 2 bond with each other, spend quality time together, teach someone basic skills
- 3 bond with each other, look through an album, remember good times, share family history, spend quality time together

Extension idea Ask students in pairs to think of three other phrases or phrasal verbs they might be able to use with the photos. You can then write these on the board.

- 8 **Extension idea** After doing these exercises, find out from the class what difficulties they encountered in doing Speaking Part 2 (e.g. making sure they speak for the whole minute, expressing themselves when they lack a particular piece of vocabulary). Encourage students to suggest solutions to the problems they raise, and then possibly ask them to do one of the speaking tasks again.

There is extra help for students on Speaking Part 2 in the Speaking reference on page 195.

Grammar

Expressing reason, purpose and result

- 1 **As a warmer** You can write the following on the board and ask which sentence is the reason, the purpose and the result.

Olga went to Canada.

a She needed to perfect her English for her work.

b She was going to attend English classes there.

c While there she met someone who she later married.

Students should identify that sentence a is the reason, b the purpose and c the result (but be aware that reason and purpose often overlap).

When students have finished Exercise 1, go through the Language reference on page 170 (Expressing reason, purpose and result) with them.

Answers

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

2 Answers


1 a 1, 2, 4, 6 b 5, 7, 8 c 3

2 a so as b with the intention of, due to c so, with the result that, in case, otherwise

Extension idea Write the sentences below on the board. Ask students to incorporate the ideas in sentences of their own to express a reason, a purpose or a result, using the patterns they have just studied.

- *A tunnel was built under the English Channel.*
- *I'm studying for the Cambridge Advanced exam.*
- *Karol crashed his new car.*

Possible answers: A tunnel was built under the English Channel in order to connect the British Isles with the Continent / with the result that you can now travel by train between London and Paris in about two hours. I'm studying for the Cambridge Advanced exam because I need the qualification / so as to get a better job in the future. Karol crashed his new car due to ice on the road / so he now takes the bus to college.

- 3  Tell students they should look out for and avoid these mistakes when speaking or writing.

Answers

1 because 2 For 3 because of 4 so that 5 in order not to

Writing | Part 2

A report

- 1 **As a warmer** Ask students:

- *What is a report?*
- *Do any of you ever write reports in your own language? What about?*

Tell them a report is usually a quite formal piece of writing in which you explain or summarise information, past experiences or research, and present conclusions and possibly recommendations.

Ask students why it's important to identify the target reader. Tell them that to do the writing task realistically they should imagine themselves in the role suggested in the question and write to the target reader(s) specified. Point out that the question will always tell them who the target reader is.

Answers

1 people in an international media company
2 formal 3 how popular, why, the effect on local culture, recommended changes
4 Suggested answer: probably the same order as in the question

2 Answers

1 The aim 2 accounted for 3 means
4 the result 5 meant 6 As a consequence
7 resulted 8 due to 9 so as 10 the effect

- 3 Ask students why section headings are useful. Tell them that the model answer shows a typical layout for a report. However, other layouts are possible.

Answers

1 It has a title and sections with section headings. 2 Yes 3 Yes

- 4 Encourage students to discuss the possible contents of their reports.

Answers

1 the languages people learn, who learns them and where, recommendations for improving language learning 2 people at an educational publishing company 3 formal

- 5 For more on writing reports, you can refer students to page 000 (Writing reference – Reports).

Vocabulary and grammar review

Unit 1

- 1 1 gave 2 making 3 give 4 made, giving 5 give
6 gave 7 give 8 making
- 2 1 found the advice (that) Gustavo gave 2 should
be given the opportunity/chance 3 had never
been/gone skiing before/until/till 4 gave made a
favourable impression 5 has changed in/over the
last/past 6 give you a refund / refund your money
unless
- 3 1 had stopped 2 We'd been standing, were feeling
3 I've driven 4 she's been studying 5 had been
eating 6 used to work 7 had been coming, were
repairing 8 went

Vocabulary and grammar review

Unit 2

- 1 1 universal 2 explosion 3 variety
4 characteristics 5 influential 6 enrich
7 tendency 8 changeable
- 2 1 accurately 2 articulate 3 command 4 fluency
5 pick up 6 mother tongue 7 bilingual
8 loanword
- 3 1 get 2 making 3 doing 4 made 5 make
6 do
- 4 1 with the intention of 2 so as 3 in case
4 otherwise 5 due to 6 so that

Unit objectives

- **Reading and Use of English Part 5:** introduction to task type, skimming the text to find main ideas, locating specific information referred to in the question
- **Writing Part 1:** writing an essay, planning an essay paragraph by paragraph
- **Reading and Use of English Part 2:** introduction to task type, working out what kinds of words are missing from open cloze texts
- **Listening Part 2:** introduction to task type, identifying specific information and opinions expressed
- **Speaking Part 3:** introduction to task type, following instructions, sustaining interaction, using appropriate language to express and justify opinions
- **Grammar:** *no, none, not*; the passive
- **Vocabulary:** nouns which can be countable or uncountable; formal vs informal style

Starting off

1 **As a warmer** Ask students:

- *Have you ever taken an intelligence test?*
- *What form did it take?*
- *Did you take the results seriously? Why (not)?*

Get feedback from the whole class for questions in Exercise 1.

2 **Answers**

Usually positive: competent, conscientious, genuine, imaginative, modest, open-minded, out-going
Usually negative: insecure, insensitive, naïve, self-centred
Could be either: idealistic, protective, unconventional

You could begin by asking students to think of a word which describes the kind of thinker they are, e.g. *logical, chaotic, random*, etc.

Students work alone through the table in Exercise 2. Pairs then compare their scores.


3 This question is intended to encourage speculation – there are no right or wrong answers. If students don't know any of the people listed, they could be asked to research them, or simply to make some tentative guesses based on the person's profession.

4 Discuss this briefly with the whole class.

Listening | Part 2

- 1 The discussion questions in Exercises 1 and 2 should be used as a warmer to prepare students for the topic of the listening.
- 2 This question could produce a worthwhile whole-class discussion if students find the painting interesting.

Background information René François-Ghislain Magritte (1898–1967) was a Belgian painter who is associated with the Surrealist art movement. His paintings continue to influence contemporary artists and photographers, music video directors and advertisers. *The Son of Man* dates from 1964.

- 3  The purpose of this first listening activity is to introduce the word *prosopagnosia*.

Answer

face-blindness


CD 1 Track 08

Presenter: This week's *All in the Mind* examines an unusual condition you may never have heard of before: prosopagnosia. Here's Professor Alexander Sharma to explain.

Professor: Hello. Well, let's start with an image some of you may be familiar with: a painting called *The Son of Man*, by the surrealist artist René Magritte. In the picture, an apple floats in front of a man's face, covering the features that would normally allow him to be recognised. The painting perfectly illustrates the concept of prosopagnosia, or face-blindness.

Background information

Prosopagnosia (*proso* – face [Greek] + *agnosia* – without knowledge [Greek]), or face-blindness, is a neurological disorder. It occurs when the part of the brain responsible for memory and facial perception (the right fusiform gyrus) develops abnormally or is damaged later in life. The sufferer is unable to discriminate between one face and another, and some sufferers may even be unable to recognise their own faces. Prosopagnosia is not related to visual impairment and is not known to affect other aspects of working or long-term memory. There is no cure for prosopagnosia; however, sufferers may be trained to distinguish people from one another by focusing on characteristics other than the face.

- 4  This is an opportunity for students to hear the recording before they have to do the Part 1 exam task.

Answers

1 F (He compares face-blindness to tone-deafness: that is, the inability to distinguish between different musical notes.) 2 T 3 F (They could not distinguish between the faces, but they could distinguish between the pictures of other things.)

CD 1 Track 09

(The underlined words show the answers for the exam task in Exercise 6.)

Presenter: This week's *All in the Mind* examines an unusual condition you may never have heard of before: prosopagnosia. Here's Professor Alexander Scharma to explain.

Professor: Hello. Well, let's start with an image some of you may be familiar with: a painting called *The Son of Man*, by the surrealist artist René Magritte. In the picture, an apple floats in front of a man's face, covering the features that would normally allow him to be recognised. The painting ¹perfectly illustrates the concept of prosopagnosia, or face-blindness. To people with this condition, as soon as someone ²leaves their sight the memory of that person's face is blank – or, at best, a set of jumbled features. Face-blindness is a little like tone-deafness: the tone can be heard, or the face seen, but distinguishing between different tones or faces is nearly impossible. The effects of prosopagnosia can be so bad that people ³severely affected can't recognise their own parents or children. If we understood how the normal brain recalls faces, we'd be well on the way to understanding this strange disorder. It might also help us to understand ⁴human evolution, since the ability to recognise faces is more or less equal to the ability to recognise individuals. This ability helps to hold society together and has enabled human beings to develop a complex culture which is unique in the animal kingdom.

The question scientists need to answer is whether this basic ability has its own ⁵private brain mechanism, or whether it's simply one aspect of a general ability to recognise individual members of a particular class of objects. Researchers have used ⁶face-blind volunteers to explore this question. The subjects were shown images of cars, tools, guns, houses and landscapes, and also black-and-white pictures of faces with no hair on their heads. Ten of these images were repeated. The subjects were asked to indicate, as quickly as

possible, whether each image they saw was new or repeated. The results were surprising. None of the face-blind subjects could recognise the faces in the series well, but they could distinguish between the other repeated pictures as easily as people without prosopagnosia could. That confirms the idea that faces are handled differently by the brain from ⁷other objects. It's been shown in experiments that people with face-blindness can be taught to improve their ⁸face recognition skills, but it is still not known what prosopagnosia sufferers are missing when they recall a blur instead of a face.

This is not to say that prosopagnosia has no advantages. As one person with the condition writes on her website, 'You can wake up in the morning and pretend you don't know your own kids. Then you don't have to give them any pocket money.'

- 5 Students may be able to remember or deduce some of these answers from the first listening. In other cases they should be able to recognise the *kind* of word or phrase that is needed to fill the gap.

- 6  Students listen again to complete the task.

Answers

1 perfectly illustrates 2 leaves 3 severely affected 4 human evolution 5 private brain mechanism 6 face-blind volunteers 7 other objects 8 face recognition skills

Vocabulary

Nouns which can be countable or uncountable

- 1 Introduce this by asking students to give you examples of countable nouns and uncountable nouns and elicit the main differences between them.

Answers

- 1 sight: UC (= the general ability to see)
memory: C (= something that is remembered)
2 disorder: C (= an illness)
3 ability: C (= a certain thing that people can do)
society: UC (= society as a whole, not a particular community)
culture: C (= a certain set of customs, beliefs and values)

2 **Example answers**

- 1 The Eiffel Tower in Paris is one of the most famous *sights* in the world. (C)
After the accident he suffered loss of *memory*. (UC)
- 2 My brother has great linguistic ability. (UC)
Sociologists believe we can learn a lot from primitive *societies*. (C)
You won't find much *culture* in this sleepy little town. (UC)

3 **Example sentences**

- My favourite subject at school was *art*. (= art as a subject, UC)
I'm applying for a job at the local *arts* centre. (= individual forms of art, e.g. painting, sculpture, music, etc., C)
He has no interest in the world of *business*. (= the activity of buying and selling goods, UC)
I'd like to run an internet *business*. (= a single organisation or company, C)
I love grilled *chicken*. (= meat from a chicken, UC)
We get our eggs from our own *chickens*. (= animals, C)
Starvation and *disease* have killed thousands of refugees. (= illness in general, UC)
Flu can be a serious *disease*. (= a specific illness, C)
Exercise is good for you. (= physical activity in general, UC)
I do stomach *exercises* every day. (individual activities, C)
Children usually develop *speech* in the second year of life. (= the ability to speak, UC)
I gave a *speech* at my sister's wedding. (= a talk, C)

Grammar*no, none, not*

- 1 Introduce this focus on *no, none* and *not* by pointing out that these words are frequently confused.
Remind students that they can check their own answers in the recording script.

Answers

- 1 no 2 None 3 not 4 not, no

2 **Answers**

- 1 ~~not~~ no 2 ~~no~~ not 3 ~~no~~ any 4 *correct* 5 ~~nothing~~ anything (*or I know nothing*) 6 not no (*or don't have any*)

Grammar**The passive**

- 1 **As a warmer** Ask students to discuss in pairs the difference between the following two sentences:

- *René Magritte painted* The Son of Man.
- The Son of Man *was painted by René Magritte*.

Establish that the subject of a passive sentence is the object of the related active sentence.

Answer

Passive verbs are formed by using the appropriate tense of the verb *be* followed by the past participle of the main verb.

2 **Answers**

- a** were asked **b** are handled **c** has been shown, can be taught

3 **Answers**

- 1 b ('by the brain')
- 2 **a** researchers **c** researchers
- 3 The identity of the researchers is not important or may not be known. The writer wants to focus attention on the action rather than who did it.
- 4 in an essay, a scientific report, a job application

4 **Answers**

- 1 This YouTube clip has been watched by over a million people.
- 2 The film was made over 20 years ago.
- 3 At the time nothing like it had been seen.
- 4 Apparently, a new version of the film is being made at the moment.
- 5 It is going to be released next year.

5 **Example answers**

- 1 It is commonly believed that human activity is contributing to climate change.
- 2 It has been reported in the last few days that fewer people are out of work than at the same time last year.
- 3 It has been proved beyond doubt that the 78-year-old man was guilty.

- 6 When students have completed the exercise, ask them to compare answers in pairs, checking the formation of the passive verbs in the correct tenses and the use of *by* where necessary.

Answers

A new study on Albert Einstein ¹has been completed and ²will be published next month in a journal on neurology. The study suggests that Einstein's extraordinary genius ³may have been influenced by a uniquely shaped brain. When anthropologist Dean Falk and her team made a comparison with 85 'normal' human brains, ⁴it was found that Einstein's brain possessed some remarkable features.

The researchers were using 14 photos of the genius's brain which ⁵had only recently been rediscovered. With permission from his family, Einstein's brain ⁶was removed and photographed (by scientists) after his death in 1955. The photographs ⁷are held by the National Museum of Health and Medicine but ⁸(they) had never been fully investigated before.

Extension idea Suggest that students make a collection of passive expressions they come across under the following headings. Some examples are already filled in.

Everyday speech	Writing: It + be + past participle
I was born (in 1998).	It has been announced that ...
He was sacked.	It is thought that ...
She was accused of (fraud).	It was agreed that ...
They were found guilty.	It is said that ...
He was buried / cremated.	It is feared that ...
They were married (last Saturday).	It is rumoured that ...
You're expected to (arrive on time).	

If students need further help, go through the Language reference on page 173 (The passive) with them.

This may be a suitable moment to do the Unit 3 photocopiable activity on the Teacher's Resources CD-ROM.

Reading and Use of English | Part 5

- 1 Set a time limit of one or two minutes for students to make their lists, then elicit their answers and list them on the board for the class to discuss.

Extension idea Select some of the less common effects of digital technology listed on the board and conduct a survey on how many students use each one.

- 2 This first reading task asks students to read the article for gist. As feedback, ask how many students would class themselves as 'digital natives'.
- 3 Questions in Reading and Use of English Part 5 may focus on detail, opinion, tone, implication and attitude as well as text organisation features such as exemplification, comparison and reference. The form and content of the question should indicate the focus, e.g. question 1 in this task focuses on text organisation, while question 3 focuses on detail.

Before setting the task, remind students:

- to read each question (or the sentence stem that is to be completed)
- to locate where the answer is in the text and decide what the text says
- finally, to look at the four options and choose the one which coincides with what they have understood.

Point out that in tasks like this the answers are found in the text in the same order as the questions (for example, the answer to question 2 comes later in the text than the answer to question 1) and are usually spread evenly through the text.

Answers

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

Notes

- 1 C The behaviour of Feld and her generation, say experts, is being shaped by digital technology as never before. (paragraph 1)
- 2 A Technology is an essential part of my everyday life. I don't know where I'd be without it. (paragraph 3)

- 3 C** Christine, on the other hand, is a 'digital immigrant', still coming to terms with a culture ruled by the ring of a mobile and the zip of text messages. (paragraph 4)
- 4 D** Many parents fear that children who spend hours glued to computer screens will end up as zombies with the attention span of an insect. (paragraph 5)
- 5 C** Instead, parameters are increasingly set by 'wiki-thinking', peer groups exchanging ideas through digital networks. (paragraph 7)
- 6 B** Only one thing seems clear: changes propelled by the digital world are just beginning. (paragraph 8)

4 *Alternative treatment*

Instead of asking students to work through all the questions, suggest that they make one question the basis of a class debate, with individual students speaking for and against one of the following propositions:

- *Eventually digital technology is the next step in evolution. It will transform our brains and the way we think.*
- *Sitting down and reading or watching TV are slow, boring activities.*
- *There is no reason for parents to worry that their children will end up as zombies if they watch a lot of television.*

Vocabulary

Formal or informal?

These exercises prepare students for the Writing section of the unit by raising the issue of formal and informal styles of language – something which students must show a keen awareness of at Advanced level. It is crucial for them to get a feel for when formal language is appropriate and when informal language is acceptable.

- 1 As a warmer** Write some very informal phrases on the board, for example:
- *Got the time?*
 - *You look really fed up. You OK?*
 - *See you later.*

Ask students when they might use phrases like these. (Answer: in everyday speech or informal writing, e.g. an email to a friend)

Note that the rubric for Exercise 1 refers to examples that are more likely in formal or informal writing. These are not hard and fast rules.

Answers

Formal: 3 We will, the fog has (full, uncontracted verb forms); 4 contemplated residing, neighbourhood (formal vocabulary – longer words); 6 with whom (preposition placed before relative pronoun in relative clause); 7 is believed (passive construction)

Informal: 1 They've, they're (contracted verb forms); 5 What on earth are you doing? (colloquial language); put up with (phrasal verb – more colloquial); 8 Grub's up (slang); 9 the girl I go to school with (omission of relative pronoun and preposition at the end of the sentence)

2 Suggested answers

They have telephoned to say / inform us that they are coming tomorrow.

Could you please tell me what you are doing?

We'll be leaving as soon as the fog's gone.

We've never thought about living anywhere else.

I cannot tolerate this situation for much longer.

'Community' means anyone or any organisation we mix with.

They think it was a teenager who started the fire.

The food/meal is ready. Come and eat.

That is the girl with whom I go to school.

3 Suggested answers

Formal: instant communication, charting a new course, it need not be, increasingly, exert, discrimination, did not have to, human-computer interaction, determines, skills, values and limits are instilled, educationalists, do not pay attention, parameters are increasingly set, peer groups, has been built, collective knowledge, contributors, shape their interests

Informal: The other day, I'd, have it on me, I don't know where I'd be without it, That's, zip, she's, it's glued to computer screens, end up as zombies, full of junk, non-stop, fighting a losing battle.

Serious and authoritative factual information tends to be expressed in formal language. But the writer wants to engage and interest ordinary readers, so less formal, more colloquial language is also used to lighten the text and to convey personal impressions. When Emily is quoted directly, we get the very informal language of her colloquial speech.

Extension idea Ask students to bring in examples of informal language, e.g. from emails, texts they have sent or received, blogs or social networking sites. These can be used to give the class practice in converting informal language to formal language.

Reading and Use of English | Part 2

- 1 Use question 1 as a warmer to prepare students for the topic of the text which follows. Allow a few minutes for students to discuss the question in pairs before brief class feedback. Students then read the gapped text for gist. Discourage them from trying to fill the gaps at this stage by setting a strict time limit of two or three minutes.

Answer

2 The article concludes that heredity plays a part in forming our personalities, but it is not known to what extent.

- 2 Students could work individually or in pairs on this question, which is designed to encourage a methodical approach to open cloze tasks.

Answers

1 by 2 an 3 is 4 other 5 which 6 are
7 of 8 a

- 3 Students now work individually to complete a Part 2 task without any assistance. Tell them that before they write, they should read through the text and work out for themselves what type of word is needed for each gap.

Answers

1 their 2 at 3 little 4 like 5 when 6 me
7 with 8 an

- 4 Ask pairs to discuss these questions briefly before rounding off this part of the unit with a whole-class discussion.


Alternative treatment If students feel strongly about the issue of nature vs nurture, use question 2 as the basis of a debate, with speakers for and against the following proposition: **Our likes and dislikes, tastes and interests come from our experience, not our genes.**

Speaking | Part 3

- 1 Start by asking students to read the Exam information section. Ask them what they think they will find challenging about this part of the exam. Establish the following points:

- Each student in the pair should speak for approximately the same amount of time. One individual should not dominate. Turn-taking is essential.
- Students should give reasons and examples to support their opinions.
- In the final minute they should try to reach agreement in response to the examiner's question. However, what is important here is not so much the decision itself, but the process of negotiation that it takes to reach the decision.

Then use the three questions in Exercise 1 to introduce students to the topic of stress.

- 2  After students have listened, elicit any common ground between ideas they came up with previously and what the two speakers say.

CD 1 Track 10

Woman 1: I have to admit it's only recently that I started getting stressed about things – I think it coincides with when I started my new job.

Woman 2: Really? So what makes you feel stressed?

Woman 1: Oh, all kinds of things. Obviously having too much to do, you know, not having enough time to do everything they want me to do. Then I start thinking: my manager's got it in for me – or that she doesn't like me and is making my life difficult deliberately. Do you know what I mean?

Woman 2: Yes, I know exactly what you mean. You start by blaming someone else and then you decide it's your fault – that you're inadequate. That's when the stress starts.

Woman 1: Exactly! Then because you're working so hard and thinking about work even when you're not there, it starts to affect other parts of your life. I lost my temper with my boyfriend last week – for no real reason – just because I'd had a hard day at work. I apologised afterwards of course, but I could tell he was quite upset. That's one of the worst effect of stress, isn't it?

Woman 2: Yes, it is. Other people are affected if you're stressed, often people you care about. But you know, you're lucky – at least you have a job. I've been really stressed recently because I can't find a job. And I'm running out of money.


Woman 1: What will you do?

Woman 2: I don't know. I could borrow some from my parents, but I'd prefer not to. And if I tell them I'm short of money, they'll start to worry and I don't want them worrying because of me. That'll make everything worse and I'll get even more stressed. It's a vicious circle. (Pause) So what do you do if you're feeling stressed?

Woman 1: Well, I thought about going to the doctor and asking for some pills, but then I thought: 'There must be better ways of dealing with it than drugs.' So if I'm feeling particularly stressed after a day at work, I do one of two things: either I phone a friend and suggest we go out for the evening, or I go to the gym. What about you?

Woman 2: I find talking about my problems is quite helpful. You often find there are lots of people in the same situation or even a worse situation than you – that helps me get things into perspective. And I always try and find reasons to be optimistic. For example, I've two interviews next week and I'm determined to get one of the jobs. That'll make things easier for me. And, I spend time with friends and I try relaxation techniques. Have you tried that?

Woman 1: No, but perhaps I will.

- 3  Emphasise the need for students to interact in this part of the exam, if necessary by asking each other questions. Ask them to listen to the recording again and to make a note of words used in the questions that speakers ask each other.

Answers

1 mean 2 isn't it 3 do you do 4 about 5 tried

- 4 You can allow students a little more time than 15 seconds to prepare for this first part of the speaking task.
- 5 Monitor the conversations, making a note of any general or specific issues that arise. Pay particular attention to the following:
- Do students follow the instructions they are given? Do they stick to the topic specified by the question? How many of the ways of preventing or coping with stress do they discuss?

- Do they allow/help each other to participate in the conversation?
- Do they use appropriate language to express and justify their opinions?

- 6 Stop the conversations after two minutes and set the final question.

Extension idea Find out what students found difficult about this task and provide extra practice of particular parts of the task which caused problems. For more practice in sustaining interaction, you could ask students to take turns expressing opinions on given subjects and inviting their partner to comment. Subjects might include:

- smoking in public places
- vegetarianism
- compulsory sport in schools
- the use of security cameras
- the age at which people should be entitled to vote
- any topic that is being debated in the news at the moment.

There is extra help for students on Speaking Part 3 in the Speaking reference on page 000.

Writing | Part 1

An essay

- 1 **As a warmer** Ask students what they remember from Unit 1 about the Part 1 essay task. Elicit these points:

- The essay is compulsory.
- The task lists three areas to consider – students must discuss two of these.
- Also included are three opinions which students can use if they wish.
- The essay task tests students' ability to develop an argument or discussion, express opinions clearly and support ideas with reasons and examples.

Remind students of the importance of structuring their essays by making a paragraph plan.

Then ask them to discuss the questions on the topic of stress.

Example answers

- 1 *for employees:* poor working conditions, long hours, low pay, poor management, unfriendly colleagues, working alone, unrealistic deadlines
for students: forthcoming exams, backlog of work, assignment deadlines, an unfriendly atmosphere, lack of friends
- 2 *employers:* provide channels of communications so that problems can be discussed and resolved / meet employees' representatives on a regular basis to keep working atmosphere amicable
educational organisations: put on stress management classes, provide facilities for private study, provide leisure facilities so it is possible for students to relax and switch off if necessary

- 2 When approaching an essay task, it is important for students to spend some time thinking about the meaning of the question before they start to write. Paraphrasing the terms used can help to clarify their meaning and encourages students to find their own way of expressing it.

Suggested answers

- 1 established channels of communication between colleagues and between employees and their managers. Regular meetings might be a part of this.
- 2 having enough time for work and enough to have a personal / social life; a balance between what you have to do and what you like to do
- 3 to feel that you are important as a person and that people recognise your worth

- 3 Point out that these are the kinds of questions examiners will be asking when they mark students' essays.

Suggested answers

- 1 **a** Yes **b** Yes **c** Not entirely. When making use of the second opinion given in the task ('The happier employees are ...'), the writer has used almost the same words; also it would be better to find alternative ways of expressing 'happy and motivated'.
- 2 Generally yes, but there is some inappropriate informality: 'I'll' ('I will'), 'I've' ('I have')
- 3 Yes

- 4 This focuses students' attention on the crucially important issue of the structure of essays. It is important to keep emphasising that paragraphing is a key feature of essay writing. Explain that the structure used in the sample provides a good working model, although it is not the only way in which the essay could be structured.

Suggested answers

- 1 **Para 2:** One of the methods employers could use to ensure employees are happy and motivated
Para 3: The second method employers could use
Para 4: Conclusion: the writer's opinion
- 2 Paragraph 1 shows the writer's general grasp of the topic. Paragraphs 2 and 3 discuss two of the methods listed in the task. Paragraph 2 takes up the opinion about communication but expresses it in a different way. Paragraph 2 also makes it clear which method the writer thinks is the more important and this is restated in a different way in the concluding paragraph.
- 3 Opinions are expressed in all four paragraphs.

- 5 This could be done in pairs, as suggested, or as a whole-class activity.
- 6 Explain to students that they can choose more than one opening for each paragraph and that there are some openings which are not appropriate.

Suggested answers

- Para 1:** 5 and 9 **Para 2:** 1 and 4
Para 3: 6 and 10 **Para 4:** 2 and 8
3 and 7 are not appropriate, as they are too informal and personal.

- 7 Insist that students write a brief paragraph plan and check this before they start to write their essays.

Just the job!

Unit objectives

- **Reading and Use of English Part 8:** analysing the questions before reading
- **Writing Part 1:** report writing, brainstorming ideas, planning, using formal language, persuading
- **Reading and Use of English Part 1:** using clues to understand how to choose answers
- **Listening Part 2:** predicting type of information needed for sentence completion
- **Speaking Part 4:** introduction to task type, using appropriate vocabulary, structuring answers
- **Grammar:** expressing possibility, probability and certainty
- **Vocabulary:** dependent prepositions; adjective–noun collocations

Starting off

1 **As a warmer** Write these statements on the board:

- *For me, the most important thing is to have an interesting and fulfilling job.*
- *For me, the most important thing is to have a job that pays well.*
- *For me, what job I do is not important: I need something which finances my other activities.*

You can follow up by asking them to work alone and write a statement which exactly describes their attitude. They then read out and compare statements.

Alternative treatment Ask students to choose one of the jobs in the photos and think of a description like the example. They then work in small groups and take turns to describe one of the jobs. The other members of the group have to say which job they are talking about.

2 Tell students to give reasons for their answers.

Reading and Use of English | Part 1

1 **As a warmer** With books closed, students work in pairs. Ask them:

- *Where do you tend to make friends: at work, where you study or somewhere else?*

- *Do you think it's important to be friends with the people you work or study with? Why (not)?*

With books open, ask students which of the ideas 1–4 they mentioned in their discussion.

2 Give students a maximum of two minutes to do this.

Answers

Ideas 1, 3 and 4

3 Tell students to try to answer each question without reading the clue first, then to check their answers by using the clues.

Answers

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

4 **Extension idea** Ask students:

- *Do you think people tend to change friends when they change jobs or stop studying?*
- *When is it difficult to maintain long-term friendships?*
- *What can people do to maintain long-term friendships?*

Reading and Use of English | Part 8

1 **Alternative treatment** Ask students to work alone and think about the answers to the questions. Then in small groups they each give a short talk to their partners, explaining their ideas.

2 Remind students that they should read the text and introductory sentence before they start: it will orientate their reading and make things easier for them.

Suggested answer

Graduates should have lots of opportunities to be successful, but in fact for them the future is frightening.

Extension idea Ask students: *Do you think the introductory sentence will be true for you / was true for you too?*

3 **Suggested answers**

- 1 advise / continue job-hunting while already working
- 2 why / accept / certain type of employment opportunity
- 3 suggestion / job-hunting / unsuccessful
- 4 variety of ways of obtaining employment
- 5 how / create a good impression
- 6 need to maintain relationships
- 7 recommend / way of thinking positively
- 8 why / some jobs / fewer applicants
- 9 some information / difficult to hide
- 10 employment opportunity / disapproves

4 **Alternative treatment**

- Ask students to work in pairs and read either sections A and C, or B and D only.
- Students find the statements (1–10) which correspond to their two sections and make sure that they both understand these sections.
- Ask them to change partners and form groups of three with students who have read other sections. They take turns to summarise their two sections. The other students listen and decide which statements correspond with these sections. If they are unsure, they should then discuss further.

Answers

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

Notes

- 1 C You must keep applying for roles elsewhere before your internship ends.
- 2 C Because many graduates are desperate for experience, the result is that most internships now pay nothing, even when interns are effectively doing a proper job.
- 3 B If you've had no joy applying for positions this way, it may well be more productive to start hunting for less visible vacancies.
- 4 B If you're answering ads for junior jobs in media, ... building a network of contacts will [reap rewards]. On the other hand, for public-sector jobs ... you'll have to apply through official channels like everybody else. If you've only targeted big companies, broaden your search to smaller outfits.
- 5 A You should be very conscious of your digital footprint ... you can make the most of what shows up first by using public professional networking sites to build a much more professional footprint which

you can then add to by getting mentioned for extra-curricular activity. In the job market this can be gold dust, so find opportunities to comment on blogs and articles, provide quotes for journalists and guest blog on things you're interested in or know a lot about.

- 6 D You should make it a priority to stay in touch with those who mattered most to you during your university career.
 - 7 D Graduation ... also represents new beginnings and it's more energising to think in those terms ... you should break the task ahead into smaller steps and frame each step in a way that allows you to measure progress.
 - 8 B Smaller outfits ... [will] have tighter recruitment budgets and won't be advertising vacancies or hiring stands at recruitment fairs.
 - 9 A Nothing can ever really be deleted ... You might not be able to fully prevent some things from showing on search engines.
 - 10 C The problem is that in some countries this law isn't being enforced, so employers are free to exploit graduates who can afford to work for less than the minimum wage and exclude those who can't.
- 5 **Alternative treatment** If you wish, this can be a whole-class discussion.
- This may be a suitable moment to do the Unit 4 photocopiable activity on the Teacher's Resources CD-ROM.

Vocabulary**Dependent prepositions****Answers**

1 of 2 from, of 3 for, for 4 for 5 to 6 on
7 with

Extension idea Write the following words / phrases on the board:

aware concentrate eager hinder keep in contact listen searching take advantage


Ask students to match them with words and phrases in the exercise with similar meanings and to say what preposition follows each one. (Answers: aware – conscious + of; concentrate – focus + on; eager – desperate + for; hinder – prevent + from; keep in contact – stay in touch + with; listen – pay attention + to; searching – hunting + for; take advantage – make the most + of)

Adjective–noun collocations (1)

- 1 Elicit why it is important to use correct collocations. (*Answer:* Your English sounds more natural because you are using the same combinations as native speakers. This means that when talking to native speakers communication will be easier.)

Answers

1 major 2 long, wide

- 2  Tell students that they should make a note of the correct collocations and try to use them when writing or speaking.

Answers

1 wide 2 extreme 3 big 4 high 5 big
6 high 7 big 8 strong 9 high 10 strong

Extension idea Ask students to work alone and write five sentences of their own using the nouns in bold but not the adjectives. With their books closed, they then work in small groups and read their sentences to their partners. Their partners repeat each sentence but include an appropriate adjective. For example:

Student A: *I have experience of working in the fashion industry.*

Student B or C: *I have vast experience of working in the fashion industry.*

Listening | Part 2

- 1 **As a warmer** Ask students these questions to discuss in small groups: *Which of these would you prefer to work for: a private company, the government, a co-operative, yourself as a self-employed person? Why?*
- 2 Remind students that predicting the kind of information that fits the gaps will improve their performance in this type of listening task.

Suggested answers

2 a person or group of people 3 an item sold in a store (not food) 4 an area of activity 5 types of people who might be members 6 something connected with decisions – interest/influence?
7 something special that present-day co-operatives have 8 a harmful product

3

Answers

1 industrial revolution 2 textile workers
3 candles 4 wind farms 5 residents
6 equal say 7 ethical code 8 fossil fuel(s)

Alternative treatment For Exercises 3 and 4, play the recording twice and ask students, with books closed, to take notes as they listen. After listening twice, they work in pairs and complete the notes in the book. They then listen again to check their answers.

CD 1 Track 11

Hi, well, as you know, I've been doing a project on co-operatives, their history and what they're like today. Erm, although farmers and people have always worked together from prehistory onwards, what we know today as co-operatives really got going during the ¹industrial revolution. They were frequently started by workers in situations where perhaps their companies were exploiting them or mistreating them in some way and they were seen as a way of providing protection for employees.

The first one to really last and make a go of things was set up in a town in the north of England, Rochdale, about a hundred and seventy years ago. The local ²textile workers had gone on strike, but then their employer, who ran the local shop, the company shop, retaliated by refusing to sell them food. Rather than starve, they started a co-operative food store whose purpose was to provide basic foodstuffs just so people could survive. The employer in question then went a step further by refusing to sell gas to the striking employees, so because they had no light, the co-operative started selling ³candles as well, even though that hadn't been part of their original plan.

Well, from that those conflictive origins, the movement was born and there are still co-operatives around today, ones which have been around for more than a hundred years running whole groups of shops in a region or over the whole country or offering banking and insurance. There are also ones which have been started very recently and are involved in all sorts of new technologies such as ⁴wind farms or designing internet sites and the like.

So what is a co-operative, exactly? Well, they're regulated by law and are run as competitive businesses – they of course have to compete with conventional commercial businesses, the difference being that instead of having shareholders they have members and these people can be almost anyone. They may be ⁵residents in the case of a housing co-operative or customers, perhaps if it's a chain of stores, as well as members of staff, anyone really who might benefit from the existence of the co-operative. Any money the co-operative makes can be shared out between members if they so wish because when it comes to determining what the co-operative should do in any given situation, everyone has an ⁶equal say.

So, what makes them different from commercial businesses? Well, for many people the strong attraction which sets them apart and is really boosting their popularity at the current moment is that they follow a tough ⁷ethical code. Co-operatives believe they should go about things in a different way from conventional companies and this means that, for example, a financial co-operative like the Co-operative Bank, will never put money into a company whose activities it disapproves of, you know, a company involved in selling weapons to dodgy regimes or one which might be contributing to global warming by being a ⁸fossil fuel producer. That sort of thing.

4

Answers

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

Extension idea Ask students in pairs to try to remember approximately how each phrase was used in the recording (they needn't remember the exact words).

- 5 **Extension idea** Ask one student from each group to present the group's views on these questions to the whole class.

Grammar


Expressing possibility, probability and certainty

- 1 When students have finished the exercise, go through the Language reference on page 169 (Expressing possibility, probability and certainty) with them.

Answers

1 a 2 b 3 a

- 2 **Alternative treatment** Students work in pairs and write a prediction for another student in the class, using the phrases from this section. They read out their predictions to the whole class and the class then guesses who the prediction is for.

- 3  Tell students that they should look out for these kinds of mistakes when speaking or writing and correct them.

Answers

1 probably likely 2 you bound you are bound
3 most more 4 possible possible 5 one of the
possibly best possibly one of the best 6 the worst
trip I probably have probably the worst trip I have
/ the worst trip I have probably 7 That may be the
possible reason That may possibly be the reason

- 4 Encourage students to refer to the Language reference while they are doing this exercise.

Answers

1 was bound to be 2 likelihood of Boris winning /
that Boris will win 3 may / could / might well
have seen 4 must have forgotten to 5 is (quite /
very) likely to lose 6 there any chance of (you)
helping / you could help

Speaking | Part 4

- 1 Since Speaking Part 4 is linked by topic to Speaking Part 3, this exercise is a warmer for the exercises which follow. If you wish, give students exactly two minutes to do this exercise, as in the exam.
- 2 Give students one minute to do the second part of Speaking Part 3.
- 3 Tell students that in Part 4 the examiner will ask them the question – it won't be written down – and they should listen carefully to make sure they answer what is being asked. Sometimes they will be asked a question where they can suggest a number of different ideas. Other questions will ask for their opinion on one issue, which they should support with reasons and examples where possible.

Answers

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

- 4 Tell students that this is a preparatory activity. In the exam itself they won't have time to make notes.

- 5 Remind students that they need to use appropriate Advanced-level vocabulary.

Suggested answers

- 1 a reasonable / heavy / light workload, a work environment, workplace
- 2 achieve a good work-life balance, commute, a feeling of isolation, a work environment
- 3 feel valued
- 4 feel valued
- 5 a job vacancy, recruit, take somebody on, a trainee
- 6 give praise, a good communicator, motivate / motivation

6

Answers

- 1 commute, workplace, motivation, feel valued, good communicator, a reasonable workload, give praise

CD 1 Track 12

Examiner: Daniel, many people dream of being able to work from home. What do you think are the advantages and disadvantages of working from home?

Daniel: Well, let me think, ... yes, I think I'd say that for most people there are a number of positive features. The most important one, perhaps, is that you don't waste time commuting, which can be quite stressful, especially if your train is late or you can't find a parking space, and that you work in your own time and at your own pace. Also, you don't have to dress smartly to go to work, which for me would be a definite plus. On the down side it might be quite difficult to, how do you say it, to disconnect from your job, because your office is at home, so you're always checking your emails. Although I think that's a problem people have even if they work in an office – their email follows them everywhere.

Examiner: Laura, do you agree with Daniel?

Laura: Yes, although for people with small children, the biggest advantage is that they can combine working life with family life. I mean, they don't have to give up work when they start a family.

Examiner: Laura, which do you think is more important in a job: friendly colleagues or a good salary?

Laura: Oh, I think both are essential. Unless there's a good atmosphere in the workplace, people soon lose motivation or lose interest and this affects the quality of their work. Also, employees need to feel valued and in the end this comes down to how much they are paid. If they're not well paid for the job they do, they'll feel that their work is not respected.

Examiner: And Daniel. What do you think?

Daniel: Well, I'm not sure, because I think for me the most important thing is to feel that you're doing something useful, achieving something worthwhile in your job. If people have that impression, then they're not so worried about their pay and they can get their social life in their free time. I'd say it's more important to be efficient than friendly.

Examiner: Daniel, many people complain about their managers. What qualities would you look for in a perfect manager, and why?

Daniel: I think he or she has to be a good communicator, who tells you what's going on, and is also pleasant to work with. He or she should be someone who gives you a reasonable workload and provides you with the support you need to do your job well and also someone who recognises when you are working hard and gives you praise when you deserve it.

Laura: I wish my boss was like that!

7 **Answers**

1 T 2 T 3 T 4 F 5 T 6 T

- 8 **Alternative treatment** Ask students to work in groups of three. One student should take the role of examiner and ask the other students the questions. To draw each of them in, he/she should ask: Do you agree? And what's your view?

There is extra help for students on Speaking Part 4 in the Speaking reference on page 198.

Writing | Part 2

A report

- 1 **As a warmer** With books closed, ask students to brainstorm characteristics of reports (they studied these in Unit 2).

Remind students that they should underline key points to make sure they deal with the task exactly.

Answers

Suggested underlining: money available / improvements to the work environment / office / more productive / report for your manager / outline problems / summarise improvements / you and your colleagues / recommend two changes 1 to make it more productive 2 your manager

2 **Extension idea** When they have finished, ask students to change partners and compare ideas.

3 **Extension idea** Ask students to work with a partner who was not in their group for Exercise 2. They should pass each other their plans without explaining them to each other. Tell them to suggest at least two additions or improvements to their partner's plan.

4 **Alternative treatment** Ask students to write a brief plan for the sample report. Suggested plan:

(Introduction: aim – identify office problems, report suggestions, make recommendations)

Office environment: problems: air-conditioning old and noisy – headaches; open plan – distracting; uncomfortable chairs – back pain

Staff suggestions: new air-conditioning – reduce tiredness, increase efficiency; divided office or meeting rooms; better chairs

Recommendation: air-conditioning and chairs – more productive, less sick leave)

Extension idea Ask students to make any changes they wish to their own plans.

5 **Answers**

1 outline 2 the deficiencies in 3 make recommendations 4 a number of 5 antiquated 6 hold telephone conversations 7 concentrate on 8 distracted 9 long hours 10 consulted 11 reduce 12 necessary work discussions 13 As a first measure, I would recommend 14 have a direct effect on productivity 15 absence due to sick leave 16 enabling staff

6 **Answers**

1 A suitable style reflects the subject matter, the status of the reader and possibly the reader's relationship with the writer. A serious subject like improving working conditions, written for a manager, requires a formal style.

2 The improvements will reduce tiredness, improve morale, enable staff to work more productively, reduce sick leave absence, enable staff to work more efficiently.

7 **Suggested underlining**

international hotel chain / work experience / training manager / report / describe tasks and activities / explain problems / recommendations for two improvements

8 When students have finished, elicit ideas from the whole class and put the most useful ones on the board.

9 Tell students they should use the sample answer supplied in the book as a guide and to try to use similar organisation and language themselves: they should not be afraid of imitating the sample in the book.

10 Remind students that in the exam they will have approximately 45 minutes to do the whole task, including analysing the question, planning, writing and checking their answer.

11 Although this task is probably best done for homework, encourage them to stick to the time limit.

Vocabulary and grammar review | Unit 3

- 1 **1** relationships **2** communication(s) **3** rarely
4 neighbourhood **5** increasingly **6** arguments
7 violence **8** disagreements
- 2 **1** ~~not~~ no **2** ~~no~~ not / ~~no my sister~~ my sister doesn't
3 ~~none~~ any / ~~didn't get~~ none got none **4** correct
5 ~~no~~ none **6** correct (*None of Patrick's friends* is also possible.) **7** ~~no~~ not **8** ~~none~~ no
- 3 *Suggested answers*
- 1 The term 'amnesia' is used for a partial or complete loss of memory. Amnesia can be caused by specific medical conditions.
 - 2 It is very well known that our memory is formed by our real experiences. But could a false memory be put into our heads? Could we be persuaded (to believe) that we had experienced something that never actually took place?
 - 3 Our semantic memory is used to store our knowledge of the world. ... The meanings of words and the names of people and places are included in our semantic memory.
 - 4 ... It can be thought of as the ability to remember and use a limited amount of information for a short amount of time ... If you are distracted, the information can be lost and the task has to be started again.

Vocabulary and grammar review Unit 4

- 1 **1** B **2** A **3** D **4** D **5** C **6** C **7** B **8** D
- 2 **1** extensive/huge/specialist/vast **2** huge/powerful
3 constant/huge **4** excellent **5** fierce
6 huge/vast **7** extensive/specialist/vast
8 excellent/specialist
- 3 **1** could **2** might not **3** couldn't have **4** possible
5 highly **6** can't **7** bound

Unit objectives

- **Reading and Use of English Part 7:** reading for general understanding and for detail / completing text with missing paragraphs
- **Writing Part 2:** writing a proposal; choosing an appropriately formal register; using persuasive language
- **Reading and Use of English Part 4:** asking yourself relevant questions about grammar required / idiomatic language and phrasal verbs
- **Listening Part 1:** inferring information from questions and multi-choice options
- **Speaking Part 2:** listening to instructions and answering the questions asked; planning what you want to say
- **Grammar:** verbs followed by the infinitive or the *-ing* form
- **Vocabulary:** idiomatic language

Starting off

1 **As a warmer** With books closed, ask students to tell each other about exciting or unusual things they have done on holiday and elicit a few examples from the class. Then ask: *What's an adventure holiday?* Elicit some examples of activities that people do on an adventure holiday (e.g. trekking, white-water rafting, rock climbing, mountain biking).

2 When students have compared choices, you could conduct a brief class survey to find the most popular of the three activities.

Extension idea Ask pairs or groups of students to invent an original adventure activity which they think would be popular with people of their own age. You could impose certain conditions – for example, the activity should be affordable by the average student; it must be in the students' own country; it must not last longer than three days, etc.

3 Ask pairs to give their interpretation of the two quotations and to show how they contrast with each other, giving examples of the kind of behaviour each writer might have had in mind. Elicit views from several different students and use these as the basis for class discussion

Listening | Part 1

1 This exercise prepares students for the listening task by introducing language used to express reactions to dramatic events. Students match the beginnings and endings to make complete sentences.

Answers

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

2 Suggest that students spend just two or three minutes on this activity. Get feedback by eliciting examples from the class.


3 Ask students to read the Exam advice on page 53 and emphasise the value of inferring information from questions and multiple-choice options. Exercise 3 asks the kind of questions students should get used to asking themselves about questions and options before they listen.

Suggested answers

1 He has been to the gym. He has had an accident, probably to do with running and / or a machine. It might have been his own/ the gym company's fault.

2 He had some kind of accident while driving – he was hit by a stone. Perhaps the man had been driving dangerously / a crime had been committed / someone was injured.

3 Perhaps her home has been hit by some disaster (fire / flood / gale / explosion, etc.). It may be very badly damaged.

4  Remind students that they will hear each extract twice with only a few seconds' pause before the next one begins.

Answers

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

CD 1 Track 13

Extract One

Jasmine: Are you all right now?

Harry: Hmm, so so – it comes and goes. I'm still having occasional flashbacks.

Jasmine: What happened exactly?

Harry: Well, I was doing my normal workout on the treadmill. I started with a gentle jog for ten minutes or so, then I decided to run fast for ten minutes. So I pressed the increase button.

Jasmine: So then what happened?

Harry: Well, nothing for a few seconds, but then the belt suddenly speeded up. ¹I tried to slow it down, but nothing happened. When I tried pressing the slow-down button, it was as if I was putting my foot on a car accelerator.

Jasmine: That must have been terrifying! ²I've never trusted those control buttons. That's why I stopped going to the gym. Anyway, sorry. Go on. What did you do?

Harry: I looked round for help - thought maybe someone could switch the electricity off. It would have been a very sudden jolt, but better than not stopping at all. In the end, all I could do was jump off and keep my fingers crossed.

Jasmine: And that's how you broke your leg? Are you going to do anything about it?

Harry: I'm not sure yet. I'm considering taking the company that runs the gym to court – that's what my solicitor suggests, but I'm in two minds about it.

Extract Two

Police officer: OK, just tell me in your own words what happened, Mr Philips.

Driver: It's all a bit of a blur, I'm afraid.

Police officer: I understand you were on your way back from a holiday at around midnight. Is that correct?

Driver: Yes, but ³I'd say it was nearer one o'clock. We were coming home from a holiday. We'd spent all day travelling, so I suppose we were pretty tired.

Police officer: How far were you from home?

Driver: About half an hour. We were travelling fairly fast – the roads were empty and we were looking forward to a good night's sleep.

Police officer: What's the first thing that happened?

Driver: We were driving under a bridge when there was a crash of breaking glass and something hit my left arm. I managed to keep my right hand on the steering wheel but I didn't have much control over the car. Before I knew what was happening, we'd left the road and were heading for a clump of trees. ⁴I was sure we'd had it.

Police officer: What's the next thing you remember?

Driver: Well, everything happened so quickly. I remember coming round with people looking down at me.

Police officer: And when did you realise what had actually happened?

Driver: When one of the paramedics showed me the stone that had come through the window and landed on the backseat.

Extract Three

Reporter: So, what's your situation at the moment?

Resident: We're sleeping at the local secondary school, with many of our neighbours. We're all in the same situation – just doing our best to look on the bright side.

Reporter: ⁵I've interviewed families in other towns and villages who are in more or less the same situation. Everyone's worried because they haven't been told when they can move back in. Have you heard anything?

Resident: No, nothing. Apparently, all our houses are still under a metre of water – and it's still rising. It hasn't stopped raining since Tuesday.

Reporter: Can you tell me what happened in your case?

Resident: Well, there's a river at the bottom of our garden – more of a sluggish stream most of the time, actually. Last weekend, with all the rain we'd had, it burst its banks. It was very quick once it started. I was frantically trying to stop it by digging ditches to take the water away – but there was too much of it, and in the end I just gave up digging and got out as quickly as possible.

Reporter: And what's the damage?

Resident: Well, everything downstairs is ruined. We'll need new furniture and carpets, and we'll probably need to have the walls replastered. ⁶I keep thinking how disastrous it could have been. At one stage I imagined seeing the whole building collapse.

Vocabulary

Idiomatic language

- 1 When looking at question 4, explain that *have had it* is often used for things that have stopped working and can no longer be used (e.g. *I'll have to get a new battery. This one's had it.*). Note that we can also use *I've had it* to mean 'I've had enough – I can't continue in this situation any longer'.

Answers

- 1 Flashbacks can be either pleasant or unpleasant; they are often caused by traumatic events.
- 2 a hard, boring and repetitive routine
- 3 for example, if something happens really fast and the events aren't clear
- 4 He thought he and his passengers were going to die.

Extension ideas You could add these words and phrases from the recording and elicit their meaning:

- Extract One: *taking the company to court* (starting legal proceedings against the company), *I'm in two minds about it* (I haven't reached a decision about it)
- Extract Two: *coming round* (regaining consciousness)
- Extract Three: *look on the bright side* (focus on the positive aspects of a generally negative situation), *sluggish* (slow-moving), *burst its banks* (broke out over its sides, overflowed)

You may also like to mention other idiomatic expressions meaning 'to die' (e.g. *kick the bucket*, *come to a sticky end*) or 'to be close to death' (e.g. *be at death's door*, *be on your last legs*, *have one foot in the grave*).

2 **Answers**

- 1 hope for good luck.
- 2 try hard to persuade me (but without force)
- 3 betray you or be disloyal to you when you are not expecting it
- 4 pretend not to notice something
- 5 joking/teasing

Extension ideas Ask students if they have any idiomatic expressions in their language with similar meanings to those in this exercise. Get them to discuss similarities and differences in pairs or groups. In multilingual classes, this might make an interesting whole-class activity.

There are dozens of other English idioms with parts of the body. You could ask students to guess the meaning of these examples:

- *get someone's back up*
- *pick someone's brain*
- *keep your eyes peeled*
- *get something off your chest*
- *take something on the chin*
- *get cold feet*
- *stick your neck out*
- *turn your nose up at something*
- *be tongue-tied.*

Grammar**Verbs followed by to + infinitive or the -ing form**

- 1 **As a warmer** Write these four sentences on the board and ask students to say which is not correct (Answer: the third sentence).

I like to swim in the sea when I'm on holiday.

I like swimming in the sea.

I enjoy to swim in the sea.

I enjoy swimming in the sea.

Establish the point that second verbs can be in the infinitive form with *to* or the *-ing* form. Point out that there are no rules about which verbs are followed by which form, so it is advisable to list the verbs with examples and revise them frequently.

Answers

- 1 to run
- 2 taking
- 3 thinking
- 4 to stop
- 5 digging

- 2 Elicit example sentences using some of the verbs in the list.

Answers

Verb + to + infinitive: agree, choose, expect, hope, offer, pretend, promise, refuse

Verb + -ing: avoid, can't help, deny, enjoy, finish, involve, keep on, mind, put off, resent, risk, suggest

Extension idea A number of these verbs can also be followed by *that* + clause, for example:

- *He pretended to be asleep.*
- *He pretended (that) he was asleep.*

You could ask students to pick out the verbs in the list that can be used this way. (Answers: *agree, expect, hope, pretend, promise, admit, deny, mind, suggest*)

- 3 Point out that a small number of verbs can be followed by both *to* + infinitive and the *-ing* form and that sometimes this changes the meaning.

Answers

- 1 **a** I have a memory of doing this.
b Don't forget to do it.
- 2 **a** This was an experiment, to see what would happen.
b I attempted to do this but failed.
- 3 **a** We saw part of the taking-off process.
b We saw the entire landing process.
- 4 **a** I wish I hadn't said anything.
b I'm sorry to tell you that ...
- 5 **a** It involves paying attention.
b I didn't intend to offend you.

4 **Answers**

- 1 to take taking 2 maintaining maintain / to maintain 3 to sail sailing 4 to do doing 5 work working 6 going to

Extension idea You might want to remind students that verbs can also be followed by *to* + infinitive when the meaning of *to* is 'in order to', i.e. to express purpose:

I am writing to complain about the product that you sent me.

She went out to get some bread.

We had to run to catch the train.

- 5 **Alternative treatment** Students could prepare a one-minute talk on one of these topics to give to their group or the whole class.

Reading and Use of English | Part 4

- 1 **As a warmer** (for monolingual classes) Give students a key word transformation task in their own language. If you choose sentences carefully, this will demonstrate the essential characteristic of the exercise: to complete the second sentence using the given key word requires the use of a different and specific grammatical structure.

The example in Exercise 1 shows how it is possible to form a grammatically correct sentence which, however, would not be a correct answer in the exam.

Answers

- 1 Yes 2 Yes 3 No – it doesn't use the key word (*until*) and it uses more than six words to complete the sentence. 4 was not / wasn't until we were

- 2 The clues included in this exercise are designed to get students to think about possible ways of approaching key word transformation tasks.

Alternative treatment Work through the clues with the class before asking students to complete the task on their own.

Answers

(Answers to the clues are in brackets.)

- 1 don't / do not appeal to me (preposition: *to*)
2 he could protect / would be able to protect (a full clause, with subject and verb)
3 is against the law to drive (*against the law*)
4 is generally considered (*to be*) (The sentence becomes passive.)
5 inland, the more primitive (*the* + comparative adjective/adverb, *the* + comparative adjective/adverb)
6 should avoid climbing (modal verb: *should*)

3 **Answers**

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

4 **Example answers**

- 1 We couldn't take our car away until we had settled up with the garage.
2 Considering how foggy it was, it's a wonder that the plane was able to take off.
3 Could you keep an eye on the children for me while I go shopping?
4 Sorry I didn't phone you back – I've been tied up all day.
5 I've had a cold for the last two weeks, but at last I'm on the mend.
6 I don't know why she was so rude – I think she was trying to pick a fight with me.

Reading and Use of English | Part 7

- 1 Allow students five or so minutes to discuss these questions in pairs and then elicit a few ideas from the class.
- 2 Talk the class through the sequence of steps suggested as a way of working with gapped texts like this. Emphasise that they shouldn't panic if they can't decide right away where some paragraphs go – they should place the ones they are sure of first, drawing a line through these to eliminate them from the choices that are left, and then return to focus on the ones that remain. Remind them that there is one paragraph that does not fit into the text at all.

Give students about 15 minutes to complete the task.

Answers**1 C 2 D 3 F 4 A 5 G 6 B**

(Para E is not used.)

Notes

1 C trees surround you, press in from all sides ... make you feel small, confused and vulnerable ... a vast, featureless nowhere. And they are alive. (paragraph 1) – So woods are spooky. (start of paragraph C)

something sinister ... aware that you ought to keep your ears pricked. (paragraph C) – you can't shake off the feeling that you are being watched (paragraph 2)

2 D feeling jumpy ... Every sudden noise makes you spin in alarm ... you are a coiled spring. (paragraph 2) – The American woods have been unnerving people like this (start of paragraph D)

Henry Thoreau ... the experience left him 'almost hysterical'. (paragraph D) – But men tougher than this were sobered by this strange menace. (start of paragraph 3)

3 F there were perhaps 950 million acres of woodland ... an immense canopy (paragraph F) – Most of this vast forest area ... four million acres ... the scale of it is colossal (paragraph 4)

4 A four days before Katz and I crossed a highway and eight till we came to a town. (end of paragraph 4) – And so we walked ... mile after mile (start of paragraph A) – In a normal year we would be walking (start of paragraph 5)

5 G we fell into a simple routine. (end of paragraph 5) – Each morning we (start of paragraph G)

I would sit and wait for Katz to catch up. (end of paragraph G) – Sometimes other hikers would come along, and tell me where he was. (start of paragraph 6)

6 B several times a day you bump into fellow hikers (paragraph 6) – In consequence, you get to know your fellow hikers (start of paragraph B)

Background information The extract is from *A Walk in the Woods* by the humorous American travel writer Bill Bryson, telling the story of a walking expedition through undeveloped parts of the USA.

3 Alternative treatment This could be a whole-class discussion activity.

Speaking | Part 2


1 Allow students a few moments to work through these questions about the format of Part 2 and then elicit answers.

Answers

1 three **2** two **3** one minute **4** The other candidate has to answer a question related to what his/her partner was talking about.

2 Elicit the main points in the examiner's instruction. Remind students that the task is not to describe everything they see in the photos but to focus specifically on the dangers of these activities and the reasons people do them. Give students time to look at the photos and consider what they would say about them.

3 You can ask students to discuss the question briefly in pairs before they listen to the candidate's answer in Exercise 4.

4  When checking the answer to question 1, ask students to say how well the candidate covers the task requirements.

Draw attention to the way he uses the language in question 2 to express definite views or to speculate when he isn't sure. Elicit other similar words and phrases, e.g. *I'm (pretty/fairly) sure, I should think, I suppose, He could/might/may, maybe, possibly, definitely.*

Answers

1 photos 1 and 3 **2** The words and phrases express varying degrees of doubt or certainty.

CD 1 Track 14

Examiner: Here are your pictures. They show people doing dangerous jobs. I'd like you to compare two of the pictures and say what the dangers of the jobs might be and why people choose to do jobs like these.

Lukas: OK, well, in this photo there's a fire fighter putting out a fire and he's almost certainly doing it to save lives and property. It's a pretty dangerous job because obviously he could die in a fire or get seriously burnt. And I suppose he's doing it, because someone's got to do it. It must be a worthwhile occupation – you know, very rewarding when you save someone's life. And in this photo there's a diver – he could be a police diver – he

seems to be in a lake, or it could be a river. It's probably quite dangerous because the water could be deep or there might be strong currents. There could be glass or other dangerous things in the water. I suppose police divers find their work quite exciting – I'm sure it's never boring and it's very worthwhile – though they must never know what they're going to find in the water. I don't really know why people do jobs like these; perhaps they're people who get excitement from doing dangerous things.

- 5 Check that students are clear about the meaning of the listed words. You could ask them to say which of the words are nouns or noun phrases and which are adjectives.

Suggested answers

Skills and personal qualities: concentration, control, courage, daring, fit, self-confident, stamina, steady nerves, strength

How activities make people feel: adrenalin rush, excitement, exhausted, exhilarated, proud, satisfaction, a sense of achievement, terrified, thrill

- 6 You could allow students to make brief notes here, but give them no more than two minutes of preparation time. Warn them that in the exam they will have no time to prepare – when they are shown the photos, they will need to make a quick decision about which two they will talk about and then start speaking almost immediately.
- 7 Monitor what students say and make a note of improvements in their handling of the task as well as any continuing problems.
- 8 If students find it difficult to think of questions for Exercise 7, suggest some of these examples:
- *Which activity do you think is the most dangerous?*
 - *Which activity requires the most preparation or practice?*
 - *Which activity involves the cooperation of other people?*

Finally, give students feedback on their performance. Offer constructive criticism and advice, commenting on selected points you noticed while monitoring. Where relevant, refer to points in the Exam advice box. Ask students what they found difficult or challenging about this task, and discuss ways of overcoming these difficulties.

Writing | Part 2

A proposal

Start by asking students to read the Exam information and advice. Emphasise that the purpose of a proposal is to suggest practical actions that should be taken in a given situation. It should identify the needs that exist in the current situation and make a persuasive case for adopting certain measures to address them.

- 1 Ask students:

- *Have you ever written a proposal of any kind yourself?*
- *If so, what was the subject of the proposal?*
- *Was the proposal successful?*

Give students time to consider the task, choose a local hero and write a few notes about this person. Monitor to check that they make suitable choices.

- 2 Monitor this exchange of ideas, prompting with questions about the people students have chosen.
- 3 Students read the sample proposal to get an idea of what is expected in this task.

Answers

- 1 not well ('not someone I know personally')
- 2 She rescued a lorry driver from his burning lorry.
- 3 She could have driven home and left the ambulance to deal with the accident.
- 4 She has shown that you don't need special training to help other people.
- 5 She should have an annual award named after her.

Extension idea When students have answered the questions, ask them to imagine that they are on a council committee assessing these proposals. How convincing would they find the case made in the sample?

- 4 Point out that this proposal is to be read by members of a local council, so formal language is needed.

Answers

- a** 1 in my opinion 2 mother 3 reached 4 suffered burns 5 driven home 6 emergency services 7 make a difference 8 set up a fund 9 an annual prize
- b** Yes – including two reasons for choice of hero

- 5 You may wish to elicit examples of the listed uses of the *-ing* form before students look back at the text. (Note that there will be more detailed treatment of participle clauses in the Grammar section of Unit 7.)

Answers

1 working, relaxing 2 looking, leaving, going
3 writing, driving, coming
4 hesitating, choosing 5 training

6 

Answers

1 ~~charge~~ charging 2 ~~keep~~ keeping 3 *correct*
4 ~~hardwork~~ hardworking; ~~interested~~ interesting;
for ~~improve~~ for improving / to improve / for the
improvement of; ~~be offered~~ offered / being offered
/ that/which is offered / on offer 5 ~~To bring~~ By
bringing 6 ~~to leave~~ leaving

- 7 The vocabulary in Exercises 7 and 8 should be helpful for the writing task which follows, where students write about the local hero they have chosen.

Answer

All the adjectives could be used except *cautious*, *greedy*, *narrow-minded* and *self-interested*.

8 **Suggested answers**

1 courageously/fearlessly 2 enthusiastically/
tirelessly 3 exceptionally/extraordinarily
4 significantly 5 exceptionally/extraordinarily/
remarkably 6 passionately 7 kindly 8 creatively

- 9 Before students write, ask them to look back at the sample and say what makes this a strong proposal. Elicit the following features:

- a strong, convincing story of heroism which has to be admired
- well-expressed reasons
- suitably formal language.

For more on writing proposals, refer students to page 190 (Writing reference – Proposals).

Picture yourself


Unit objectives

- **Reading and Use of English Part 5:** skimming; understanding the text before tackling multiple-choice options
- **Writing Part 2:** writing a review: planning, using advanced vocabulary
- **Reading and Use of English Part 2:** with clues and without
- **Listening Part 3:** listening for detail, opinion and attitude
- **Speaking Part 3:** comparing different ways of dealing with the task, using advanced vocabulary; strategies for dealing with the second part of the task
- **Grammar:** avoiding repetition
- **Vocabulary:** adjectives to describe personality; adjective–noun collocations (2)

Starting off

1 **As a warmer** Students work in small groups.

- With books closed, ask students: *Why is important to have photos of yourself? Do you like having photos of yourself at home or on your computer? Why (not)?*
- With books open, ask students to look at the self-portraits and discuss the question: *How are portraits different from photos?* (Suggested answers: Portraits are a subjective impression of the sitter, whereas photos are a more mechanically produced image and therefore more superficially accurate; portraits don't give an image of someone at a precise moment but an image built up during the time taken to paint the portrait; portraits only include what the artist decides to include so that nothing is accidental.)

2  Ask students to take notes while they listen.

Suggested answers

Speaker A: 1 Speaker B: 5 Speaker C: 3

CD 1 Track 15

(These are invented monologues.)

A: This portrait is one which I started from a photo of myself actually, but after a time I came to the conclusion that photos aren't that good when you're trying to be creative. You know, I found myself sort of imitating the photo and that wasn't very satisfying. So I switched to drawing in front of a mirror instead. Anyway, I like this self-portrait because I think it says reveals a bit about me, like that I'm quite neat, for example, perhaps a little unadventurous in the way I dress – not like most artists – but I think I've captured quite a sincere and thoughtful expression on my face. Also, I think I look quite sort of approachable, not at all threatening, someone it's nice to be around. At least I hope so.

B: You know, I've done quite a few portraits of friends and classmates and so on, normally from photos, and people are usually quite complimentary about them, but you should have heard some of the things my friends said about this one! 'We never see you concentrating like that!' 'You're not like that at all – you're looking really serious!' You see, I did the drawing in front of a mirror as a sort of experiment to see if I could do a self-portrait from life like Rembrandt or Dalí or someone, and I found I kept having to move my head, so my hair kept getting in the way and I got quite frustrated. It took me hours! Still, I'm quite proud of the way my eyes turned out, sort of thoughtful and sincere.

C: I've been looking at quite a few self-portraits recently because this one didn't turn out at all. Most artists look like they're really concentrating hard and you don't catch them smiling much. In this one I look sort of uptight, moody, even a bit aggressive or perhaps a bit self-conscious. I'd just come back from holiday and my face was pretty tanned. I found it really hard to capture that tanned look compared with my fair hair in a black-and-white portrait. I'd like to look more relaxed, though.

3 Answers

- A approachable, neat, nice to be around, not threatening, sincere, thoughtful, unadventurous
 B really serious, sincere, thoughtful
 C a bit self-conscious, aggressive, moody, uptight

- 4 **Alternative treatment** Ask students to work in pairs. They should imagine they have painted a portrait of someone else in the class. Give them two or three minutes to prepare and then ask them to describe the portrait using the points in Exercise 4 (location, clothing, etc.). The rest of the class have to decide whose portrait they are describing.

Listening | Part 3

- 1 **As a warmer** Ask students: *Have you ever had your portrait painted?* If yes, ask for details. If not, ask: *What do you think it would be like to sit for a portrait. How would you feel?*
- 2 Tell students that in the exam they will have 70 seconds to look at the questions before they listen. They should spend the time concentrating on what each question is asking. By underlining the main idea in each question, they will have an immediate reminder of what it is about when the recording starts.

Suggested underlining

1 Mike painted / in Emily's home because 2 Emily feel / beginning 3 Mike / main reason / people have their portrait painted 4 Mike / prefer / sitter in front of him 5 surprised Emily 6 Mike / personality of the person

3 

Answers

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

CD 1 Track 16

Interviewer: I'm delighted to be talking to artist Mike Byatt about his new portrait of actress Emily Curran, soon to be hung in the Bristol City Theatre, and to Emily herself, who's also with us to share her experience. Mike, you didn't paint Emily in your studio, did you?

Mike: No, I put the finishing touches to my work in the studio, but I always prefer to paint my subjects in their own surroundings, with their objects and furniture around them. ¹I find, because they're on their own territory, so to speak, that they're more self-assured and comfortable, so they pose in a way that's more typical of them. That's what I attempt to capture: the person in their element, physically how they are. I've done a fair number of portraits that way and it seems to work better.

Interviewer: And Emily, a new experience for you?

Emily: Entirely, although as an actress, I'm used to directors and colleagues looking at me and being highly critical of my work, how I move, and paying very, very close attention to my performance. In this case ²the attention was extremely intense right from the outset and even in my own home it was quite awkward to find a way of sitting that I felt happy with, so in the end, as you can see, I stood. As an actress, I'm quite used to doing so for hours on end, so that was no hardship and I thought, mistakenly as it turned out, that I'd be able to daydream my way through the whole process and relax.

Interviewer: Mike, Emily's portrait was commissioned by the Bristol Theatre Society, but speaking more generally, why do people commission portraits of themselves?

Mike: There can be any number of reasons. Unlike photos, which are mechanically produced images, portraits are an artist's interpretation of reality, the artist trying to see and present an image of the real person. They really are, visually, trying to tell the truth about that person, and in Emily's case that's important because you normally see her in the theatre playing someone else. Speaking more generally, though, if you visit people's homes, you'll often see portraits hanging over the mantelpiece which have been in the family for generations, often with their favourite horse, in front of their house, or in the library with their books, and ³by and large I'd say people have regarded their portraits as status symbols. Not that I'm suggesting that in Emily's case.

Emily: Although I am very proud of it and where it's going to hang!

Interviewer: You don't paint from photographs, do you, Mike?

Mike: No, during the portrait painting process a very personal connection's formed between the painter and the sitter. You watch the shadows pass across their face as you paint, so to speak, and as the hours pass with the changing lights and shades, you see the person in three dimensions as you never would in a photo and you paint that, so that ⁴what you have, I believe, when you're successful is a closer likeness than you could ever manage from copying a photo.

Emily: I'm totally with Mike in his last remark. For me the whole experience was nothing like what I'd been expecting. It was so much more intense and unsettling. As I said before, I'd been expecting to daydream all day, but Mike painted me standing staring directly at him and I had to stand still with this very intense, concentrated man's eyes boring into me. ⁵Whenever my attention wandered, he'd say, 'You're not really looking at me, your mind's elsewhere.' And I had to come back to the present. It was harder than any acting job because I had to be myself through the entire process. I felt a huge sense of release when Mike announced he'd finished with me.

Interviewer: So, Mike, do you feel you capture the personality of your sitters?

Mike: No doubt I get some intuition about my subjects' personalities as I work with them, though we don't normally talk much, because the process of painting takes up all my attention. Critics say that the person's personality comes through in great portraits, but I think that argument's a bit overstated. I feel that if I capture anything, it's my subject's passing moods and emotions. ⁶People looking at the portraits later draw their own conclusions about character – and that's how the best art should be, shouldn't it? An interaction between the subject, the artist and the observer, where each one makes a contribution to something which never has one definitive result but where each individual takes from it what they see at that moment.

4 Extension idea Ask students to discuss the following Speaking Part 4 style questions:

- *Digital cameras have made photography very cheap and easy. What things do you like to photograph and how do you go about taking good photos?*
- *Some people think that having photos of things we've done and places we've been changes the way we remember things. How far do you agree?*
- *Many tourists seem to spend more time taking photos of the places they visit than looking at the places themselves. Do you think tourists generally take too many photos? Why (not)?*

Reading and Use of English | Part 5

1 As a warmer Tell students they are going to read about a competition for young people where they draw a portrait of themselves. Ask: *If you were judging the competition, what things would you look for?* Students can discuss this in groups.

Answers

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

2 Tell students that in the exam it's important to skim the text so they have an idea of its structure before they tackle the multiple-choice questions.

Suggested answer

portraits which were unselfconsciously presented, less 'finished', more natural and spontaneous, drawn from life using a mirror not a photo

3 Tell students that if they concentrate on finding the answers to the questions in the text *before* they read the options, they will avoid being confused by the options.

4 Answers

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

Notes

- 1 C** You were interested in how your face and hair looked. We were interested in honesty, courage and lack of self-consciousness. And on Monday our mutual concerns met.
- 2 D** To study a self-portrait is to understand how an artist wants to be seen ... a self-portrait reveals how its sitter sees the world.
- 3 A** Sometimes the panel burst out laughing at the sheer exuberance – though that was mostly in the work of the younger entrants, before the toothy grins gave way to grimacing teenage angst.
- 4 D** several got so caught up that their images were more like advertisements for L'Oréal. They weren't worth it.
- 5 A** here, it seems, is a teacher who knows how to tease out and develop innate talent.
- 6 B** what does this competition tell us about the entrants? It offered a portrait of young people who are engaged, enthusiastic and eager.
- 5 Extension idea** Ask students:
- *Should art be part of the school curriculum?*
 - *Do you think teaching art is as important as other subjects such as maths or languages? Why (not)?*

Grammar

Avoiding repetition


1 **As a warmer** Ask students:

- *Why is it important to avoid repeating the same words too often when you are writing or speaking?*
(Answer: It becomes monotonous, it's inefficient, it's bad style.)
- *How can we avoid repeating the same words?*
(Answer: by using synonyms, pronouns, etc.)

When students have finished Exercise 1, go through the Language reference on page 164 (Avoiding repetition) with them.

Answers

2 themselves, another 3 those, they 4 this
5 whose 6 that

2  Tell students they should be aware of potential errors like these and try to avoid them.

Answers

1 (said) it so/this 2 it one 3 it one 4 these
this 5 all everything / it all 6 it one/some 7 it
that/this 8 yourself you 9 (said) it so/this

3 **Suggested answers**

- 2 Fewer and fewer people listen to classical music. This means /, which means that less is being recorded.
- 3 I have to read lots of books for my Business Studies course. The ones / Those I enjoy most are those / the ones on management theory.
- 4 I'm hoping to be given a pay rise. This / That / It /, which will mean I can buy a better car.
- 5 I want Karl, Pau, Ludmila and Mar to come to the meeting. I've told Karl. Can you tell the others?
- 6 Marina doesn't like spending a lot of money on clothes, so she tends to buy second-hand ones.
- 7 My mother asked you to help her and she'd have been so happy if you'd done so / if you had.
- 8 When Raul feels strongly about something, he says so.
- 9 She didn't do the shopping because no one asked her to / asked her to do so/it.
- 10 Someone left a message on the answering machine but they didn't leave their name.

This may be a suitable moment to do the Unit 6 photocopyable activity on the Teacher's Resources CD-ROM.


Vocabulary

Adjective–noun collocations (2)

1 Ask students to grade the adjectives (excluding *big*) from smallest to largest when describing a number. (Answer: small, limited, fair, large, huge)

Answer

big

2  Point out to students the variety of correct alternatives to 'big' in the box. Encourage them to choose vocabulary with care. Using correct collocations will make their speaking and writing more natural and accurate.

Answers

- 2 amazing / good / great / huge / wide
- 3 loud / terrible / tremendous
- 4 considerable / great / huge / tremendous
- 5 heavy / terrible
- 6 amazing / good / great / tremendous / valuable
- 7 good / high / large
- 8 amazing / considerable / good / great / huge / satisfactory / tremendous
- 9 considerable / huge / wide
- 10 amazing / considerable / endless / great / huge / tremendous / wide

3 **Suggested answers**

Words like *huge* and *tremendous* have a more extreme meaning than *great*, *considerable* or *large*; they also tend to be used in more colloquial speech. *Amazing* conveys surprise at how much. *Terrible* conveys a negative attitude. *Good*, *valuable*, *satisfactory* and *great* (in most contexts) convey a positive attitude.

Extension idea Ask students to write five of their own sentences using collocations from Exercise 2. They then read their collocations to their group, who discuss how suitable they are.

Reading and Use of English | Part 2

1 **As a warmer** Ask students to brainstorm reasons for having art in workplaces and places where people study. They then check their ideas by skimming the text.

Answer

It reduces stress, raises productivity and creative thinking and inspires people.

2 **Answers**

1 what 2 down 3 one 4 When/If 5 an
6 about 7 longer 8 for

3 Students can do this exercise working in pairs and comparing their answers at the same time.

4 This is similar to a Speaking Part 3 task. If you wish to treat it as exam practice, give students two minutes for question 1 and one minute for question 2.

5 **As a warmer** Ask students: *What do you think of the graffiti on this page? Would you like to have something similar in the neighbourhood where you live?*

Answer

The writer thinks some of it is art and more may be considered art in the future, although some is also vandalism.

6 When they have finished, ask students to compare their answers in pairs or small groups.


Answers

1 whose 2 it 3 to/into 4 far 5 after 6 No
7 though 8 themselves

7 **Extension idea** Follow up with some of these questions:

- Do you think towns and cities should make spaces available for people to paint graffiti? Why (not)?
- Do you think local residents should be allowed to choose the graffiti they have in their neighbourhood? Why (not)?
- Should young people be taught how to paint graffiti at school? Why (not)?

Speaking | Part 3

1  **As a warmer** With books closed, ask students in small groups: *How much do you read? What sort of things do you read?*

Alternative treatment Before students listen, ask them to discuss which points (1–6) in the list are generally good things to do and which are not so good (see notes on Exercise 2).

Answers

1 Pair A 2 Pair B 3 Pair A 4 Both 5 Pair A

CD 1 Track 17**Pair A**

Examiner: Now I'd like you to talk about something together for about two minutes. Here are some ways of encouraging young people to spend more time reading and a question for you to discuss. Talk to each other about how useful each of these experiences might be in encouraging young people to read more for pleasure.

Anna: Do you read many books, Ivan?

Ivan: Not many, to tell you the truth.

Anna: Well, I do. I'm studying literature at university, so I read a huge number of books – not all for my own enjoyment, though I do read some because they give me pleasure as well.

Ivan: Well, let's look at the task. Yes, I remember when I was at school that we used to read books together in class, you know, the teacher would read a bit, then we would take turns round the class and then from time to time we'd discuss the book.

Anna: Yes, I loved doing that. For me it was the high point of the week. I think that's what made me determined to study literature. That and reading with my mother when I was very small.

Ivan: Hmm, I'm not so sure about reading in class. I found it rather, how do you say, tedious, especially when it was the turn of someone who couldn't read very well. That was sort of painful.

Anna: Yes, but I had a teacher who loved books and was able to communicate her enthusiasm, which was fantastic. And she helped us to dig below the surface, so we could really understand what the book was all about.

Ivan: Well, maybe you were luckier with your teacher than I was. I often felt I was just reading out of obligation, you know, something we had to do.

Anna: Are you a fan of e-books? I guess not if you don't read much yourself.

Ivan: Well, actually I think they might work quite well at getting young people to read more because kids get more involved if they can interact. I remember books when I was a child where you could choose options and then you were directed to another page depending on the option, so you were really choosing how the story developed. I like that idea ...

Pair B

Examiner: Now I'd like you to talk about something together for about two minutes. Here are some ways of encouraging young people to spend more time reading and a question for you to discuss. Talk to each other about how useful each of these experiences might be in encouraging young people to read more for pleasure.

Daniel: Well, I think reading the book when you've seen the film is really effective because people want to continue the experience or find out more.

Marta: Yes, although they're often disappointed by the book, or the film. I mean, one is usually much better than the other. Then using e-books: I'm not sure. I think children often get distracted, especially when they're using one of those tablets and there are lots of other things, games and so on not connected with the book.

Daniel: Yes, I agree. Now, reading a book in class. Hmm. I think this is OK for small children, but do you think it really works with teenagers, for example? I'm not too sure.

Marta: Well, maybe if they haven't picked up a reading habit by the time they're teenagers, it's too late.

Daniel: Yeah, maybe. I don't think library visits on their own are enough, do you? I mean, young people have got to take out a book and do something at the end like discuss it, or write a review.

Marta: You're probably right, but I used to hate writing reviews. I think if you do that, you're not encouraging young people to read for pleasure. It sort of becomes just another chore, another piece of homework ...

2 When you round up with the whole class, ensure that the following points arise relating to list 1–6 in Exercise 1:

- 1 Candidates should start working on the task immediately and not waste time with things which aren't directly related to the question. On the other hand, pair A do have a natural exchange, which will earn them marks from the examiners.
- 2, 3 Candidates needn't deal with each option in order, or with all of the options. Candidates who do well often get into deeper discussion of a few options, rather than dealing with all of them superficially.

- 4 This can be a good tactic as a way of giving an example to make a point, but it's not always necessary.
- 5 It is essential for candidates to listen and react to their partner rather than thinking about what they're going to say next. Candidates score marks for interacting.
- 6 Candidates should pay careful attention to the instructions and deal with the task they have been given.

Suggested answers

- 1 Although the pair A speakers don't follow the instructions immediately, they have a much more in-depth, meaningful discussion of a few of the options and are therefore dealing with the task better. The pair B speakers tend to flit from option to option with little to say.
- 2 Pair A could get started on the task right away – two minutes is not a lot. Pair B should look at each option they choose to discuss in more depth, without necessarily trying to cover them all.

3 Answers

- 1 I do read some (books) because they give me pleasure.
- 2 For me, reading in class was the high point of the week.
- 3 It (reading in class) is what made me determined to study literature.
- 4 I found it (reading in class) rather tedious.
- 5 I had a teacher who was able to communicate her enthusiasm.
- 6 I often felt I was just reading out of obligation.
- 7 Kids get more involved if they can interact.
- 8 Children often get distracted, especially when they're using one of those tablets.
- 9 If they haven't picked up a reading habit by the time they're teenagers, it's too late.
- 10 It (reading) becomes just another chore.

Extension idea Ask students in pairs to say sentences which are true for them using these phrases. You can elicit a few ideas from the whole class to get them started.

- 4 If you wish to treat this as exam practice, give students two minutes for their discussion.

- 5 **Answers**
- 2 Yes. You need to support your opinion and also involve your partner.
 - 3 No. You'll find it hard to keep going for the whole minute.
 - 4 Yes. This builds up the discussion.
 - 5 Yes. This builds up the discussion.
 - 6 No. This is not a way of having a constructive discussion. You don't need to reach agreement in the minute, but you should be reasonable.

**Answer**

They use strategies 2 and 5.

CD 1 Track 18

Examiner: Now you have about a minute to decide which experience you think would be the most successful in encouraging young people to read more.

Daniel: Well, I think for me seeing a film of the book would be the most effective because I can think of two or three books I've read as a result of going to the cinema, so it might well get young people into the habit. Do you agree?

Marta: I think you're probably right perhaps for older children, although I'd strongly suggest reading in class as a great way to get kids into reading at a younger age as long as they have the right sort of teacher to encourage them.

Daniel: Yes, with young children it does come down to the quality of the teacher, doesn't it? That's perhaps where I missed out.

Examiner: Thank you.

- 7 **Extension idea** When they have finished, ask students to do the task again, but this time using a different strategy from Exercise 5.
- 8 Give students two minutes for the first part of the task and one minute for the second.

Extension idea When they have finished, ask students to go through the checklist in Exercise 1 and relate it to the way they did the task. Ask them to discuss: *How could you have done the task better?*

If you wish, round up ideas with the whole class, then ask students to change partners and do the task again.

Writing | Part 2**A review**

1 **As a warmer** With books closed, ask students:

- *Do you ever buy or read novels?*
- *How do you decide whether to read a novel or not?*
- *Do you ever read reviews of books? Where?*

Suggested underlining

international magazines / recommend novels to read / reviews of novels / particularly enjoyed / describes the novel / what you liked / why your recommend it

- 2 Tell students to do this exercise by relating it to the task in Exercise 1. Make it clear that although point **f** is not suitable for this particular task (which specifies a novel that the reviewer has enjoyed and recommends), it may well be appropriate, or even essential, for a different review task.

Suggested answers

c, d, e, f

- 3 **Answers**
- Para. 2:** the characters, their motivation and development
- Para. 3:** what I like: descriptions of rural life, suspense; recommendation: dialogue, detail, love contrasting with horror

- 4 **Answers**
- 1 self-sufficient 2 thoughtful 3 vivid
 4 hazardous 5 unlike 6 desperate 7 observant
 8 sheltered 9 well-off 10 tough 11 harsh
 12 remote

- 5 If students have difficulty talking about a novel, tell them that clearly they should avoid a question like this in the exam. Give them the option of talking about a film or television series instead.

- 6 **Alternative treatment** Ask students to write their plan in class. They can then compare it with a partner's and you can round up ideas with the whole class.

For more on writing reviews, refer students to page 189 (Writing reference – Reviews).

Vocabulary and grammar review

Unit 5

- 1 1 C 2 A 3 B 4 D 5 B 6 C 7 B 8 A
- 2 1 looking forward to starting 2 were (very/extremely) lucky to avoid / to have avoided 3 regret making / having made 4 can't afford to buy 5 denies (ever) seeing / having seen 6 we checked out that we settled

Vocabulary and grammar review

Unit 6

- 1 1 big 2 wide 3 large 4 deep 5 high 6 heavy 7 big 8 high
- 2 *Suggested answers*
- 2 When a child feels unhappy, they will ask for their mother more often than for their father.
- 3 Gustav bought a large house by the sea about ten years ago, which/. This/It turned out to be a good investment.
- 4 Leonardo lived in Canada as a child, which is/ that's why he speaks such fluent English.
- 5 Svetlana spent several months trying to decide which car to buy and she finally bought one last week.
- 6 Matthew likes reading novels, especially romantic ones
- 7 Violeta bought some apples in the market. She put some (of them) in the fruit bowl and used the others to make an apple pie.
- 8 Narayan has had two jobs. Both were in a bank but unfortunately neither was well paid.
- 9 There are five official languages in Spain and Manolo speaks all of them.
- 10 Pete had never spoken to Ann although he'd often wanted to.
- 3 1 any difference in the 2 tended to be keener 3 does not / doesn't look as if / though / like it 4 were passed over due/owing 5 what matters (the) most to 6 not only talent but enthusiasm / enthusiasm but talent

Unit objectives

- **Reading and Use of English Part 7:** reading the core text to become familiar with content and structure, identifying links between core text and missing paragraphs
- **Writing Part 2:** an informal letter: choosing appropriately informal language depending on the purpose of the letter
- **Reading and Use of English Part 1:** selecting correct options on the basis of specific criteria (meaning, collocation, dependent prepositions), eliminating obviously incorrect options
- **Listening Part 4:** reading tasks and identifying key ideas, listening for words and phrases which relate to these key ideas
- **Speaking Part 4:** listening to the examiner's questions and partner's answers; using a range of expressions to express and justify opinions; agreeing and disagreeing
- **Grammar:** linking ideas: relative and participle clauses; apposition
- **Vocabulary:** complex prepositions, money words

Starting off


- 1 **As a warmer** Write the word *leisure* on the board and ask students what it means to them. Elicit and discuss ideas from the class.

Ask students to work through the list of activity types individually before comparing preferences with one or more other students.

- 2 Students work in groups. If time allows, round off with a whole-class discussion.

Extension idea Ask students to discuss an activity they could do together as a class.

Listening | Part 4

- 1  Students match snippets of music with the nine types of music listed and talk about the kinds of music they enjoy.

Answers

1 disco 2 opera 3 rap 4 classical 5 pop
6 folk 7 rock 8 jazz 9 Latin

CD 1 Track 19

music extracts

Extension idea Ask individual students to speak for a few seconds about one of the types of music they have heard that they do not enjoy.

- 2 You could start by revising names of musical instruments and brainstorming other words that might be useful for this discussion, e.g.


nouns: *tune/melody, lyrics, rhythm/beat, orchestration, improvisation, harmony, composition*

adjectives: *melodic, rhythmical, emotional, catchy, repetitive, powerful, light-hearted*

- 3 This exercise focuses students' attention on the list of options A–H in Task One. Point out that there are three options that don't have matching photos. In most cases it is not possible to be certain which photo matches which option – the key below gives the answers, but at this stage don't confirm or correct the ideas that students come up with.

Answers

2 photo 1: E photo 2: H photo 3: A
photo 4: B photo 5: D

- 4  Remind students that for each speaker they will have to select two options, one from each task, and that in each task there are three options that they won't use. Establish the following points:
- It may suit some students best to concentrate more on the Task One answers when the recording is played first and on Task Two answers when it is played again. Alternatively, they may find it better to listen for the answers to both tasks each time they listen.
 - Either way, it is vital that they read all options beforehand and underline the key points, so that these are clear in their mind at the outset.
 - Where students are very sure of an answer, it is a good idea to cross out that option so as to narrow down the choices that remain.
 - If they can't immediately decide on an answer, they should not get fixated on it. There is only a two-second pause between speakers and they must move on to give their full attention to what

the next speaker is saying. They can return to problem areas at the second listening.

Give students time to read the options in Task Two and to underline the key points in each one before you play the recording.

Answers

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

CD 1 Track 20

Speaker 1

I've been involved in traditional music for about 15 years, in fact, ever since I was a kid. My father was very well known around here as a singer of the old songs. He sang at family gatherings and played in a local dance band. Before that, my grandfather was a genuine traditional singer who had a whole repertoire of family songs that had been passed down from generation to generation. They were all neatly handwritten in a notebook. I'm proud to say I continue to sing some of the family songs – but not just in our village. I've travelled all over the world, and played in front of audiences of thousands.

Speaker 2

I used to think tango was something only people of my parents' generation did, but then I went to a concert by the Gotan Project in London, and I couldn't believe how exciting tango could be. For a start, the music was incredible. As well as the kind of instruments I was familiar with, you know, violins, guitars and piano, they used a bandoneon – that's a sort of large square-shaped accordion – but they also used electronic music – samples and beats. The rhythm was so infectious that some of the audience got up and bopped about, whether they could tango or not. Since then, I've joined a class and learned some of the basic moves. It's very exciting.

Speaker 3


I'd be completely lost without my iPod. So I say thanks to whoever came up with the idea. I have it with me nearly all the time, whether I'm commuting to work, exercising at my local gym, trying to drown out some noise or just chilling. I've got over seven thousand songs on mine – most of them downloads from the Internet – some whole albums but mostly single tracks. I listen mainly to rock music, but I quite like jazz and I even play classical stuff if I'm stressed – Mozart and other classical composers can be very relaxing if you're sitting on a crowded train or waiting at the dentist's or whatever.

Speaker 4

I'm hoping to start a jazz band with a friend I studied music at university with – I play percussion and Ed plays trombone, but our main interest is writing music. The band will have parts for seventeen players. One of the difficulties is that most of the musicians we're approaching already play in other groups, so they won't be available all the time. We're planning to make a recording but the logistics are a nightmare. Rehearsals and the recording would be tricky – getting so many people into a studio at the same time. At the moment it's just something we're looking into, but we're hoping it'll become a reality sometime in the next year or so.

Speaker 5

I've just come back from Womad in Singapore – it was awesome. I went with a few friends and we got in for free because we were in the hospitality crew. We had to carry loads of stuff from one place to the next, but we still had time to get into the music. We got to talk to quite a lot of the acts – we got signatures and photos. It was a great experience, especially when the artists thank you for doing such a good job. I'd never heard of lots of bands and singers before, but I'll be trying to catch them live whenever I can. Until I go again next year.

- 5  This question draws attention to vocabulary used by the speakers. Ask students to start by trying to remember the words used. They then listen to the recording again to check.

Answers

1 gatherings 2 infectious 3 commuting
4 logistics 5 awesome

Extension idea Elicit example sentences using the words that were incorrect alternatives in this exercise.

Vocabulary

Complex prepositions

- 1 Check that students understand the phrase *complex prepositions*. You may want to give one or two more examples not used in the exercise, e.g. *in charge of*, *with reference to*, *in addition to*. Make it clear that these phrases function as normal prepositions, so must be followed by a noun/pronoun or an *-ing* form.

Answers

1 in aid of 2 by means of 3 in place of
4 on account of 5 On behalf of 6 with regard to
7 in keeping with 8 in exchange for

2 **Answers**

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

Reading and Use of English | Part 7

- 1 **As a warmer** Ask students if they are or ever have been a 'resident' of a virtual world like Second Life. If some students have personal experience of using a virtual world, ask them to explain how it works, as a way into question 1. Invite other students to ask questions and make comments.
- 2 Emphasise to students that they should try to understand the gist of the core text before attempting to add the missing paragraphs. Elicit answers to the questions.

Answers

1 in the early 1970s 2 It requires sophisticated computer systems and a lot of practice. 3 Dozens of other virtual worlds will certainly spring up in the future.

Background note

The Matrix (1999) depicts a future in which reality perceived by humans is actually 'the Matrix': a simulated reality created by sentient machines in order to pacify and subdue the human population while their bodies' heat and electrical activity are used as an energy source. Upon learning this, computer programmer Neo (Keanu Reeves) is drawn into a rebellion against the machines.

Extension idea Find out how many students have seen *The Matrix*. If most of them are familiar with the film, ask them to say what it is about and how it might have influenced the creation of virtual worlds.

- 3 Identifying the central idea in each paragraph should allow students to narrow down the number of possible places where it might fit in the core text.

Suggested answers

Para. B: problems for businesses using Second Life

Para. C: increased popularity of virtual worlds due to the internet/web

Para. D: Second Life activities and users

Para. E: effects of media interest in Second Life

Para. F: another stage in the development of virtual worlds

Para. G: difference between these (virtual) worlds and online games

- 4 As students do the task, ask them to underline words or phrases in the core text and paragraphs that helped them decide on their answers.

Answers

1 G 2 F 3 C 4 A 5 E 6 B (Para E is not used.)

Notes

1 G Virtual worlds are ... (paragraph 1) – These worlds (start of paragraph G)

2 F The origin of virtual worlds (paragraph 2) – The next stage (start of paragraph F)

Developers Morningstar and Farmer (paragraph F) – In a research paper they wrote (start of paragraph 3)

3 C virtual worlds started booming ... The Active Worlds platform ... The Palace (paragraph C) – Most early virtual worlds like these (start of paragraph 4)

4 A worlds like these faded (paragraph 4) – However, while other worlds were withering (start of paragraph A)

you can create ... you can trade ... businesses can sell ... Universities offer ... (paragraph A) – It was this range of creative possibilities (start of paragraph 5)

5 E the attention of the media ... *Wired* magazine ... Reuters (paragraph 5) – The media buzz (start of paragraph E)

many users ended up disappointed. (end of paragraph E) – though computer hardware and bandwidth have improved ..., Second Life still requires sophisticated computer systems and a lot of practice (paragraph 6)

6 B the number who have logged in during the past seven days ... is quite low. (end of paragraph 6) – That presents a problem (start of paragraph B)

got little payoff ... hard for companies to get their attention... a limit to the number of people ... without crashing Linden's servers (paragraph B) – Despite these difficulties (paragraph 7)

5 **Answers**

1 games in which many players interact (clue: *multi-* = many)

2 something that preceded the internet (clue: *fore-* = preceding)

3 gain unauthorised entry into the computer system

4 a world designed mainly for social conversations (clue: *chat* = light, informal talk between people)

5 a lot of excited interest in the media (clue: *buzz* = a noise often associated with the activity of insects)

6 didn't receive much financial reward in return

7 all together as a group (clue: *masse* [French] – similar to the English word *mass*)

- 6 Students could discuss both questions or choose one to discuss in more depth.

Grammar

Linking ideas: relative and participle clauses

1 **As a warmer** Ask students how many different ways they know of linking short sentences to make longer sentences when they are writing. You might expect to elicit the following:

- conjunctions (*but, when, because, although, etc.*)
- relative pronouns (*who, which, that, etc.*)
- participle clauses (e.g. *Travelling through Spain, Having travelled through Spain, a holiday spent in Spain*)

Ask students to complete sentences 1–9 themselves before looking back at the text.

Answers

1 where 2 which 3 played 4 in which
5 making 6 that/which 7 who 8 explaining
9 based

2 Students could discuss these questions in pairs, or you may prefer to go through them with the whole class. If students have difficulty with any of the terms or concepts here, use the Language reference on page 171 (Linking ideas) to help with explanations.

Answers

1 a 1, 2, 4, 6 and 7
b 1, 4 and 6
c 2 and 7
2 a 3, 5, 8 and 9
b present: 5 (*making*) and 8 (*explaining*)
past: 3 (*played*) and 9 (*based*)
c 3 and 9
d 5 and 83

3 In sentence 6 *that/which* can be left out. Also in sentence 3 *in which* can be left out. They each introduce a defining relative clause and they are the object of the verb in that clause.

3 **Answers**

1 which 2 where 3 in which 4 who/that
5 who 6 whose 7 for whom 8 who
In sentence 3 *in which* can be left out. In sentence 4 *who/that* can be left out.

4 Before students do this exercise, point out that an important difference between present and past participles, when used on their own, is that present

participles are active while past participles are passive. The difference between them is not to do with present and past time. You could give these examples:

- *We saw an old man **riding** a horse.*
*We saw a horse **ridden** by an old man.*
- *You can chill the soup in the fridge, **covering** it with plastic.*
***Covered** with plastic, the soup can be chilled in the fridge.*

Answers

1 quivering 2 based 3 Having read 4 made
5 specialising

Linking ideas: apposition

5 **Suggested answers**

- 1 *The Matrix*, a science-fiction action film, came out in 1999.
- 2 Thomas Anderson, the central character, is a computer programmer and a hacker. / Thomas Anderson, a computer programmer and a hacker, is the central character.
- 3 The star of the film is Keanu Reeves, a famous American actor. / The star of the film, Keanu Reeves, is a famous American actor.
- 4 The film popularised 'bullet time', a visual effect which allows actions to be filmed at different speeds.

Extension idea Point out that in writing, nouns / noun phrases in apposition are usually separated by commas. Write the following on the board without commas or underlining and ask students to supply commas where they are needed.

In early October, a number of residents from Grosmont, a village in south Wales, are planning a party with a magnificent hog-roast as the centrepiece. The village, home to around 200 households, is cushioned on all sides by Monmouthshire's Black Mountains and with local life revolving around a small pub, The Angel, little excuse is required for a knees-up.

Reading and Use of English | Part 1

1 Discuss these questions in pairs or as a whole class.

Background note

The word *Bollywood* is a combination of *Bombay* (now called Mumbai) and *Hollywood*. Indian cinema is generally thought of as beginning in 1913 with DG Phalke's silent film *Raja Harishchandra*. However, the classic Bollywood films generally come in the form of musical melodramas and romances with big song and dance production numbers. They are hugely popular, attracting a larger audience worldwide than Hollywood-made productions.

2 This is intended to be a gist reading activity to familiarise students with the text before they start the task itself.

3 **Answers**

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

4 **Extension idea** If this is not too sensitive an issue for your students, discuss the topic of arranged marriages, which is mentioned in the last sentence of the text. Try to elicit ideas both for and against this custom.

Vocabulary

Money words

1 **As a warmer** Write these sentence beginnings on the board and ask students to complete them with their own humorous or surprising endings.

- *I love / hate spending money on ...*
- *The most boring / interesting thing I have ever bought was ...*
- *In my next job, I expect to earn ...*

Answers

1 renting 2 earn, buying, selling 3 hiring
4 lend, pay 5 borrow

Note

In British English the verbs *rent* and *hire* can be used interchangeably with some nouns (e.g. *rent / hire a bicycle, a car, a TV*). However, with nouns for accommodation to stay or live in, we use *rent* (e.g. *rent a studio, a flat, a holiday house*) and for clothing, tools, equipment and people we use *hire* (e.g. *hire a costume, a chainsaw, ice skates, a gardener*). In US English, *rent* is normally used for everything except people.

2 **Answers**

1 sell 2 make 3 buy 4 pay 5 afford, costs
6 meet 7 take out 8 burn 9 raise

3 **Answers**

1 mouth 2 trees 3 cash 4 nose 5 way
6 water 7 purse 8 bank

Extension idea Ask students if there are equivalent money idioms in their own language. How similar to or different from the English idioms are they?

4 

Answers

1 gaining earning 2 afford cover, spend pay
3 pay buy / pay for 4 borrow lend
5 rent borrow 6 buy spend 7 earned raised

Speaking | Part 4

Start by checking what students remember about Speaking Part 4, which was introduced in Unit 4. Make sure the following key points emerge:

- In Part 4 the examiner asks questions related to the issues discussed in Part 3. The questions won't be written down, so students need to listen carefully.
- Other questions will ask students for their opinion on one issue – for which they should suggest a number of different ideas.
- Other questions will ask their opinion on one issue which they should support with reasons and examples where possible.

1 **As a warmer** Ask students what they understand by the term *team-building activities*. If necessary, explain that the term is used to describe activities designed to help groups of people work together as a team rather than a collection of separate individuals.

In pairs or groups, students discuss the Part 3 prompts. However, don't give a lot of time to this, as the main focus of this section is on the Part 4 task.

2 These are typical examples of the questions that the examiner might ask as a follow-up to the Part 3 discussion.

3  Ask students to read the questions and then listen to two extracts from a Part 4 exam task.

Answers

- 1 They are answering questions 5 and 2.
- 2 Extract 1: Her main point is that the activities are worthwhile and people enjoy them.
Extract 2: Her main point is that the activities are more useful in large clubs because members find it harder to get to know each other.
- 3 Extract 1: She partly agrees.
Extract 2: She agrees.

CD 2 Track 02**Extract 1**

Laura: No, not at all. I think it's really important for people who are going to be spending time together to get to know each other properly as quickly as possible. I don't have any experience of these activities myself, but I imagine if they're well thought out, they can be very worthwhile for the people who go on them as well as for clubs and organisations they belong to. There are probably a few individuals who can't see the point of them – and ironically, these may be the people who most need these activities – but I'd say the majority find them enjoyable and useful.

Examiner: What do you think, Marta?

Marta: Well, I think I'd benefit from them personally, but not everyone would be comfortable with activities like these and I don't think they should be forced to take part if they don't want to.

Extract 2

Marta: I'd say it's easy for individuals to feel a bit lost in a large club, especially when they first join, and particularly if they don't already know anyone who belongs. In this situation, team-building activities provide opportunities for people to get to know each other better more effectively than simply leaving things to chance, so that when they start joining in club activities, they feel more comfortable. That's not likely to be such a problem for members of smaller clubs where everyone gets to know everyone else quite quickly.

Examiner: Do you agree, Marta?

Laura: Yes, I do. I think in smaller organisations people tend to get together socially, and maybe don't need things organised for them.

- 4 Give students a few moments to think about how they might use the vocabulary in the box before they start on the task.

Tell them that they have five minutes for the task and should aim to fill this time. If they have a lot of

time left over at the end, it means that they haven't dealt with the questions fully enough. On the other hand, it doesn't matter if they don't cover all six questions within the time limit – it is expected that some pairs will have more to say than others on some questions and the examiner will adjust the number of questions as appropriate.

When rounding up with the whole class, ask students to comment on how well they think they did the task.

- Did they both speak for about the same length of time?
- Did they listen and respond to each other's opinions?
- Did they manage to fill the whole five minutes?
- If they had difficulties at any point or ran out of things to say, how could they have handled things better?

Writing | Part 2**An informal letter**

- 1 Remind students that in Part 2 of the exam, they may be given the option to write a letter or email. This may be formal or informal.

Extension idea When students have discussed the questions, carry out a quick class survey to find out how much common thinking there is on these topics.

Suggested answer

2 when the contact needs to be official, formal or serious, e.g. a letter of application, resignation, condolence or complaint

- 2 This exercise and Exercise 3 are designed to get students to think about some of the differences between formal and informal language.

Answers

Suggested order: 1 A 2 C 3 D 4 E 5 B

- 1** **A** asking a friend to let him/her stay for a few days
B a holiday rental company confirming payment and reminding the client of conditions
C inviting staff and students to an end-of-term party
D thanking musicians who played at a party
E apologising to a customer for damage to a CD in transit
- 2** *Suggested answers*
A The two people know each other well.
B This is part of a business transaction between the company and the person renting the property.
C The tutor or student who is writing has a friendly relationship with the people involved in the course.
D The party organiser/host was pleased with the music and wants to show his/her appreciation.
E The company is making a polite apology to a customer who has complained.
- 3** **A** am looking (leaving out *I*), put me up, didn't, meet up, I'd, I'll be around, Don't worry, it's, loads of, it'd be good
B no informal features
C to get everyone together, we're asking, ask someone over, It's, hopefully, shouldn't
D Just a short note (leaving out *This is*), as well, set the evening up
E no informal features

4 Suggested answers

- 1** (This is) Just to let you know (that) ...
2 your holiday that's coming up soon / you've got coming up
3 will be taken from your credit card
4 the week after you leave
5 I'm very sorry about this
6 We try really hard
7 To start with, I wanted to know about / I asked about
8 If you want / you'd like me to do it for you
9 There's something else we need to think about
10 I can't tell you what to do about this

- 5** Before the pair discussion, elicit one or two suggestions for some more unusual activities of the two types listed.

- 6** This may work best as a quick whole-class activity.

Suggested answers

At the beginning: comment on the fact that your friend is planning to learn your language, ask about the language course your friend is attending, give some general information about your town
At the end: say you're looking forward to seeing your friend, suggest meeting during your friend's stay

- 7** The expressions for making suggestions should be useful for students when writing this letter. Remind them that they need to show that they can use a range of appropriate language and should avoid repeating the same words and structures. Point out that most of these expressions are informal and then ask: *Which ones could also be used in a formal context?* (Answer: 3, 4 and 7)

Answers

a 4 and 9 **b** 1, 3, 6 and 10 **c** 2, 3, 5, 7 and 8

- 8** **Extension idea** When you have marked and handed back the students' work, ask them to exchange letters with a partner. Taking the role of the friend who is coming to visit, they write an email in reply to their partner, thanking them for their letter and commenting on the suggestions in it.

For more on writing emails and letters, refer students to page 192 (Writing reference – Emails and letters).

Unit objectives

- **Reading and Use of English Part 6:** paraphrasing key words and phrases, understanding complex sentences, identifying opinions
- **Writing Part 2:** writing a proposal, supporting persuasive suggestions with factual information, organising writing clearly
- **Reading and Use of English Part 3:** reading the text for gist before doing the task, thinking about the type of word, possible affixes, appropriate form (singular or plural, verb ending)
- **Listening Part 3:** identifying main ideas in the questions before listening, listening for ideas rather than specific words or phrases
- **Speaking Part 3:** demonstrating good communication skills: turn-taking, listening and responding to your partner, avoiding pauses
- **Grammar:** reported speech; transitive verbs
- **Vocabulary:** 'talking' verbs

Starting off

- 1 **As a warmer** Take a newspaper into the classroom, show students the headlines and ask them about the events these refer to.
- 2 **Extension idea** Ask students:
 - How was news reported in the past, when there were no radios, TVs or phones?
 - How would people's view of the world have been different from ours today?
 - Do you think there might have been advantages to having less information?
- 3 **Extension idea** If most of your students use smartphones, ask them which apps they find useful.

Listening | Part 3

- 1 **As a warmer** Get students to think about ways in which news is gathered, reported and broadcast.
The purpose of the questions in Exercise 1 is to familiarise students with some of the key words and phrases from the recording they are going to hear.

Answers

- 1 when it was still a new medium available to mass audiences – probably in the 1950s
- 2 a detailed study
- 3 They enjoy it greatly.
- 4 Citizen journalism is written by ordinary people rather than trained journalists.

- 2 **Alternative treatment** You could ask students to listen initially to find out if any of the ideas they suggested in the Exercise 1 warmer are mentioned by the journalist.

Answers

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

CD 1 Track 12

Interviewer: In today's *On Message* I'm joined by Harry Cameron, the veteran journalist, who has witnessed many changes in his profession over the last nearly sixty years. Harry, welcome.

Cameron: Thank you.

Interviewer: Harry, can you tell me what being a journalist was like when you started as a junior reporter?

Cameron: My main memory of those far-off days is the sense of pride I felt at writing for a respected national newspaper. ¹It was a real honour. What you have to remember is that in those days people got most of their information about the world from their daily newspapers. Television was in its infancy – something only the rich could afford. The radio broadcast regular news bulletins, but newspapers gave people the pictures to go with the stories. Journalists like me travelled the world and filed reports which kept people up to date with everything important. I remember in the early 1950s reporting from a war zone in East Asia. I wrote my report in my hotel bedroom. I could hear gunfire and see plumes of smoke. I phoned the report through to my editor for publication a day or two later. I was reporting something thousands of miles from home – something they didn't already know.

Interviewer: But people still read newspapers today, don't they?

Cameron: Yes, of course, but I believe the function of newspapers has changed. If you want to know what's going on in the world at any particular time, ²you don't read a newspaper, do you? You look on the internet or turn on the telly. Whatever channel you're watching, there'll be regular news updates.

Interviewer: So, what can newspapers provide if not current news?

Cameron: Well, I suppose different newspapers provide different things, don't they? ³The broadsheets give us background to the news stories and an in-depth analysis of the issues involved. I think they do this very well. At the more popular end of the market, papers these days focus more and more on stories involving celebrities from the world of sport, TV, cinema, and of course, sport itself. People lap all this up, and I suppose it is news of a kind.

Interviewer: And what about 'citizen journalism'? Is this a term you're familiar with?

Cameron: Yes, it is, and ⁴it's something I have some sympathy with, even though it may put some of my own colleagues out of work in the long run.

Interviewer: So how would you explain its sudden appearance as a source of information?

Cameron: It's quite simple – the fact is that the internet has given everyone access to a wealth of information and to a worldwide audience. So a citizen journalist in a war zone, like me all those years ago, doesn't have to write a story and send it to an editor who can decide whether or not to run the story in their newspaper – they can simply add information to a news website or write their own blog. Bloggers are the new journalists.

Interviewer: And how reliable are bloggers and citizen journalists?

Cameron: ⁵At least as reliable as the traditional news providers, whose stories are usually revised and cut by editors who may be under political pressure from a newspaper owner or even their government. Some news websites allow other members of the public to add to, update or correct stories that are already there. It's a very democratic process.

Interviewer: So, this is not something you think should be controlled?

Cameron: Absolutely not! You couldn't control it even if you wanted to.

Interviewer: And you have no regrets about the effect of this form of journalism on the profession you were so proud to be part of when you first became a reporter?

Cameron: I suppose I'm a little sad – I mean, things will never be the same again. But the important thing is that people have reliable sources of up-to-date information. Of course there will always be a role, in newspapers and elsewhere, ⁶for intelligent comment and analysis of the news, and if I were starting out again now, that's the kind of journalism I'd get into.

Interviewer: And you'd do it extremely well, I have no doubt. Harry Cameron, thanks for being my guest today.

Cameron: It's been my pleasure.

- 3 This exercise asks students to recognise and use some of the collocations from the recording.

Answers

- 1 junior reporter 2 daily newspaper
3 in-depth analysis 4 news broadcast
5 war zone 6 far-off days

This may be a suitable moment to do the Unit 8 photocopiable activity on the Teacher's Resources CD-ROM.

Grammar

Reported speech

- 1 **As a warmer** Ask each student to tell another student something surprising, funny or interesting. Then ask a few students to report back what their partners said to them. This should tell you something about how well they can use reported speech, the subject of this grammar section.

Answers

- 1 Can you tell me what being a journalist was like?
2 My main memory of those far-off days is the sense of pride I felt.
3 Journalists like me travelled the world and filed reports, which kept people ...
4 I wrote my report in my hotel bedroom.
5 I believe that the function of newspapers has changed.
6 Things will never be the same again.

- 2  Play the recording so that students can check their answers.

CD 2 Track 03

- 1 My main memory of those far-off days is the sense of pride I felt at writing ...
 - 2 Harry, can you tell me what being a journalist was like when you started ...
 - 3 Journalists like me travelled the world and filed reports, which kept ...
 - 4 I wrote my report in my hotel bedroom.
 - 5 Yes, of course, but I believe the function of newspapers has changed.
 - 6 I mean, things will never be the same again.
- 3 Either ask students to consider these questions in pairs, or discuss them with the whole class.

Answers

- 1 When the speaker said this, the date of publication was in the future, but that date has now passed.
- 2 The speaker said this today and the situation remains unchanged – the publication date is still tomorrow.
- 3 When the reporting verb is in the present tense (*says*), the verbs in reported speech remain in the tense that the speaker used – there is no change of tense.

4

CD 2 Track 04

- 1 Hazel: Have you ever used Wikipedia?
Tom: Yes, I have. I used it yesterday.
 - 2 Tom: How well do you know my sister?
Hazel: We're best friends.
 - 3 Hazel: What will you do after university?
Tom: I'll probably work abroad.
 - 4 Tom: What are you doing tomorrow?
Hazel: Taking my driving test.
- 5 When pairs put their questions and answers together, they should have accurate reports of the exchanges they have heard.
- Tell them to check each other's use of tenses and other words that might need to change in the reported versions (pronouns, possessive adjectives, time expressions).

Suggested answers

- 1 Hazel asked Tom if/whether he had ever used Wikipedia. Tom said (that) he had used it the day before / the previous day.
- 2 Tom wondered how well Hazel knew his sister. Hazel explained that they were best friends.
- 3 Hazel wanted to know what Tom would do after university. Tom replied that he would probably work abroad.
- 4 Tom asked Hazel what she was doing the following day. Hazel told him (that) she was taking her driving test.

Alternative treatment Note that the Vocabulary section on page 88 deals with other reporting verbs. You may prefer to do these exercises now rather than later.

Reading and Use of English | Part 3

- 1 **As a warmer** Write the word *use* on the board and ask students to make as many words as they can using this word as a root, adding prefixes and/or suffixes. Set a time limit of two minutes. List the words students come up with on the board, to show the importance of affixes in English word formation. (*Possible answers:* misuse, disuse, abuse, abuser, abusive, abusively, useful, usefully, usefulness, useless, uselessly, unused, user, reuse, reusable)

Answers

- 1 inaccurate 2 unimportant 3 unselfish
4 illegal 5 impossible 6 irregular 7 dissimilar
8 intolerant
Nouns: 1 inaccuracy 2 unimportance
3 unselfishness 4 illegality 5 impossibility
6 irregularity 7 dissimilarity 8 intolerance

- 2 When considering the noun forms in Exercise 2, point out that the related words do not always have the same spelling, e.g. *reclaim* – *reclamation*, *maintain* – *maintenance*.

Answers

- 1 disappear 2 reclaim 3 misinform 4 prejudice
5 overreact 6 destabilise 7 understate
Nouns: 1 disappearance 2 reclamation
3 misinformation 4 prejudgement
5 overreaction 6 destabilisation 7 understatement

3

Answers

- 1 autobiography 2 co-owner 3 ex-politician
4 mistrust/distrust 5 semi-circle
Adjectives: 1 autobiographical 2 co-owned
3 *no adjective* 4 mistrustful (but not distrustful)
5 semi-circular

4 Students read the text quickly for gist.

Answers

- 1 They have taught their students 'that there is no such thing as truth in television products'.
- 2 He says that according to current theories there is little difference between the two.


5 Before setting the exam task, ask students to read through the Exam advice.

Answers

- 1 intellectual 2 journalism 3 accuracy 4 decode
- 5 difference 6 insistent 7 impartiality
- 8 argument

6 Other related questions could include: *Is it possible for news reporters to be impartial? How important is impartiality in news reporting?*

Speaking | Part 3

- 1 Remind students that Speaking Part 3 consists of a conversation between the two candidates. The questions in Exercise 1 are to familiarise them with the topic before they listen to two people doing a Part 3 task.
- 2 Give students no more than a minute to consider the task. Point out that in the exam they will have only 15 seconds of reading and preparation time and will not be able to make notes.
- 3  Before students listen, you could read through the Exam advice with them and deal with any questions that arise.

Suggested answers

- 1 They talk about all five of them.
- 2 Not entirely. They skim over the topics of radio/TV and the Internet, referring to the power/popularity of these media but without saying how they influence people's ideas and behaviour. They address the question more successfully when discussing advertising and multinational corporations.
- 3 Generally yes, but the topic of newspapers is treated rather briefly and superficially.
- 4 Yes

CD 2 Track 05

Anna: They're all quite important influences, aren't they? But I'd say that nearly everyone watches television so it's got to be a big influence on people.

Lukas: And the radio – there are loads of people who have the radio on all the time whatever they're doing.

Anna: Yeah, that's because it's pretty easy to do things at the same time as you're listening. TV's not like that, you know, you've got to watch it to make sense of it.

Lukas: The point is, does radio have as powerful an influence as the TV?

Anna: No, probably not, but we're not supposed to be thinking about radio and TV separately, are we?

Lukas: No, I suppose not. I'd say things like the news on TV can have a greater influence because you can actually see what's happening

Anna: OK – now we've got newspapers. I would say quite a few people read these, but I think people tend to read the newspapers that agree with their political opinions, so they probably don't actually change many people's ideas or opinions.

Lukas: That's true or if they just want amusement, sport and things like that, they read one of the tabloids. Okay, so on to, erm, advertising.

Anna: Advertising's just everywhere. You couldn't get away from it even if you wanted to.

Lukas: There's so much brand management now – it's all sort of subconscious. Companies sponsoring things and ...

Anna: Too much money spent on advertising.

Lukas: Do you think it has much effect on people?

Anna: It must do or the companies wouldn't spend so much money on it, would they?

Lukas: I suppose not, but I'm not sure advertising affects me that much. I'm fairly sure I haven't bought anything because of an advert I've seen.

Anna: Ah – that's what you say, but are you sure? We've already agreed that advertising can affect you sort of unconsciously – so that you don't think you've been persuaded, but actually you have.

Lukas: That's the problem – you can never be sure, can you?

Anna: OK – let’s move on to the Internet, which is massive, isn’t it? In some countries it must be the most influential of all of these things.

Lukas: You can just find out anything.

Anna: Yeah, absolutely anything – Wikipedia, and all the social networking sites and stuff.

Lukas: And at least with the internet people have a huge choice.

Anna: But don’t forget all the banner ads and the pop-ups.

Lukas: You see, you can never get away from advertising of some kind.

Anna: I know – and almost all games people play online are packed with ads.


Lukas: In the end, multinational corporations are responsible for that. They’re a lot more influential than we realise – because their wealth gives them power.

Anna: Yeah – but it’s less direct power, isn’t it?

Lukas: I don’t think it’s less direct. It may be less obvious, but there’s no doubt that large sections of the media are owned and controlled by the business interests of a few powerful individuals. This means they influence people’s political views and control advertising. And this means that they have an influence on how we spend our money.

Anna: It’s all a bit sinister, don’t you think?

Lukas: Yeah, a bit Big Brother-ish – being told what to think.

- 4  Check that students understand the term *imprecise language* and point out that it is very common in everyday spoken English.


Answers

some kind, sort of, stuff, things like that; a bit, quite a few, a lot; nearly, fairly, quite, almost, probably; the suffix *-ish* (*Big Brother-ish*)

Extension idea You could spend a little more time on this use of the suffix *-ish*. It can be added to various types of word but is typically added to short adjectives, especially describing colour, size, and shape (e.g. *brownish, longish, fattish, squareish*) or to numbers describing age (e.g. *fiftyish*).

- 5 Before students do the exam task, remind them of the importance of interacting with their partner. Monitor their conversations and stop them after two minutes.

- 6 If some pairs have strongly opposing views and can’t reach final agreement in the minute that is allowed for this question, tell them not to worry. The emphasis is on how well they engage and negotiate with each other, and it is quite acceptable to ‘agree to disagree’.

- 7  Ask students to compare this discussion between the two candidates with their own.

Answer

2 They interact well, each putting forward ideas and negotiating to reach their final decision

CD 2 Track 06

Examiner: Now talk to each other about which two of these influences have the greatest effect on people.

Anna: I think we’ve more or less decided, haven’t we?

Lukas: I’m not sure we have. I mean, we both think the internet is very powerful, but lots of internet sites are packed with advertising, and that’s how multinational corporations make their money, isn’t it?

Anna: Yes, so what are we saying? That multinational corporations are the most powerful influence of all?

Lukas: Well, that’s what I think.

Anna: I’m not so sure. I’d say TV and radio were pretty powerful too.

Lukas: Yes, but a lot of broadcasting stations are funded by advertising, aren’t they?

Anna: Yes, I’d never thought of that.

Lukas: OK, so we think that multinational corporations are the most powerful. What’s next?

Anna: Well, I’d say advertising – because that’s everywhere. In newspapers, on the internet and on TV.

Lukas: So, do we agree?


Anna: Yes, I think we do.

Vocabulary

‘Talking’ verbs

1 Answers

1 tells 2 talk/speak 3 discussed 4 saying
5 comment 6 spoke/talked

- 2  Tell students that they should look out for mistakes with these verbs when speaking or writing and correct them.

Answers

1 tell 2 saying, speak 3 mention 4 expressed
5 says 6 comment 7 told, mention 8 speak

Reading and Use of English | Part 6

1 **As a warmer** Ask the class to come up with a definition of *reality television* that distinguishes reality shows from other types of TV programme.

2 Elicit examples of any of these types of programme that are showing now on television.

Extension idea Do a quick class survey to find out which reality TV show is the most popular. Ask: *Would you like to be a participant in this show? Why (not)?*

3 Exercise 3 introduces some of the issues raised in the Part 6 texts. Students could discuss these in pairs or small groups.

4 As a first step, students read the texts without considering the exam task questions. This exercise gives them help with some of the language used. Working in pairs, they should look at each phrase in context and decide what it means.

Answers

1 a craze for immediate fame
2 shameless advertising of oneself
3 a less intelligent generation
4 doing things without instructions to follow
5 controlled in a cold-hearted way for some advantage that can be gained
6 something which creates a sense of community
7 times when people meet informally at work
8 something people feel obliged to do as members of their society
9 an extremely careful procedure for choosing

5 Point out that as all four texts are on the same topic and the task is to pick out similarities and differences between them, students must be clear about exactly what each text is saying. This exercise gives them some practice with this before they do the task.

Answers

1 a 2 b 3 b 4 a

6 Ask students to read the Exam advice. Emphasise the following points:

- The questions always ask about the writers' opinions/attitudes, not about factual information.

- The questions refer to similarities or differences between the opinions without spelling out what those opinions are. It is up to the students to determine this.
- Students will need to keep going back over the texts to make the comparison required by each question.

Answers

1 B 2 A 3 D 4 B

Notes

- 1 B C and B make different points, but they both suggest that there are positive benefits to be gained from reality TV. C: 'Like programmes in the past, reality programmes provide "an important social glue" ... help to bind people together' – B: 'the educational value of observing how the contestants cope ... This insight into the human condition is invaluable.' (A and D express no positive opinions about reality TV shows.)
- 2 A A claims that the popularity of reality TV is bad for young people: 'Although it's impossible to ignore their popularity, it seems to me that many reality shows send an unfortunate message encouraging a cult of instant celebrity ... this addiction to celebrity culture is creating a dumbed-down generation.' B, C and D express the view that it has no harmful effect on the audience.
- 3 D B: 'characters have been selected to encourage disagreements or tension and then cynically manipulated' – D: 'contestants who have undergone a meticulous selection process ... This situation is then stage-managed by executives', 'in order to create tensions ... encouraging conflict ... provoking behaviour' (A and C do not mention the way participants are controlled.)
- 4 B A, C and D all express the view that reality shows are inauthentic (A: 'pretending to imitate real life'; C: 'they do not reflect reality'; D: 'provoking behaviour very different from what would happen in real-life survival situations'). However, B's view is that what is shown is authentic: 'reality shows ... feature real people operating without scripts.' Engineering by the programme makers 'does not take away from the reality of the programmes; in fact it adds to it.'

7 Answers

1 emulate 2 offend 3 aspired 4 corrupt
5 manipulate 6 discouraged 7 humiliated
8 empathise 9 provoked

8 You could choose to use these questions for a whole-class discussion.

Grammar

Transitive verbs

- 1 **As a warmer** Write this sentence on the board and tell students to correct it: *My brother told he had applied to go on a reality TV show.* (Answer: My brother told **me** ...) This establishes the fact that some verbs cannot be used without an object.

You could remind students that some verbs, like *tell*, *send* and *give*, can be followed by two objects: a direct object and an indirect object. Examples:

He told me a story. (direct object: *a story*, indirect object: *me*)

She sent her sister a text message. (direct object: *a text message*, indirect object: *her sister*)

Answers

- 1 allowed, warned, instructed, required
2 told, reminded, convinced, informed

2

Answers

- 1 a intransitive, visit someone's home
b transitive, give a name to (somebody)
2 a intransitive, move very quickly
b transitive, manage (an organisation)
3 a intransitive, succeed in doing something difficult
b transitive, be in charge of (an organisation)
4 a intransitive, depart
b transitive, let (something) remain where it is
5 a intransitive, go to live in a different place
b transitive, change the position of (something)

3

Answers

- 1 assure you 2 tell me 3 gave it to me 4 allow us to 5 introduced me to 6 called me 7 wish you 8 give me

Writing | Part 2

A proposal

- 1 **As a warmer** Introduce students to the topic of the task before they look at their books. Ask:
- *What region of your country do you come from?*
 - *What aspects of your region would you highlight in a tourist brochure or in a TV documentary?*

Go through the Exam advice on writing a proposal.

Remind students that a proposal is very similar to a report, the main difference being that a proposal aims to persuade the reader to take a certain course of action.

- 2 Students read the sample answer to the exam task and discuss the three questions.

Answers

1 Yes 2 Yes 3 *Suggested answer:* In the second paragraph some verbs can be strengthened to sound less tentative and more confident: *The first programme should focus on ... The programme should/would highlight ... with which many viewers can/will identify ... It is / will be important ...* In the fourth paragraph *Hopefully* is rather weak – the sentence could be rephrased: *I am sure/certain that this will/would encourage viewers ...*

- 3 Ask students to explain why the sentences are not entirely appropriate as they stand. (Answers: 1–3 are too weak and tentative, so the ideas don't sound convincing. 4 and 5 are too informal.)

Suggested answers

- 1 I suggest that the company (should) consider making a programme about wildlife in the region.
2 This would/should include a feature on animals native to the region.
3 I am sure/certain/convinced that viewers would find this fascinating / very appealing / of great interest.
4 Programmes about animals appeal to the majority of people.
5 I would certainly watch such a programme / a programme of this kind, as would many of my acquaintances.

- 4 Make sure it is clear to students that they can also use *should* as an alternative in these clauses.

Answer

Following *suggest/recommend/propose + that*, the verb is in the form of an infinitive. An alternative is to use *should + verb* (e.g. *I suggest that the series should look ...*).

Note

The verb following *suggest/recommend/propose + that* is not actually an infinitive but a remnant of the subjunctive form, which has almost disappeared from English grammar. However, you need not bother students with this terminology. The form is the same as the infinitive and is invariable, regardless of the subject or the time

frame (She suggested that we have a picnic. I suggest that he see a doctor).

Answers

1 from 2 to 3 to 4 on 5 with, with 6 to 7 in, in

- 5 Students read the exam task and structure their writing by making notes under the paragraph headings provided.
- 6 Remind students to read and follow the Exam advice before writing their own proposal.

Vocabulary and grammar review Unit 7

1 1 afford 2 rent 3 earns/makes 4 sell
5 hired 6 earn/make 7 cost, paying 8 spend

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

3 Suggested answers

- 1 Dealing with his mother's absence, an eleven-year-old boy tries to understand his family and stop it from breaking apart, (all of) which he finds very difficult.
- 2 A man called Black, whose brain becomes unintentionally magnetised, destroys every tape in a video store, (which is) owned by his best friend. Feeling sorry for the store's most loyal customer, an elderly woman who is losing her memory, Black and his friend set out to remake the lost films, which include / including *The Lion King* and *RoboCop*.
- 3 In this film, (which is) based on a sci-fi novel by Richard Matheson, a military scientist, played by Will Smith, is left completely alone with mutants in New York, which is deserted after a virus has wiped out the human race.

Vocabulary and grammar review | Unit 8

- 1 1 ex-politician 2 mistrust 3 illegal 4 disappear
5 autobiography 6 reclamation 7 prejudice
8 destabilise
- 2 1 (un)ethical 2 entertainment/entertainer
3 cooperation, (un)cooperative 4 produce, (un)productive
5 consideration, (in)considerate/considerable 6 create, creator/creation

2 Suggested answers

- 1 Roland told Joanna that she mustn't tell anyone / not to tell what she had seen.
- 2 Clare said it was / had been a surprise seeing Tom last week / the previous week. She said she hadn't seen him since they were / had been at school together.
- 3 Ben asked Jerry if he should do the shopping that afternoon.
- 4 The doctor told me that I had to stop smoking if I wanted to get rid of my cough.
- 5 Bogdan asked me how many languages I could/can speak.
- 4 1 'What are you doing out so late?'
2 'Do you have / Have you got any plans for tomorrow evening?'
3 'This is the worst programme I've ever seen.'
4 'I'll phone you as soon as I get home.'
5 'I hope / I'll be going there tomorrow.'
- 5 1 promised never to / (that) she would never
2 advised me to apply for that
3 asked (me) if/whether I'd / I had
4 suggested meeting the following / suggested (that) we (should) meet the following
5 warned the motorist not to drink
6 announced that they were getting married

Unit objectives

- **Reading and Use of English Part 7:** using content and cohesive features to complete the task
- **Writing Part 1:** writing an essay, using linking devices, structuring an essay
- **Reading and Use of English Part 4:** correcting the mistakes in answers
- **Listening Part 1:** listening for global meaning, opinion and detail
- **Speaking Part 2:** advanced vocabulary for describing photos; strategies for dealing with difficulties
- **Grammar:** time clauses; prepositions in time expressions
- **Vocabulary:** verb/noun collocations undergo a transformation etc., *action, activity, event* and *programme; deal with infringements, check identity, etc.*

Starting off

As a warmer With books closed, ask students to work in pairs and talk about two or three times when they have been in a hurry recently. They should say when, why and how they felt. When they have finished, get feedback from the class by asking:

- *Who was in a hurry about something which was really urgent?*
- *Who was in a hurry unnecessarily?*
- *Who got really stressed from being in a hurry?*

Ask students to elaborate on their answers.

Extension idea Ask students:

- *People say the pace of life is getting faster and faster. Do you think this is true? Why (not)?*
- *Do you think it is a good thing? Why (not)?*

Students can discuss these questions in pairs or as a whole class.

Listening | Part 1


1 As a warmer Ask students to look at the painting and discuss these questions in pairs:

- *How do you think people felt about the early trains?*

- *Do you think they were frightened to travel on them?*

Background note

The painting is Saint-Lazare station in Paris painted in 1877 by the French Impressionist painter Claude Monet.

- 2**  Before they listen, give students 15 seconds to look at the questions and underline the key ideas.

Answers

1 B 2 A

CD 2 Track 07

Extract One

Man: Yes, well of course when the steam train was invented, it completely changed nineteenth-century society, didn't it?

Woman: Yes, it was a tremendous change.

People's entire world view underwent a profound transformation. There were things we find laughable today, such as 'the fear that the vibration would shatter passengers' skeletons'. And over the next hundred years railways had a radical impact on the countryside, making it possible to live there and commute to work in cities. Outlying villages which had been quiet sleepy places before trains arrived became busy suburbs.

Man: That's right, and humans underwent a sudden evolution from being comparatively slow and clumsy to becoming the fastest living creatures. This had a subtle but distinct effect in the following years on the way people regarded their place in the world. 'They began to believe they were no longer totally at the mercy of natural events but that they were somehow above them and could take action to harness these phenomena'. I doubt if any other invention has had such a profound influence on the human psyche. Nineteenth-century literature and art's full of it.

Woman: And early steam trains were to blame for some quite horrific accidents ...

- 3 Extension idea** Ask students: *What other inventions have changed our world view? Why?*
- 4 Extension idea** Ask students to work in groups and answer this question: *What factors may lead to records being broken?* (Suggested answers: better training techniques, improved equipment and clothing, better diet)

5 **Answers**

3 A 4 C

CD 2 Track 08**Extract Two**

Woman: Do you think people will lose interest in Olympics events when athletes no longer break records?

Man: Well, they're only just managing to now. Previously when they broke records, their feats were often mind-blowing. Take Bob Beamon's long jump record in 1968: 55 centimetres longer than the previous record!
³I can't imagine anyone making such a difference nowadays.

Woman: Yeah but there'll always be some individuals who manage to grab the headlines.

Man: Maybe, but they'll be relatively few and far between. And newspapers and TV will always blow them out of proportion when they occur because they need a sensation.

Woman: Hmm. Well I think breaking a record even by a millisecond is a sensation.

Man: But I guess we're getting close to the limits of human ability now.

Woman: Maybe. The key change occurred when top sports people stopped being amateurs and devoted themselves full-time to their sport, not to mention new technologies which affected shoe or track design.
⁴Perhaps the next big step could be to modify human genes to produce better athletes.

Man: Yeah, that used to sound like science fiction, didn't it? But if they can do it to rats, they'll soon be able to do it to humans too.

Woman: Ha, rat Olympics!

6 Extension idea Ask students: *How do you feel when you hear that someone has broken a record? Is it just a media event or does it have some other importance?*

7 Extension idea Ask students: *Why would people want to travel to other stars and planets?*

8 **Answers**

5 B 6 C

CD 2 Track 09**Extract Three**

Woman: When you think that the nearest star's 4.2 light years away, a spaceship using current technology would take seventy-two thousand years to get there, an unimaginable length of time.

Man: So to make interstellar space travel a realistic possibility, the spaceship would need a nuclear explosion to propel it at close to the speed of light.

Woman: Well, that may be technically feasible, but ⁵there are treaties which prohibit nuclear explosions from being used in space programmes. Who knows what effect such explosions might have on the environment?

Man: True, but a spaceship using more conventional technology would take so long to get anywhere that the original occupants wouldn't live to reach their destination, nor would their great-grandchildren, but only their descendants many generations later would. Even if there were a couple of hundred people prepared to embark on a journey like this, they and their descendants would have to live together on the ship all their lives, travelling through the emptiness of space. What activities would they engage in during all this time? ⁶What'd be the point of their existence? That really would be the central concern. I can imagine them degenerating into barbarism and fighting after they've spent several generations in space.

Woman: What a horrific thought!

9 Extension idea Ask students to choose four of the collocations and use them to write sentences which are true for them. They then take turns to read the sentences to their partner.

Answers

1 underwent 2 had 3 had 4 has had 5 lose, break 6 making 7 embark 8 engage in

10 Alternative treatment You can use the first question for a debate. Ask students to:

- work in small groups and brainstorm either reasons in favour of spending money on space exploration or reasons against it
- form new groups containing students both 'for' and 'against' and ask them to debate the issue.

When they have finished their discussion, ask them to vote and get feedback from the whole class.

Grammar

Time clauses

- 1 Draw particular attention to the use of present tenses, not future ones, to express a future meaning in time clauses. Make it clear that this applies not only to clauses with *when*, *before* and *after*, but to all time clauses, e.g.

David will call us as soon as he arrives at the hotel.

I'll heat up the soup while you're having your shower.

I won't be able to relax until the exams are over.

The 8:30 train will have left by the time we get to the station.

You'll see the museum on your right as you come round the corner.

You could draw a parallel with *if* clauses in first conditional sentences.

Answers

1 was invented 2 arrived 3 no longer break
4 occur 5 stopped 6 have spent

- 2 **Answers**

1 retires 2 had been working / had worked
3 are driving 4 got 5 am 6 was accepted
7 get / have got, have passed 8 had written

- 3 **Answers**

1 at work until she has 2 the last customer(s) had
3 soon as I have got back 4 had almost/nearly run out of

Prepositions in time expressions



Answers

1 at on 2 at in 3 of in 4 in at 5 of in 6 in
at 7 in on 8 in at 9 in on 10 in at

Vocabulary

action, activity, event and programme

- 1 Tell students to pay special attention when they use these words to avoid mistakes.

Answers

1 c, e 2 d, i 3 b, h 4 a, f, g

- 2 **Answers**

1 events, b 2 action, c 3 events, h
4 programmes, f 5 activities, i

- 3 **Answers**

1 activity 2 programme 3 action 4 programme
5 action 6 event 7 activity 8 programme
9 event 10 activity 11 action 12 event

- 4 **Answers**

social event, spare-time activity, programme of (social) events, flurry of activity, call for swift action

Extension idea Ask students to write three or four sentences of their own using these collocations. They can then work in pairs and compare their sentences.

Reading and Use of English | Part 7

- 1 **Extension idea** Ask students: *For some people the type of car they own is very important to them – why do you think this is?*
- 2 **As a warmer** Ask students to look at the photos. Ask: *What do you think it would be like to drive a car like this? What is causing the man to look so strange – do you think the photo is real or distorted in some way?* Students then skim the core text (but not the missing paragraphs) to find information that gives some answers to these questions. (*Answers: the world becomes blurred, it causes double vision, getting the car to behave is tough, at top speeds it felt totally steady, sublime, good*)

Suggested answers**Para 1:** the effects of driving very fast**Para 2:** the problems of driving at high speed**Para 3:** comparison with a Formula One car**Para 4:** how the engineers produced enough power**Para 5:** the problem of aerodynamics**Para 6:** the solution to the aerodynamics**Para 7:** how it feels to drive this car

Suggested underlining: at this juncture, when you look at the history of its development, His engineers were horrified, Then things got tricky, When this had been done, they hit on the idea, I didn't care

- 3 Remind students that when they have finished, they should read the completed text again to check their answers.

Answers

1 C 2 A 3 D 4 B 5 E 6 G (Para. F is not used.)

Notes

- 1 C The speed causes a terrifying vibration (paragraph 1) – It has always been thus ... in 1904, the vibration would have been terrifying. (start of paragraph C); driving an E-type at 240 km/h in 1966 must have been a bit sporty as well. (paragraph C) – But once you go past 320 km/h, the biggest problem is (start of paragraph 2)
- 2 A So getting a car to behave itself in conditions like these is tough. (end of paragraph 2) – At those speeds the front of the car starts to lift. (start of paragraph A) the new Bugatti Veyron is special. Because it can do 406 km/h. (end of paragraph A) – the McLaren Formula One car can top 390 km/h, but at that speed it is pretty much out of control. (paragraph 3)
- 3 D when you look at the history of its development (paragraph 3) – It all started when (start of paragraph D) Ferdinand Piëch ... bought Bugatti (paragraph D) – His engineers (start of paragraph 4)
- 4 B the power had to be harnessed. (end of paragraph 4) – For this, Volkswagen went to ... a company that makes gearboxes (start of paragraph B) – When this had been done, (start of paragraph 5)
- 5 E they were miles off the target top speed of 400 km/h. (paragraph 5) – Somehow they had to find an extra 30 km/h (start of paragraph E)
- 6 G That's 113m a second. (end of paragraph 6) – You might want to ponder that for a moment. Covering the length of a football pitch, in a second (start of paragraph G)

- 4 You can also ask students: *How do you feel about the writer driving at 386 km/h on a public road?*

Speaking | Part 2

- 1 Tell students that it's important to try to use advanced vocabulary in Speaking Part 2. If you wish to help students with some of the vocabulary items, you can print and photocopy the wordlist for this unit from the Teacher's Resources CD-ROM.

Suggested answers

- 1 deal with infringements, give somebody a fine, have a criminal record, traffic/parking offences, check identity
- 2 clear up leaves, keep public spaces tidy
- 3 cover large areas, find suitable pastures, protect from predators, round up the flock, conserve energy
- 2 Tell the listening partner in each pair to give feedback on other things the speaker could have mentioned and other vocabulary he/she could have used.
- 3 **Alternative treatment** Before they listen, ask students to read sentences 1–7 and say whether any of them are likely to be inadequate or inadvisable ways of dealing with the task in an exam situation. (*Suggested answer:* The only one which might fall into this category is 3 – it is best to make more than one suggestion.)

Answers

- 1 Yes 2 Yes 3 No (She suggests two ways.)
4 No (But she uses two possible words to express the meaning and then moves on.) 5 Yes 6 Yes 7 Yes

CD 2 Track 10

Examiner: Now in this part of the test I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures. Anna, it's your turn first. Here are your pictures. They show people using different machines or devices. I'd like you to compare two of the pictures and say what problems the people might have in their jobs and how the machines or devices might help the people to do their jobs better.

Anna: Well, the first one is a policeman using what I think must be a tablet – you know, with an internet connection so he can check or send data. He’s probably checking the identity of a driver to see if he has a criminal record or he could be checking to see if the car is stolen or something. The other picture shows – what do you call the person? – a cowboy or a shepherd, I’m not sure, and he’s rounding up his herd, I mean his flock of sheep. I think the policeman might have problems with angry drivers who he’s giving a fine or dealing with traffic offences. The device helps him because he can check information in – what’s the phrase? – in real time: he doesn’t have to call someone at the police station or go there to check things. He might even have a mobile printer in the police car and be able to give the driver a fine automatically. The shepherd might have trouble finding all his sheep and protecting them from predators. Also, he has to cover a large area. By using a, a – I’m not sure of the name of the vehicle, is it a quad bike? – he doesn’t have to walk or use a horse all day, so he can conserve his energy and not get worn out – and so can his dog!

Examiner: Thank you. Daniel, which job do you think is the most demanding?

Daniel: Hmm, good question! For me, I think the most demanding job is probably the shepherd. I mean, how do you keep track of all those sheep and not lose one? And you’re out there working whatever the weather.

Examiner: Now, Daniel, here are your pictures ...

4

Answers

1 must be 2 what do 3 I mean 4 what’s
5 sure of

5 Ask students to look at the Exam advice box and elicit why each piece of advice is a good idea.


Answers

a 3 b 1, 2 and 5 c 2, 4 and 5

Extension idea Ask students to think of other phrases they could use for functions 1–3. (*Possible answers:* 1 or rather, sorry; 2 That is, What I mean is; 3 what may be, something I think is called; 4 Is that the word? I’m not sure of the word.)

6 Suggested answers

- 1 become disorientated, combat the cold, deep-sea diver, lack of oxygen, take strict safety precautions, underwater archaeology
- 2 become disorientated, deep in the woods, lose your way
- 3 backbreaking work, deep underground, get used to the heat and noise, hard physical labour, take strict safety precautions
- 4 take pride in your work, handed down from father to son
- 5 skilled craftsmanship, take pride in your work
- 6 backbreaking work, handed down from father to son, hard physical labour, ploughing a field, take pride in your work

7  Time each part of the task, giving students one minute for their long turn on the photos. Their partner should listen without participating. At the end of the task ask them to comment on how well their partner handled it and to suggest any areas where they could improve.

CD 2 Track 11

Set A

Examiner: Now in this part of the test I’m going to give each of you three pictures. I’d like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner’s pictures. Here are your pictures. They show people doing activities in remote environments. I’d like you to compare two of the pictures and say why the people might have chosen to do these activities in these remote places, and what the dangers of doing each of them might be.

CD 2 Track 12

Set B

Examiner: Now in this part of the test I’m going to give each of you three pictures. I’d like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner’s pictures. Here are your pictures. They show people doing things in a traditional way instead of using a machine. I’d like you to compare two of the pictures and say why the people might be doing these activities in a traditional way and how difficult it might be to do these activities.

Extension idea Remind students that as part of this task in the exam they will be asked to speak briefly about their partner's photos. After the A students' long turn on the photos in Set A, ask the B students to answer this question:

Which of these activities do you think requires the most skill, and why?

After the B students' long turn, ask the A students:

Which of these activities do you think would be the most satisfying, and why?

Give students 30 seconds to answer these questions, with their partner listening.

Reading and Use of English | Part 4

1 Tell students that the mistakes are all grammatical ones. If you wish, they can do this exercise in pairs.

Answers

- 1 by the time you get/arrive/come
- 2 have driven as fast
- 3 the problem solved, they tried (out)

2 Students work alone on the exam task. You can ask them to compare their answers in pairs before checking with the whole class.

Answers

- 1 there is / there's no point (in) taking/getting
- 2 ahead with the project without
- 3 was to blame for
- 4 took/was far longer than
- 5 left by the time we got
- 6 had/made an impact on how / the way

This may be a suitable moment to do the Unit 9 photocopiable activity on the Teacher's Resources CD-ROM.

Writing | Part 1

An essay

1 **As a warmer** Ask students if they have to / had to write essays as part of their studies.

Suggested answers

Technological progress makes us live faster / less time for the important things in life, / entertainment / working life / health / two of the areas / your own opinion(s) / giving reasons / your own words

- 2 Tell students to make very brief notes as they discuss.
- 3 As feedback from the pair discussions, ask students to tell the class what different points they would have made in their essay instead of the ones in the sample.

Answer

2 *Opinions*: In the past, large amounts of time were spent on chores; Our great-grandparents could not have imagined the opportunities open to us today. The writer used her own words.

- 4 Point out that the importance of using linking devices in essays is:
 - to help the writer structure the essay clearly and coherently
 - to help the reader understand which direction the essay is taking and how the ideas/points the writer is making connect together.

Answers

1 to some extent 2 As a result 3 However
4 In contrast to ourselves 5 What is more
6 in general 7 In conclusion 8 On the contrary

Extension idea Ask students to suggest other linking devices which have similar functions to the ones in this exercise. Examples:

- *as a result*: therefore, because of this, in consequence, consequently
 - *however*: nevertheless
 - *in conclusion*: to conclude, to sum up
 - *to some extent*: up to a point
 - *what is more*: in addition (to this), furthermore
 - *in contrast to*: as opposed to
 - *in general*: on the whole
- 5 Remind students that in the exam they will gain marks if their essay has a clear, logical structure. Tell them that in an academic essay they are normally expected to show an awareness of ideas and opinions which they don't necessarily agree with and to be able to argue against them, as well as being able to argue in favour of their own point of view.

Answers

1 paragraph 3 2 paragraph 2
3 paragraph 4 4 paragraph 1

- 6 Encourage students to brainstorm ideas for this writing task. Remind them that they can also refer to arguments they don't agree with (see Exercise 5 above).
- 7 Round up this activity by inviting one pair to write their essay plan on the board. The rest of the class should then comment on the plan and make suggestions for additions and improvements.
- 8 If you ask students to do this at home, tell them that in the exam they would have about 45 minutes for the task. However, since this is exam preparation rather than exam practice, they can take longer, especially if:
 - they look back over their notes on this unit and try to use vocabulary and grammar arising from the unit
 - they use a dictionary.

A lifelong process

Unit objectives

- **Reading and Use of English Part 8:** studying the statements or questions before reading the text; using appropriately formal language
- **Writing Part 2:** report writing, reading task instructions carefully, organising the report clearly into sections with appropriate headings
- **Reading and Use of English Part 1:** selecting answers by considering collocations, dependent prepositions and meaning
- **Listening Part 2:** reading the gapped sentences before listening, checking that answers are grammatically correct
- **Speaking Part 4:** using appropriate language and conversation strategies
- **Grammar:** expressing ability, possibility and obligation
- **Vocabulary:** chance, occasion, opportunity, possibility

Starting off

- 1 **As a warmer** Ask students to tell each other what they remember about their first day at school. Ask one or two students to tell the whole class about any particularly interesting experiences.
- 2 Students work on their own for this exercise. Give them three or four minutes to fill in the table and make brief notes in support of their opinions.
- 3 Monitor discussions and have a whole-class feedback session to gauge whether there is any consensus on these educational issues.


Extension idea Any of the propositions in Exercise 2 could be used for a class or group debate. Alternatively, at the end of the lesson you could ask students to choose one of the propositions and write a paragraph expressing their opinion as a homework exercise.

Listening | Part 2

- 1 **As a warmer** Ask students: *Have any of you ever studied abroad?* Encourage any who have done so to describe their experience to the class. Then ask: *Why do people go abroad to study?*

For students who are using this course abroad, ask:

Why did you decide to study here? How is it different from studying in your own country?

- 2 Before students listen, elicit ideas about what a European newcomer to a Middle-Eastern city like Abu Dhabi might notice or comment on. Make notes on the board as students suggest ideas.
- 3  Ask students to identify ideas from the recording that appear in the list on the board.

Answer

She comments on all these things except climate, transport and exams.

CD 2 Track 13

(The underlined words show the answers for the exam task in Exercise 5.)

Three friends and I have come here for an Arabic course at the Advanced Language Centre as part of our degree at London University. In our first year we were offered the choice of several modern languages. Persian, Turkish and Arabic were available, but I was charmed by the Arabic lecturer, who had a huge smile and a ¹passion for his subject. As the course developed, so did my fascination with Arabic, its different alphabet – and the culture. I researched the possibility of studying in a Middle Eastern country. In the end I decided this was the best place: the city has a lively cultural scene, and its ²colloquial dialect is the most widely understood throughout the Arab World.

We arrived in September and got to our hotel at about 10 pm. Unfortunately, the staff were nervous about letting us stay, as we were a ³mixed group who were all unmarried. We eventually found another hotel, where we haggled over the price of rooms. We spent the next few days settling in and getting to know the city. Then our course leader arranged flats for us to look around. We chose a light, spacious flat, with a friendly and helpful landlady. It's much better than I was used to in London. It was a fascinating time for us, but the ⁴culture shock was so great that within the first week one of our group returned home.

The area around our ⁵language centre is crowded with shops and cafés, where people sit and drink tea. We usually have lunch at the centre: small flatbreads stuffed with falafel or beans; or large circular pieces of bread, filled with strips of beef and pieces of cheese. We have two teachers. Rania is a young woman who wears a hijab that always matches her jeans. In her lessons we learn how to greet, congratulate and explain why we are studying here. Ingy dresses in a more western style: jeans, short sleeves, no hijab. With her, we do ⁶role plays – we shop for groceries and other everyday items, we arrange visits to places of interest, It's Ramadan at the moment, but the teachers seem relatively unaffected by it. They teach for four and a half hours a day, Sunday to Thursday, with no food or water from sunrise until sunset.

One of the most difficult challenges in learning Arabic is that to us there seems to be no connection between the written and the spoken forms. Quite apart from the different script, the written form of the language has no vowels, making some words very difficult to understand. Also pronunciation is very tricky because lots of Arabic sounds are made at the back ⁷of the throat – something that I find really difficult and, to be honest, a bit embarrassing.

At weekends we relax at the ⁸country club – membership costs £10 a month – and lie by the pool, where the dress rules are more relaxed. In the evenings we sit in cafés by the sea and smoke apple sheesha. Soon the crescent moon will signal the end of Ramadan, and the country will show us another face.

Extension idea To personalise this activity, ask students what they would find most interesting about the experience that the British student describes.

- 4 Tell students that they should identify the types of words that are required and make a guess at some possible answers. It is very unlikely that they will guess the actual words that are missing at this stage, but this preparation will alert them to the context and get them attuned to the sorts of answers they should listen for. If you wish to replicate exam conditions, you should allow only 45 seconds for this preparation.



Answers

1 passion 2 colloquial dialect 3 mixed group
4 culture shock 5 language centre 6 role plays
7 of the throat 8 country club

- 6 **Alternative treatment** Choose one of these questions as the basis of a whole-class discussion or debate.

Extension idea Ask students to discuss one or more of these questions, which include phrases from the recording:

- What subjects do you have a passion for?
- How would you describe the colloquial dialect in your town or city?
- How would a mixed group of unmarried students be treated if they wanted to stay in a hotel in your country?
- What aspects of life in your country might cause foreign visitors to experience culture shock?
- Do you think role plays are an effective way of learning to communicate in another language?

Reading and Use of English | Part 1

- 1 **As a warmer** After focusing on the questions in the Exam round-up, ask students:

- Have you ever received specific training for a job you have done?
- How is workplace training different from school or university education?
- Why is workplace training so important these days?

Answers

1 eight 2 four 3 before

Extension idea Ask students to explain why they should read the text before reading the options. (Answer: to get an understanding of the text as a whole before having to think about specific words)

- 2 **Suggested answers**

lifelong learning: learning that can take place at any time during a person's life, learning not limited to years of formal/compulsory education
retraining: learning how to do a different job
upgrade (your) skills: to improve how good you are at doing something, to learn new, higher-level, more up-to-date skills

- 3 **Alternative treatment** These questions could be discussed by the whole class.

Suggested answers

- 1 to get a new or better job, for personal interest/enrichment
- 2 Adults may be more motivated because they have chosen to learn something rather than being forced by law to learn at school. Adults may find it more difficult to learn than young people because they are out of the habit.
- 3 People need new skills for new jobs (fewer people now remain in one job for the whole of their working lives). Opportunities to learn have increased significantly in recent years (e.g. distance learning courses / the internet, Open University (in the UK), etc.).

- 4 As far as possible, students should resist the temptation to fill the gaps as they read the text for the first time. It is important that they have an idea of what the text is about and how it develops before they focus on specific parts of it.

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

Extension idea Ask students to discuss the following questions:

- *Why do older people often find it difficult to get work, despite their experience?*
- *Do you think lifelong learning will become more or less important in the future? Why?*

Speaking | Part 4

- 1 **As a warmer** Ask students to discuss in pairs their ideal learning situation. They could base their discussion on their own learning experiences or think about an imaginary scenario.

The Part 3 written prompts establish the context for the Part 4 task, which is the main focus of this section. Give students two minutes to discuss these prompts.

Extension idea Ask students to consider how these learning approaches suit them and to put them in order of preference. Elicit ideas from the class.

- 2 This exercise gets students to distinguish between the different kinds of question they are likely to be asked by the examiner in Speaking Part 4.

- Answers**
a 2 and 6 b 1 c 4 d 3 and 5

- 3 Set a time limit of about three minutes for this preparation. Remind students that in the exam they will not see the questions and will have no opportunity to make notes.

Alternative treatment With books closed, read out the questions one by one, pausing between them for 20 seconds to allow students to make a few brief notes on each one.



Answer
They discuss questions 6 and 5.

CD 2 Track 14

Laura: I'd say probably older students, for the simple reason that they're more able to work independently than younger students. This kind of learning only works if students are motivated and interested. For this reason, it works more effectively when students work in pairs or groups. Members of the group can decide what needs to be done and share out the different tasks. Later they can get back together to report the results of their efforts. I would say that anyone below secondary-school age would find this difficult to do successfully.

Ivan: I agree with most of what you say, but I think we should introduce children to this kind of work while they're still in primary school just to get them used to the idea of managing their own learning. Of course teachers need to make sure they prepare their students well; that means giving very clear instructions to make sure students know what they are supposed to be doing ...

Ivan: I think the main advantage is that students get a programme of study which is specifically designed for them. This approach lets the teacher focus on specific problems or difficulties that the individual student has as well as adopting a learning style which suits that student. In most class teaching situations, teachers have to cater for a wide range of abilities and learning styles.

Laura: I don't disagree with that, but I think you're only looking at one aspect of education and learning. When students are in classes they're not just absorbing information. They're learning to get on with other people. Some people would say that this is at least as important as academic study.

- 5 This exercise provides language that students may find useful when they do the exam task. There are no right or wrong answers to this exercise.

Extension idea Check that students understand these phrases by asking these questions:

- 1 *What is the opposite of academic study?* (Answer: practical study)
 - 2 *What are some alternatives to class teaching?* (Possible answers: lecturing, conducting seminars/tutorials, distance education [e.g. through internet courses], one-to-one teaching, private tuition, on-the-job training)
 - 3 *How is pair work different from group work?* (Answer: Pair work involves two people; group work involves more than two.)
 - 4 *How do we refer to the two ends of the ability range?* (Possible answers: low end: underachievers, the less able; high end: high-fliers, gifted learners)
- 6 Monitor the conversations carefully, checking that students are answering the questions appropriately.

Extension idea If students find it difficult to respond to a question, suggest they use phrases like these to give themselves time to think:

- *Let me see ...*
- *That's a(n) interesting / important / tricky question.*
- *I haven't thought much about that / got any strong feelings about that, but I'd say ...*
- *As far as I'm aware, ...*
- *It depends on your point of view.*
- *I think most people would probably agree that ...*
- *Not everyone agrees with this, but I think ...*
- *Some people would say ... , but I think ...*

This may be a suitable moment to do the Unit 10 photocopiable activity on the Teacher's Resources CD-ROM.

Reading and Use of English | Part 8

1 **As a warmer** Ask students appropriate questions about university. Examples:

- *Who intends to go / has been to university?*
- *What subject(s) will/did you study?*
- *What do you hope to gain / did you gain from your time there?*
- *What will/did you do when you finish/finished university?*

- *Who will choose / chose not to go to university?*
 - *What is/was the reason for this?*
 - *What do you think you will miss / missed by not going?*
 - *What do you think you will gain / have gained?*
- 2 To round up the activity, conduct a brief survey to find which of the three universities shown in the photos appeals most to the majority of students.
 - 3 You may like to start by familiarising students with some of the more specialised vocabulary used in the text. Ask:
 - *What is the main difference between a teacher and a lecturer?* (Answer: A teacher is anyone who teaches, especially in a primary or secondary school; a lecturer is a university teacher.)
 - *What is a university campus?* (Answer: university buildings and the area of land that surrounds them)
 - *What is a first degree and what other sorts of degree are there?* (Answer: a first degree – usually a Bachelor's degree – is the qualification gained by a student on successful completion of an undergraduate course. The other most common types of degree are a Master's degree or a Doctorate (PhD) – higher-level qualifications that students study for after they have graduated.)

Students read the ten questions and underline key ideas.

Suggested answers

- 1 chose / university / sold itself more convincingly
- 2 feels / really belongs to the university
- 3 degree course / precedes / professional training
- 4 hoping to pass on knowledge
- 5 chose not to live in student accommodation / though / impressed
- 6 initially thought / location of campus / negative feature
- 7 impressed by teachers' enthusiasm
- 8 very impressed / knowledgeable / people / met on open day
- 9 won over / friendly welcome
- 10 will leave university / dual qualification

4 Answers

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

Notes

- 1 C The course representatives ... went to great lengths to provide an honest and enthusiastic overview of their courses ... This was in marked contrast to other universities I visited
- 2 B What I value most here is the feeling that I am part of a supportive community.
- 3 D I then had to choose which first degree I should take before starting law school in a different city.
- 4 E my desire to help others by becoming a maths teacher. That way I knew I'd be changing the world one student at a time.
- 5 C Although I chose not to live on campus, the rooms there seemed comfortable and very reasonably priced
- 6 A Although I liked the compact campus, the fact that the university is a fair way from the town centre put me off a bit to start with
- 7 D The course lecturers have been inspirational and passionate about their subjects; this has been evident in all their lectures.
- 8 A Everyone I spoke to about the course was very clued up about their subjects
- 9 B as soon as I arrived, I was struck by the smiles and greetings everyone gave me
- 10 E this course which will qualify me to be a high school teacher, while gaining a general engineering degree at the same time

Extension idea Ask students to discuss which of the five students they have read about is most similar to them in terms of the things they place most importance on. Elicit ideas from the class. Is there a consensus?

- 5 Set time limits for the two parts of this exercise, e.g. ten minutes for group discussion of questions 1 and 2 and one or two minutes for each group to present their suggestions to the class.

Grammar**Expressing ability, possibility and obligation**

- 1 **As a warmer** Elicit modal verbs and other similar verbs that are used to express these three functions and list them on the board:

Ability: *can, could, be able to*

Possibility: *can, could, might, may*

Obligation: *must, have to, need to, should, ought to*

Answers

- 1 a possibility b ability c obligation
d possibility e obligation f obligation
g possibility
- 2 a past b past c past d future e past f past
g future

- 2 **Alternative treatment** This could be done as a whole-class discussion.

Answers

- 1 Both are correct.
a The pressure to finish is from an external source.
b The pressure to finish comes from within the speaker himself/herself.
- 2 Both are correct.
a I didn't catch a taxi because it wasn't necessary.
b I caught a taxi but it wasn't necessary.
- 3 Both are correct.
a It isn't necessary for you to go to the lecture.
b You are prohibited from going to the lecture.
- 4 a incorrect (We cannot use the affirmative *could* [ability] to refer to a single past occasion.)
b correct (We use *managed to* / *succeeded in* + *-ing* or *was able to* to refer to a single past occasion.)
- 5 Both are correct.
a It is possible for him to stay, and it is certain or quite likely that he will stay.
b It would be possible, but it is not certain that he will stay.
- 6 a correct
b incorrect (We do not use *could not* to refer to a future possibility.)

When student have finished the exercise, go through the Language reference on page 168 (Expressing ability, possibility and obligation) with them.

3**Answers**

- 1 correct corrected 2 can't couldn't 3 lie have lied 4 ~~could~~ can (This is a definite offer – *could* would suggest it is only a possibility.) 5 ~~would be able to~~ will be able to / can 6 ~~we afford~~ we can afford

- 4 This exercise encourages students to use some of the modals and other related verbs they have been studying.

Possible answers

- I can cook paella. I can run a marathon.
- For ages I couldn't ride a unicycle – but then one day I managed to ride from one end of the garden to the other. / I didn't use to be able to whistle, but now I can.
- I'd love to be able to sing well.
- I have to attend 90% of all lectures and seminars. / I don't have to go to work at the weekend.
- I needn't have worried about my driving test – I passed easily.
- I really must have my hair cut. / I must start revising for my English exams.

Vocabulary

chance, occasion, opportunity and possibility

- 1 These nouns are easily confused. Before students consider sentences 1–6, read through the definitions with the class, eliciting examples of the way the words are used.

Answers

1 opportunity 2 occasions 3 opportunity
4 possibility 5 occasion 6 possibility

- 2 Go through the two definitions of *chance* before students do the exercise. Emphasise that *chance* can be a synonym for *opportunity* (followed by *to* + infinitive, the same structure as for *opportunity*) or a synonym for *possibility* (again followed by the same structures).

Answers

1 chance/opportunity 2 opportunity
3 possibility 4 chance 5 opportunity/chance
6 possibility/chance 7 occasion 8 chance/
possibility

Extension idea Give students practice with the collocations for the four nouns. Call out incomplete phrases (e.g. *a golden ...*, *a slim ...*, *rise to the ...*) to elicit the appropriate nouns.

3 Example answers

1 to visit / of visiting China. 2 be moved to our Paris office. 3 finding out what happened to my grandparents. 4 lose my temper with a colleague.

Extension idea Ask students to discuss or write about the following:

- *What I like and dislike about formal occasions*
- *A recent event that I'd class as a historic occasion*
- *Equal opportunities for men and women / for different racial groups*

Writing | Part 2

A report

- 1 **As a warmer** Ask students to talk about one or both of the following:

- *their dream school or college*
- *their nightmare school or college.*

Explain that for Exercises 1 and 2 students need not focus on the school or college they are studying at now: they might have more to say about a school they have attended in the past or an institution they have visited.

- 2 After doing the initial rating task individually, students compare answers in pairs.

Extension idea Point out that the exam task expects the report to include the perspective of staff members and visitors. You could ask students to include these two groups in their discussion.

- 3 Students read the sample report quickly to see if the writer has identified any of the points they have been discussing.
- 4 After quickly revising general features of headings, give students time to read the sample report and discuss possible headings for the sections. Elicit their ideas.

Answers

a need b are not c the main topic
Suggested headings: 1 Introduction/Aim
2 Computers 3 The canteen 4 Parking facilities / Car parking 5 Sports facilities 6 Conclusion and recommendations

- 5 This exercise and Exercise 6 focus on language that students will find useful in writing their reports.

Answers

- 1** *Suggested answer:* It starts with an announcement of aims and ends with a general conclusion. It is organised into clear sections with informative headings. It is mostly factual, giving information based on evidence.
- 2** *suggest* + noun (*suggest ways*); *suggest* + *that* + *should* clause (suggested that the gym ... should be enlarged); *suggest* + *-ing* (suggest urging drivers)
recommend + noun (recommended a reduction); *recommend* + *-ing* (recommend implementing)
- 3** commented on, felt (strongly) that, expressed the view that, did not mention, suggested
- 4** would welcome, would appreciate, would be grateful for

- 6** **Alternative treatment** To give students help in formulating some of the phrases in this exercise, you can give them this list of words to use: *methods, based, opportunities, qualified, host, activities, independent, size.*

Suggested answers

- 1** host families **2** computer-assisted / computer-based learning **3** socialise **4** increased opportunities to speak **5** acquire **6** well-qualified / experienced teachers **7** class size **8** leisure activities **9** teaching methods **10** independent learning

- 7** Elicit and discuss students' answers. Once they have decided on the basic structure of their report, tell them to make notes under the headings they have chosen.

Suggested answers

- 1** the school principal and the governors' committee **2** five **3** *Suggested answers:* Introduction/Aim, Town attractions, Educational innovations, Improvements to leisure facilities and social activities, Conclusions and recommendations

- 8** Before students start the task, ask them to read the Exam advice. The points included here cannot be repeated too often, as marks are often lost through candidates not following instructions.

Vocabulary and grammar review

Unit 9

- 1** **1** activity **2** action **3** activity **4** programme
5 events **6** event **7** action **8** programme
- 2** **1** apparently **2** offence **3** interviewee **4** daily
5 graphic **6** inconsiderate **7** availability
8 superiority
- 3** **1** has finished **2** is working **3** was **4** has been working
5 I'm having **6** was working
7 arrived **8** played

Vocabulary and grammar review

Unit 10

- 1** **1** an equal **2** last **3** historic **4** slight **5** miss, golden
6 real **7** solemn **8** second
- 2** **1** knowledge **2** activities **3** realistic **4** valuable
5 readily **6** learning **7** majority **8** relevance
- 3** **1** won't have to / won't / need to **2** must, didn't have to / didn't need to **3** must / have to, have to / need to
4 needn't / don't need to / don't have to **5** mustn't, have to **6** need to / must / have to
- 4** **1** ~~could~~ can / will be able to **2** *correct* **3** ~~could~~ can
4 ~~could pass~~ managed to pass / succeeded in passing
5 ~~could be able to~~ could / would be able to

Being somewhere else

Unit objectives

- **Reading and Use of English Part 5:** skimming and inferring to answer multiple-choice questions
- **Writing Part 2:** writing a review; discussing possible plans; linking sentences and paragraphs; descriptive adjectives
- **Reading and Use of English Part 2:** skimming, choosing the best word
- **Listening Part 1:** listening for opinion and global meaning
- **Speaking Part 1:** using conditional forms, expressing enthusiasm, avoiding repeating the words of the questions
- **Grammar:** conditionals: form, meanings and functions
- **Vocabulary:** phrasal verbs *count on*, *sign up*, etc.; *at*, *in* and *on* to express location

Starting off

- 1 **As a warmer** Ask students to work in small groups and brainstorm different types of travel experiences people can make. Start them off by suggesting language exchange trips and travel experiences of exploration. Ask them to say what sorts of travel experiences they enjoy most and which journeys they would rather avoid making.

For Exercise 1, tell students they should try to think of vocabulary which is not too obvious. You can elicit other words for photo 1, e.g. *paddle*, *shore*, *cataract*, etc.

Possible answers

Photo 2: traditional market, stalls, sellers, bargain-hunting, souvenir-hunting, haggle, traditional craftwork, local products

Photo 3: Artic/Antartic, cruise ship, ice floes, icebergs, melting ice, global warming

Photo 4: jungle trail, deep in the jungle, thick vegetation, heavy undergrowth, easy to get lost, exhaustion, dangerous animals, sounds of birds and monkeys, off the beaten track

Photo 5: mountain track, steep slope, high peaks, remote region, long trek, rough path, heavy backpacks, rugged landscape

Photo 6: using local transport, crowded decks, stifling heat, off the beaten track, away from other tourists, seeing how people live, meeting local people

Extension idea Print and photocopy the wordlist for this unit from the Teacher's Resources CD-ROM. Ask students which words and phrases on the list they could use with the photos.

- 2 Draw attention to the type of question that is being asked in the example, i.e. a statement followed by an opinion question. Ask: *What part of the Speaking paper is likely to contain questions like this? (Answer: Speaking Part 4.)* Ask students to work in pairs and write similar questions, using some of the vocabulary they thought of in Exercise 1.
- 3 If possible, ask students to stand up and walk around the class. They should talk to three or four other students in turn. Remind them that they should answer with their opinions and, where possible, give reasons and examples to support their opinions. Give them five or ten minutes for this activity.

4 Extension ideas

- 1 As an opportunity for students to practise reported speech (which was studied in Unit 8), when they have finished comparing answers ask them to report their findings back to the whole class. Give them this example, using the sample question in Exercise 2:

We asked people if they thought you could learn a lot from undertaking a journey involving hardship and several people said they thought you could understand your own character better and you could gain self-confidence. *Other people thought ...*

You will need to give students a little time to prepare what they are going to say.

- 2 As practice for Speaking Part 2, read out this instruction:

I'd like you to compare two of the photos and say why people make this sort of journey and what they find hard about it.

In pairs, students take turns to talk about two of the photos for one minute.

Listening | Part 1

- 1 **As a warmer** Tell students they are going to do a Listening Part 1 task. With books closed, ask them to work in small groups and brainstorm what Part 1 involves. They then check their ideas by doing the Exam round-up.

Answers

1 three **2** different themes **3** A, B or C, twice
4 read the questions and underline the key ideas **5** listen to the whole extract before making your choices

- 2** Before doing this exercise, you can elicit the meanings of some of the words/phrases in the questions.

Suggested answers

1 complaint / man / the journey **2** woman react
3 man / journey should go ahead **4** agree / if / don't reach their objective **5** man / essential for travellers gain more **6** woman / feel / now

Extension idea Ask students to work in pairs and suggest two more words/phrases they might expect to hear with each question. Again, encourage them to be inventive and not to suggest the most obvious vocabulary. When they have finished, ask pairs to form groups of four and compare the words/phrases they have thought of. They should ask the other pair to justify their words if the connection is not clear.

3 **Answers**

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

CD 2 Track 15**Extract One**

Woman: It'll be getting dark soon, won't it? What about over there? That looks quite a good place to stop and camp for the night, doesn't it?

Man: Maybe.

Woman: Very peaceful.

Man: Don't count on it! If I'd known about the mosquitoes, I'd never have signed up for this. ¹But none of that would matter if, you know, there were rapids, white water, crocodiles and panoramic landscapes. I mean, we're just getting bitten on a muddy river closed in by dull monotonous little trees! It's not as if we had to come here. There were lots of other places we could have gone if only we'd realised.

Woman: Oh, Don. ²If only you'd put on some repellent! And if you'd please just stop moaning for a while, perhaps we could start enjoying ourselves a bit. Just think what a lovely change this is from city life!

Man: Some change! Even if we'd stayed at home, it'd be better because I'd be relaxing in front of the telly right now, instead of paddling up this miserable river.

Woman: Don!

Extract Two

Woman: So, what will we do if the weather breaks? Do you think we'll have to call it a day?

Man: ³Call it a day? No way! Not after all the hassle we've had to get this far, all the money we're raising and all those people we'd be letting down! Look, we're taking all the right equipment – wet-weather gear, good boots, you really can't ask for more. Anyway, we've committed ourselves to this thing, so we've got to go through with it. Look, if things start looking really bad, we can always put the walk off for a while and set off a bit later.

Woman: OK, but we were warned about this, you remember. North-west Spain can be pretty icy at this time of year.

Man: Of course, but that's all part of it, isn't it? And ⁴if we don't do it, we'll never live it down. I'm sure we'll make it, I mean, our names will be dirt if we don't.

Woman: That's a good point, and I guess they'd pay up anyway even if we didn't make it, wouldn't they?

Man: Hopefully, and anyway a little hardship never did anyone any harm.

Extract Three

Man: So, you managed to get off the beaten tourist track during your trip too, Kate.

Woman: That's right, and, like you, to places which are really for the more intrepid traveller.

Man: Right. It's a good idea for people going there on their own to do a bit of advance planning, but not too much because I think ⁵if you leave yourself open to whatever comes up, it can be very rewarding. Of course you'll form all sorts of opinions about what you see more or less on the spur of the moment but that doesn't matter, because if you're open-minded about things, you'll soon discover you were mistaken about a lot of them. And you have to take the rough with the smooth – you can't expect it to be all plain sailing when you're travelling to oases and places like that.


Woman: I agree, and I really appreciated sharing buses and ferries with all sorts of interesting people – you know, I learned a lot about the country just from chatting to them. It could all have been quite dull otherwise – you know, waiting for transport in villages and so on. At times, I felt I wanted the journey to go on forever. It wasn't all delightful, but there was something unexpected round every corner.

Man: That's right.

- 4 Ask students to think for a minute or two, then in small groups take turns to tell each other about their hardest journey. Tell them they should speak for one or two minutes and the others should listen and ask follow-up questions at the end.

Vocabulary

Phrasal verbs

- 1  **Alternative treatment** If you wish, photocopy the recording script and ask students to listen and underline the phrasal verbs before doing the exercise.

Answers

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

2 **Answers**

1 come up 2 signed up 3 never live it/them down 4 let ... down 5 put off 6 pay up 7 setting off 8 count on 9 go through with

Grammar

Conditionals

- 1 Tell students they should decide what time the speaker is referring to, not which tense is being used.

Answers

1 a and j 2 d 3 b and c 4 e, f, g and h 5 i

- 2 Point out that verbs in conditional sentences can be in simple or continuous forms and that a mixture of 2nd and 3rd conditional is possible in the same sentence.


When students have finished, go through the Language reference on page 165 (Conditionals) with them.

Suggested answers

- 1 Because he is imagining an activity in progress at the moment, as an alternative to what he is actually doing.
- 2 past time (they're both 3rd conditional)
- 3 Because it was snowing throughout the period in which they were waiting. If the speaker had said 'hadn't snowed', we would understand that the snow started and stopped during this period.
- 4 wouldn't have insisted
- 5 'If he hadn't been so stubborn' would describe how he was at the time when he insisted; 'If he wasn't so stubborn' describes how his behaviour or personality is generally.

3 **Answers**

- 1 hadn't left, wouldn't be wandering
- 2 wasn't/weren't rushing, would/'d be
- 3 wasn't/weren't, would/'d probably have reached / probably would have reached
- 4 would/'d try, were/was, would/'d have
- 5 were, would/'d carry
- 6 wouldn't have happened, had been concentrating
- 7 would ever abandon, was travelling
- 8 would/'d like, will/'ll show

- 4  Tell students they should look out for these mistakes in their own speaking and writing.

Answers

1 ~~wouldn't~~ won't 2 ~~send~~ would send 3 ~~am~~ will be 4 ~~stand~~ be standing 5 ~~won't~~ wouldn't 6 ~~would~~ will 7 ~~have~~ travelled travel

- 5 Tell students they may have to combine what they have studied in the Vocabulary section on phrasal verbs with what they have studied about conditionals.

Answers

- 1 can count on you to
- 2 as/so long as we set
- 3 be working late tonight unless
- 4 would not / wouldn't have presented her with
- 5 would/'d be grateful if you would / you'd / you could
- 6 had not / hadn't come up

Reading and Use of English | Part 5

1 Students should do this exercise in pairs.

Answers

1 T 2 F Read the text quickly to get an idea of its structure and what it is about before dealing with the questions. 3 F The questions are answered in the same order. 4 T

2 **As a warmer** Ask students:

- *Do you ever read travel books?*
- *What is enjoyable or interesting about reading travel books?*
- *Can anyone recommend a travel book they've read to the rest of the class?*

Biographical note

Paul Theroux, who wrote *Dark Star Safari*, is best known as a travel writer and novelist but before he turned to writing full-time he taught English in Italy, Malawi and Uganda. His novels include *The Mosquito Coast*, which was later made into a film.

Extension idea Ask students to name four essential items they would take with them on a long journey, apart from obvious ones like a passport, clothes and money. Ask them what things they would miss while they were making the journey.

3 **Answers**

Any or all of these reasons: to disappear, to break out of his predictable routine, to be inaccessible / unobtainable / out of touch; also for pleasure, for untold tales, hope, comedy and sweetness, to wander the hinterland, for revenge for being kept waiting, to get away from domestic life and modern technology, in the spirit of discovery

Extension idea Ask students how Theroux's attitude to travelling is different from or similar to their own.

4 Remind students to follow the procedure suggested in the Exam round-up.

Answers

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

Notes

- 1 A I wanted the pleasure of being in Africa again. Feeling that the place was so large it contained many untold tales and some hope and comedy and sweetness too, I aimed to reinsert myself in the bundu, as we used to call the bush, and to wander the antique hinterland.
- 2 D They had a new national flag, they had just gotten the vote, some had bikes, many talked about buying their first pair of shoes. They were hopeful, and so was I
- 3 A Out of touch in Africa was where I wanted to be.
- 4 B I was a sitting duck in this predictable routine: people knew when to call me, they knew when I would be at my desk.
- 5 D in my domestic life things had begun to get a little predictable, too – Mr Paul at home every evening ... 'I made spaghetti sauce ... I seared some tuna ... I'm scrubbing some potatoes ...' The writer in his apron, perspiring over his béchamel sauce, always within earshot of the telephone. You have to pick it up because it is ringing in your ear.
- 6 C your friends call sympathetically, as though you've caught a serious illness that might prove fatal. Yet I found these messages unexpectedly stimulating, a heartening preview of what my own demise would be like.
- 5 **Extension idea** Ask students: *Paul Theroux suggests in this text that mobile phones and email have not improved the quality of his life. To what extent is that true for you as well?*

Vocabulary

at, in and on to express location

- 1 **As a warmer** Ask students if they have problems with using the prepositions *at*, *in* and *on*. Tell them to work in pairs or small groups and write down some rules for using these three prepositions for location. They then do the exercise.


Answers

1 in 2 in 3 on, at, in 4 at, at 5 at 6 in 7 on

- 2 Ask students to compare the rules they wrote when doing the warmer in Exercise 1 with the rules here. Then go through the Language reference on page 163 with them.

Answers

b on (7) c on (3) d in (1, 2, 3, 6)

- 3  Tell students that they should look out for these kinds of mistake when speaking or writing and correct them.

Answers

1 of in 2 at on 3 of in 4 at in 5 at on 6 at on
7 at in 8 in on 9 at on 10 to in

Reading and Use of English | Part 2

- 1 **As a warmer** With books closed, ask students to work in small groups and to think of advice for how best to approach Reading and Use of English Part 2. Get feedback from the whole class and then discuss which pieces of advice are the most useful. They then do the Exam round-up.

Answers

- 1 eight
2 grammar words mainly
3 Read the whole text quickly, read before and after each gap.
4 Think about what type of word you need.
5 It is essential: if you spell the word wrongly, you lose the mark.
6 Read through the completed text to make sure your answers make sense.

- 2 **Extension idea** Ask students to work in small groups. Tell them they are organising a virtual travel website where people can travel to one place online. Ask them to decide what place this will be and what people will be able to do there. When they have finished, ask one student from each group to present their ideas to the rest of the class.

- 3 Give students a minute to do this.

Answer

They looked for it on the internet, but they finally found it through an island broker.

- 4 Students work in pairs to complete this task as a practice exercise.

Answers

1 What 2 on 3 about 4 else 5 providing/
provided 6 until 7 enough 8 sooner

- 5 Ask students: *Many islands are popular holiday or travel destinations. What makes islands particularly attractive to travellers and holiday-makers?*

Extension idea Ask students to work in groups. Tell them to imagine they work for a travel magazine. The editor has told them they will have to write an article entitled: *Ten places you must see during your life*. Tell them to discuss and decide which ten places should feature in their article, and why.

- 6 Students now work on their own, without any assistance, to do this Part 2 task.

Alternative treatment Ask students to skim the text first to find out why the place is called Paradise. (*Answer*: the scenery, the wildlife, the food, the fact that it's a biosphere reserve and it has few tourists)

Answers

1 Unless 2 on 3 far 4 out 5 what 6 most
7 not 8 as

- 7 **Extension idea** Ask: *Do you think that, generally speaking, tourism improves places or spoils them? Why?*

Speaking | Part 1

- 1 Remind students that in the exam the questions are designed to see how well they manage a variety of different tenses and verb forms, so they should pay careful attention to how the questions are formulated and choose appropriate tenses to answer them.

Suggested answer

all except 3 and 7 and possibly 4 (with 4 we might give examples using conditionals)

Extension idea Ask students to work in pairs and think of extra advice for doing the Speaking paper. Write on the board:


Advice for doing the Advanced Speaking paper

Before the exam:

Body language:

During the exam:

Tell students to make notes while they discuss in pairs. When they have finished, they present their ideas to the rest of the class, who then discuss which ideas are the most useful.

- 2  Tell students that it's a good idea to express interest and enthusiasm when answering questions in Speaking Part 1 – they should try to answer openly and confidently rather than defensively.

Answers

- 1 Laura: 6 David: 4 Marta: 1 or 8
- 2 Laura and Marta
- 3 No, because sometimes they're describing reality rather than an imagined situation or event.
- 4 Marta – wonderful, such a lovely area, fabulous, great, I'd really love that, the chance of a lifetime. She also shows enthusiasm through her intonation.
- 5 They use their own vocabulary. This shows range of vocabulary, knowledge of synonyms, understanding of the question, confidence with English.

CD 2 Track 16

Laura: Well, it depends where to. I'm certainly not afraid of taking risks for a bit of excitement and I get a real buzz from a bit of danger. But it would have to be a journey to somewhere interesting, somewhere that was worth visiting. I wouldn't want to do it just for the excitement.

David: Well, it certainly helps with the day-to-day problems like buying tickets, getting information and so on. But I'd say it's generally better to try to speak the local language if you can, because then you can get to know people, talk to them on their own terms and that's when real communication starts happening. On the other hand, you can't learn the language of every country you want to visit, and in those cases English is definitely better than nothing.

Marta: Normally I go to Croatia and the Adriatic Sea for a couple of weeks in the summer, which is wonderful, it's such a lovely area, but the chance to go even further afield and have some completely different experiences, well, for example to spend two or three months travelling round Africa, would be fabulous. It'd be great to see some of those places you only normally see on television, for example the Ngorongoro Crater or the Kruger National Park. I'd really love that. It'd be the chance of a lifetime!

- 3 When students have finished, ask them to give each other feedback on what they did well when answering the questions, and what things they could improve. If you did the Extension idea in Exercise 1, ask them to take into account the advice they thought of there when they are giving feedback.

Extension idea For extra practice, students could take turns to ask their partner some of the questions that they themselves answered in Exercise 3. They should ask these questions in random order.

Writing | Part 2**A review**

- 1 **As a warmer** Ask students: *How good is the Internet for helping you to decide where to travel to and where to stay?*

Suggested underlining

help local people / hotels / help visitors to choose / review / recommends two hotels in your area / two different types of visitor / what sort of visitor / why

Extension idea: Ask: *Who are the target readers for the review?* (Answer: people who visit the website)

- 2 Give students two or three minutes for this. Point out to them, if necessary, that the purpose of the review is largely practical: to give information and make recommendations which will help visitors to decide where to stay.
- 3 Students may prefer one plan to another, but there is no correct answer to this question.

Alternative treatment Ask students, with books closed, to write their own plan for the review. With books open, they then compare their plan with the ones in this exercise.

Answer

Plans A and B are both fine, but other ways of organising the review (C) are also possible. The important thing is that the plans cover all the task requirements.

- 4 **Answers**
Plan C
Suggested plan
Para. 1: Introduction: why business travellers don't like the same hotels as tourists
Para. 2: Rooms and prices in hotel 1 – suits low-budget tourists
Para. 3: Other features of hotel 1 – some positive and negative points
Para. 4: Features of hotel 2 – suits business travellers
Para. 5: Brief rounding-off
- 5 Remind students that they will achieve a higher score in the exam if they use fairly long, complex sentences.

Answers

1 However 2 Equally 3 though 4 as 5 both
 6 An added attraction is that 7 As 8 together
 with 9 not only

- 6 Remind students that one of their aims in writing a review is to persuade their readers to use one of the hotels they recommend. Careful choice of vocabulary will help them to achieve this.

Answers

1 compact, moderately priced, elegant, moderately sized
 2 clean, airy, quite basic, luxurious, spacious, well-equipped
 3 friendly, helpful, competent, professional

Extension idea Ask students to brainstorm other adjectives they could use for each of the three categories. Examples:

1 *inexpensive, charming, stylish, smart, centrally/ conveniently located, family-run*

2 *simple, light, bright, cosy, well-furnished*

3 *courteous, attentive, cheerful, welcoming*

- 7 Remind students that to be persuasive, they should choose a style which matches the type of reader and the type of writing.

Answers

1 b (There is a lot of information, but it uses contractions and addresses the reader as 'you'.)
 2 using contractions and addressing the reader as 'you'

- 8 Students can do this exercise in pairs if you wish, or as part of their homework assignment.
- 9 Ask students to do this task in approximately 45 minutes, as in the exam.

Unit objectives

- **Reading and Use of English Part 7:** identifying key ideas in paragraphs, identifying linking devices
- **Writing Part 2:** writing a proposal, identifying and understanding reference words and phrases; the use of passive verbs in formal writing
- **Reading and Use of English Part 3:** building words from root words, using prefixes and suffixes
- **Listening Part 2:** predicting the kind of information missing from gapped sentences
- **Speaking Part 3:** choosing appropriate vocabulary, using compound nouns
- **Grammar:** nouns and articles
- **Vocabulary:** prepositions following verbs; word formation

Starting off

1 **As a warmer** Ask students: *What particular environmental issues are important in your country at the moment?* For Exercise 1 you may want to check that students understand these words and phrases:

- *wind power complex* – a collection or group of wind turbines
- *bronchitis* – an illness of the lungs which affects breathing
- *toddlers* – young children who are learning or have just learnt to walk
- *Britons top table* – (*top* is a verb here) British people are at the top of the list
- *bio fuel* – a form of renewable energy produced from living organisms, e.g. plants and algae
- *Northwest Passage* – sea route through the Arctic Ocean, which connects the Atlantic and Pacific Oceans.

Answers

- 1 A and F
 2 *Suggested answers*
 A green energy / alternative sources of energy / greenhouse gases
 B animal conservation / protection of endangered species
 C effects of pollution on human health
 D pollution / greenhouse gases / global warming
 E energy conservation
 F climate change / global warming
 3 A and B

Extension idea Students could be asked to give a short presentation to the rest of the class, expanding on their headline.

Listening | Part 2

- 1 Ask students to answer the Exam round-up questions individually before comparing answers with a partner.

Answers

1 F You have to complete eight sentences. 2 F No more than three words will be missing from each sentence. 3 T 4 F You should read the gapped sentences before you listen. 5 F Write what you think you hear, even if you are not sure. (Your answer may be correct. If left blank, it will always be wrong.)

- 2 **As a warmer** Ask students about climate change:

- *What causes it?*
- *What are its results?*
- *What dangers are associated with it?*
- *What should we do about it?*

Then ask them to discuss questions 1–3 about the Inuit people. Don't give the answers at this stage – these will be supplied by the recording in Exercise 3.

- 3 ▶ Play only this recording, which is an introduction to the main part of the recording in Exercise 4.

CD 2 Track 17


Presenter: The Inuit, or Eskimo people, live in the Arctic and sub-Arctic regions of Siberia, Greenland and Canada. Altogether there are more than 100,000 Inuit, most of whom live near the sea, hunting aquatic mammals such as seals, walruses and whales. European whalers, who arrived in the latter part of the nineteenth century, had a strong impact on the Inuit. They brought their religion but they also brought their infectious diseases, diseases to which the Inuit had no immunity and which, as a direct consequence of this, reduced the population in some areas.

In the past, the Inuit had several different forms of traditional housing. In Greenland, they often lived in permanent stone houses. Along the shores of Siberia, they lived in villages made up of wooden houses. Summer housing for many Inuit was a skin tent, while in the winter igloos, houses made of snow, were common. Wherever they live today, the Inuit are involved in the modern world. They have wholeheartedly adopted much of its technology, as well as its clothing, and the design of their living spaces. Their economic, religious and governmental institutions have also been heavily influenced by the cultures of their near neighbours in Europe and America.

Answers

Resources for food: aquatic mammals such as seals, walruses, and whales

Other resources: stone (for houses), wood, animal skins, snow

- 4  To replicate exam conditions, give students 45 seconds only to read through the sentences. They should underline key points and predict the sorts of answers they need to listen for.

Answers

1 educated adults 2 physical surroundings
3 weather markers OR visible indications
4 disturbing accounts 5 (strong) scientific evidence
6 coastlines 7 deep understanding
8 adapt

CD 2 Track 18

Professor: Today I'm going to be looking at some of the ways in which climate change is affecting the life and culture of the Inuit people. I suppose it would be true to say that, in today's world, most ¹educated adults, at any rate, are aware of global warming and climate change. But how many of us living in modern cities, cities with a seemingly inexhaustible supply of electricity into our homes and places of work, how many of us are actually affected by these phenomena in our daily lives? The Inuit, however, are being affected in a very real way, on a daily basis, by a frightening deterioration in their ²physical surroundings. They see melting ice sheets, changing tides, and notice the thinning of the polar bear population. They see how the daily ³weather markers on which they've relied for thousands of years are becoming less predictable as their fragile climate changes. In the past, if there was a ring around the moon, it meant a change of weather in the next few days. Now such signs mean nothing.

But these are just the most immediately ³visible indications of the changes taking place. Talk to the Inuit elders and hunters who depend on the land and you hear ⁴disturbing accounts of deformed fish, diseased caribou, and baby seals left by their mothers to starve. In the last year or so, robins have appeared where robins have never been seen before. Interestingly, there's no word for 'robin' in the Inuit language.

These ideas are not simply based on what the Inuit themselves have observed; there is increasingly ⁵strong scientific evidence that the Arctic, this desert of snow, ice and killing cold wind, is thawing. Glaciers are receding; ⁶coastlines are receding and other large bodies of fresh water are no longer there. Autumn freezes are coming later and the winters are not as cold.

For years, what the Inuit elders and hunters understood about the Arctic climate, known as 'traditional knowledge', was largely disregarded by the Western world. It was often dismissed as anecdotal and unreliable by scientists who visited the area with their recording devices and their theories. Some even viewed the Inuit as ignorant about a land which they've inhabited for thousands of years. But more recently, scientists have begun paying attention to what the Inuit are reporting. According to geophysicist George Hobson, traditional Inuit knowledge was just waiting to be passed down. He says this ⁷deep understanding of the land and its wildlife have enabled the Inuit people to survive in the harsh Arctic environment.

For thousands of years, the Inuit have lived by rules that require them to respect animals and the land. They've adapted to the cold climate as they hunted seals, walrus and whales. Siloah Atagoojuk, an elderly Inuit woman who lives in the city of Iqaluit, doesn't want to pretend she knows more than anyone else – nor does she try to blame anyone for the change in her environment. She is simply worried. Her world is not as it used to be and her people may not have the capacity to ⁸adapt to it. She says that the Inuit have known all along that there would be a time when the Earth would be destroyed or would destroy itself. She believes that this process has begun.

Vocabulary

Prepositions following verbs

1 **Answers**
1 on 2 on 3 on 4 into 5 to 6 for



Answers
2 1 to in 2 in on 3 on in 4 in on 5 in on
6 with to 7 in on 8 for to

Reading and Use of English | Part 7

1 As this is the last Part 7 in the book, spend some time checking that students understand the best way of tackling this tricky exam task. Stress how important it is to take the time to read the whole text before attempting to place the missing paragraphs.

Answers
1 six 2 is one 3 gapped text 4 the structure of the text

- 2 Allow students time to discuss these questions either in pairs or as a whole class. This will provide them with background ideas and help them cope with the text. Elicit some of their ideas, but don't attempt to answer the questions at this stage.
- 3 Students read the core text to get a general sense of what it is about and what direction it takes.

Answers

- 1 a The article does not explain exactly how parrots learn, but does give these suggestions for why they have the ability to speak: their intelligence has evolved, they can 'vocalise' words, they live a long time so have time to learn.
- b Yes – see paragraph 6.
- c No others are mentioned (primates, e.g. chimpanzees, can communicate but can't speak).
- 2 The photos show the parrot communicating with Dr Pepperberg and choosing letters.

4 **Answers**

1 D 2 G 3 C 4 E 5 A 6 B (Para F is not used.)

Notes

- 1 D it had originally been thought, only primates could master. (end of paragraph 1) – Early studies ... linguistic ability in apes (start of paragraph D) the idea of teaching their anthropoid subjects sign language (paragraph D) – Their assumption was that chimpanzees might be able to understand ... sign language (paragraph 2)
- 2 G a brilliant insight to turn this human-centricity on its head (paragraph 2) – This rather novel approach (start of paragraph G) one of the best-known double acts in the field of animal-behaviour science (end of paragraph G) – Dr Pepperberg and Alex (start of paragraph 3)
- 3 C Do parrots actually understand what they are saying? (end of paragraph 3) – Dr Pepperberg's reason for suspecting that they might (start of paragraph C) A British researcher called Nicholas Humphrey (paragraph C) – according to Dr Humphrey (paragraph 4)
- 4 E only social animals can be intelligent (paragraph 4) – However, not all animals which live in groups can be classified in this way (start of paragraph E)
- 5 A Alex looked a promising experimental subject. (end of paragraph 5) – And so it proved (start of paragraph A)
- 6 B Dr Pepperberg or her colleagues. (end of paragraph 6) – And the fact that there were a lot of collaborators (start of paragraph B) the 'Clever Hans' effect ... a horse that seemed to count, but was actually reacting to unconscious cues from his trainers (paragraph B) – There are still a few researchers who think Alex's skills were the result of rote learning rather than abstract thought (start of paragraph 7)

5 Students can exchange ideas in pairs/groups before class discussion.

Grammar

Nouns and articles

1 **As a warmer** Check that students are familiar with the terms *countable/uncountable nouns* (they may know them as *unit/mass nouns*) and elicit a few examples. Ask: *Do you know any nouns that can be countable or uncountable in different contexts?* If students are not clear, spend a little more time before moving on to Exercise 1. Write these sentences on the board and ask students to say what the underlined nouns mean and whether they are countable or uncountable.

- *Chairs are made of wood.* (Answer: uncountable)

There's a wood at the bottom of our garden. (Answer: countable)

- *Have you seen this morning's paper?* (Answer: countable)

I always use recycled paper. (Answer: uncountable)

In the text in Exercise 1, note that *baobab* is sometimes written with a capital B. However, names of trees are normally treated as common nouns, e.g. *oak, birch*, etc.

Answers

1 elephant, plant 2 trees, elephants, years
3 bark, skin, tissue 4 skin, tissue (a skin = the whole covering of an animal, especially used when this covering has been removed from a dead animal; a tissue = a paper handkerchief) 5 Africa, Earth

2 Students could work in pairs to discuss the differences.

Answers

1 a the taste or the drink in general b a cup of coffee
2 a mass of hair b a single strand of hair
3 a the substance b different types of cheese
4 a the substance b spoonfuls or lumps of sugar
5 a heaviness b individual pieces of metal used in weight-lifting
6 a the substance b spectacles used to help your eyesight
7 a knowledge, understanding b events or activities
8 a physical activity b sets of questions

3 **As a warmer** To revise the basic difference between *a/an* and *the*, write these two sentences on the board and elicit the difference in meaning:

When was the last time you drove a car?

When was the last time you drove the car?

Establish that the indefinite article *a* refers to any car, whereas *the* refers to a particular car that both the speaker and the listener know about.

Answers

1 The 2 a 3 a 4 a 5 Ø, Ø, Ø 6 the 7 a, a
8 the 9 the 10 Ø, a

4 **Answers**

(The numbers 1–10 refer to the sentences in Exercise 3.)

1 1b 2 2a 3 2d 4 2c 5 3b, 3b, 3a 6 1a 7 2a, 2b
8 1d 9 1b 10 3a, 2a

5 **Answers**

1 The 2 the 3 the 4 a 5 the 6 Ø 7 a 8
the 9 a 10 the 11 Ø 12 the 13 Ø 14 a

6 

Answers

1 a suit and tie, a formal occasion 2 the/a job (the job = the particular one we're referring to)
3 the advantages and (the) disadvantages 4 the Internet 5 the homeless 6 A The most important thing 7 a the capital 8 the technology 9 a basic knowledge 10 the-a degree, the work in the IT

7 The articles used in the list of topics conform with the following rules in Exercise 4:

The first thing: 1b; **the most frightening/exciting:** 1b; **A job:** 2a and 2c; **The advantages and disadvantages:** 1d

When students have finished the exercise, refer them to the Language reference on page 000 (Articles) and go through it with them if necessary.

Vocabulary

Word formation

1 Exercises 1–3 give students extra practice in word formation based on words from the article. Encourage them to make lists of related words in articles like this and in other texts they read.

Answers

apology; communication, communicator;
conclusion; conviction; description; performance,
performer; proposition, proposal; prosperity;
suspect, suspicion

2 Answers

assume, behave, combine, evolve, explain,
progress, respond

3 Example answers

The fraudster admitted the offence and said he wouldn't contest the case.
Even though my team lost the match, it was a great contest.
A lot of evidence is needed if they are ever going to convict him.
Three convicts have escaped from an open prison on the outskirts of the city.
They say the price of oil is going to increase.
There was a significant increase in rainfall last year.
Don't insult me like that again.
Don't take that as an insult. I'm just saying what I think.
Many countries export goods to other countries.
There was a fall in the value of our exports last year.
They're going to present the best students with special awards.
I need to buy a birthday present for my brother.
The company I work for produces components for laptop computers.
I always prefer to buy fresh farm produce if I can.
If students do well in the test, they can progress to the next level.
I think I'm making good progress.
Students are planning to protest about the increase in their university fees.
They're having a meeting to plan their protest tomorrow evening.
The chief of police expects people to rebel against the recent rise in taxes.
He's always been a bit of a rebel, even when he was a small child.
They made me an offer I couldn't refuse.
Our refuse is collected every Friday.
You shouldn't reject ideas out of hand.
The things in that shop are very cheap because they're factory rejects.

Speaking | Part 3

- 1 As you check students' answers, discuss any issues arising out of this round-up.

Answers


1 your partner 2 written prompts 3 three
4 more 5 need not

- 2 *As a warmer* Ask students:

- *Is our/your country affected by any of the environmental problems in the photos?*

Answers

1 **photo 1:** forest fires **photo 2:** drought conditions **photo 3:** rainforest clearance
2 air pollution, flood damage, fossil fuel consumption
3 *Suggested answers*
forest fires: arson, carelessness, discarded cigarettes
drought conditions: global warming, burning of fossil fuels
rainforest clearance: wood used for timber, land used for grazing animals
air pollution: vehicle exhaust fumes, heavy industry, factory emissions
flood damage: climate change, global warming
fossil fuel consumption: population growth, increase in number of vehicles

- 3  Encourage students to take notes as they listen to the candidates doing the task.

Suggested answers

- 1 They cover all the threats in their discussion, but on forest fires and flooding they don't talk enough about how people's lives are directly affected – too much time is spent talking about causes rather than effects. They are better when detailing the effects of droughts, pollution and fossil fuel consumption.
2 They could focus more directly on the question asked by the examiner in the first part of their discussion.

CD 2 Track 19

Examiner: Now I'd like you to talk about something together for about two minutes. Here are some environmental threats that can affect people's lives. Talk to each other about how these threats can affect people's lives.

Anna: Well, this one's really relevant at the moment because it's in the news now – literally as we speak. There are lots of forest fires all over Australia and they're having a terrible effect on people's lives. The experts seem to think it's one of the results of climate change and global warming.

Lukas: Yes, but forest fires only affect certain parts of the world, don't they? I mean I'd say flooding is probably more widespread, it affects more different places – Asia, America and Europe. They say that's also connected with global warming, don't they?

Anna: Yes, and that's only going to get worse if the ice caps continue melting at the current rate. And flooding can cause terrible damage – at least as bad as fires.

Lukas: And the opposite, drought of course. In some ways that's worse than floods because more people are affected. Droughts often lead to poor harvests, which mean people have no food and have to travel for days, often on foot, to refugee camps where they're given food. But their lives can be ruined.

Anna: That used to just be in Africa, didn't it? I think it's now beginning to happen in parts of southern Europe. I remember a few years ago when all those people died in a heat wave in France.


Lukas: I'm not sure that was quite like the situation in Africa, but drought and flooding are definitely more common than they used to be, and that's really worrying. And what about pollution as well, especially air pollution, which seems to be on the minds of many people at the moment? I'm sure that's going to affect us – perhaps more in the long term than now.

Anna: Do you think so? It already does affect us, doesn't it? I mean, think about how many more people there are now with allergies and breathing problems than there used to be.

Lukas: Very true. And finally, there's fossil fuel consumption. Do you think that's really a threat?

Anna: Yes, I do – in two different ways. When we burn fossil fuels like coal and oil to make energy, that causes air pollution, doesn't it? And secondly if the price of oil goes on rising, this will damage the world economy, and that'll probably lead to all kinds of political tensions – perhaps even wars. Who knows?

Examiner: Thank you.

- 4  Remind students that in the last section of Speaking Part 3, the examiner will ask them to make a choice or come to a decision together. They have a further minute to do this.

Answer

Yes, they reach agreement.

They decide that drought poses the greatest threat.

CD 2 Track 20

Examiner: Thank you. Now you have about a minute to decide which of the problems you have discussed poses the greatest threat to us.

Anna: Which one of these five do we think is going to be the biggest threat?

Lukas: It's very difficult to say, isn't it? They all pose terrible dangers – but perhaps the time scale is different.

Anna: What do you mean?

Lukas: Well, they all affect us now, but in the future, some will get worse and some will improve.

Anna: Do you think so?

Lukas: Yes, I do. For example, in the short term, I think fossil fuel consumption poses the greatest threat, because it affects us now, but eventually we'll run out of fossil fuels, which means that in the future we won't be able to consume them. By that time of course the other threats like air pollution, fires, flooding and droughts will be worse because of increases in global warming.

Anna: You could be right. So what are we going to decide? Personally, I think drought is going to pose the greatest threat, especially if the population of the world goes on growing.

Lukas: Yes, I think I agree. If harvests fail, millions of people can starve to death, whereas at least in the case of forest fires and flooding, people usually escape even though their lives may be changed for ever.

Anna: OK, let's say we think that drought poses the greatest long-term threat.

- 6 Give students a few moments to look through the list of compound nouns which might be useful in this discussion. They then have three minutes to do the task in pairs. Monitor their conversations, and after two minutes move them on from their discussion of the prompts to the decision-making task at the end.

Reading and Use of English | Part 3

- 1 **As a warmer** Ask students, working individually or in pairs, to write down with as many prefixes and suffixes as they can in two minutes. Elicit these and write on the board.

Set a time limit of three or four minutes for Exercise 1. Again, students can work individually or in pairs.

Suggested answers

friend: friendship, friendliness, unfriendliness; befriend (unfriend – Facebook); friendly, unfriendly

help: helper, helpfulness, helplessness; helpful, unhelpful, helpless; helpfully, unhelpfully, helplessly

know: knowledge; knowledgeable, knowing, unknowing, unknown, unknowable; knowledgeably, knowingly, unknowingly

live: life, liveliness; lively, alive, lifeless

move: movement, removal; remove; moving, unmoved, movable, immovable; movingly, movably, immovably

nation: nationality, nationalist, nationhood; nationalise, denationalise, renationalise; national, international, multinational; nationally, internationally

sense: sensitivity, sensibility, sensitisation, desensitisation, sensitise, desensitise; sensitive, insensitive, sensible, insensible, sensitise, sensitised, desensitised; sensitively, insensitively, sensibly, insensibly

2 Answers

1 impossible impossible 2 demonstrators demonstrators, ~~un~~stabilise destabilise
3 ~~dis~~comfortable uncomfortable 4 caring caring, careful, ~~break~~able breakable 5 ~~uns~~atisfaction dissatisfaction 6 ~~vital~~ness vitality, ~~innovat~~ant innovative 7 ~~mistr~~act distract 8 ~~ed~~able edible

- 3 Remind students to read the Exam advice notes before doing this exam task.

Answers

1 finding 2 disappearance
3 environmentalists 4 creatures 5 clearance(s)
6 determination 7 national 8 reduction

4 Possible answers

- 1 There are thousands of animal and plant species classified as endangered, but some of the most commonly-known include the following: blue whale, giant panda, mountain gorilla, chimpanzee, tiger, Asian elephant, snow leopard, Bactrian camel.
- 2 set up conservation areas to protect natural habitats, breeding areas and sources of food; prevent further destruction of natural habitat; give legal protection to animal species by outlawing hunting; keep breeding pairs in zoos

Writing | Part 2

A proposal

- 1 Discuss any questions that arise from the Exam round-up.

Answers

- 1 F Proposals are normally written for organisations, clubs, colleagues, etc. 2 T
3 F You should support suggestions and recommendations with factual information.
4 T 5 F The style can be less formal if you are writing for colleagues or fellow members of a club.

- 2 Students read the exam task and prepare ideas on the topic. Follow their pair discussions with class feedback.

3 Suggested answers

- 1 In general the question is well answered, though the inclusion of unnecessary travel may be outside the direct control of the college authorities. Factual information is included, e.g. *The college currently uses twice as much printing paper as it did two years ago. This is despite the fact that information is stored on computer.*
- 2 Yes. The clear, simple headings help the organisation.

4 Answers

- 1 the college 2 the fact that the college is using twice as much paper as it did before 3 printing documents 4 lights and equipment 5 the fact that students are making unnecessary journeys 6 students 7 the use of public transport or bicycles

Reference words like *these* are used to link sentences to each other and to avoid repetition.

- 5 Tell students that when changing from active to passive sentences in question 4, they must keep the tenses unchanged. Advise them to use passive forms where appropriate in formal proposals and reports.

Answers

- 1 is stored, should be printed, should be required, are not turned off, are left, should be reminded, are not needed, should be advised, should be used, were implemented
- 2 *Suggested answer:* The passive is commonly used in formal contexts. It focuses on the action rather than the person who does the action – this makes the language impersonal, which is appropriate for a text of this kind.
- 3 a, b, d, f
- 4 **a** People need to be encouraged to use the recycling bins.
b If the air conditioning system was/were replaced, less electricity would be wasted.
c *Cannot be changed. The verb has no direct object which could become the subject of a passive verb.*
d The roof should have been insulated when the building was constructed.
e *Cannot be changed. Neither verb has a direct object.*
f At present the problem is not being taken seriously enough.
g *Cannot be changed. There is no passive form for the present perfect continuous.*
- 6 In pairs, students could exchange sentences and check each other's use of passive forms.
- 7 This exam task is similar to the one students have discussed previously. The questions related to this task should help them to structure their writing as well providing ideas to include. If they write their proposal at home, tell them to take 45 minutes, as in the exam.
- This may be a suitable moment to do the Unit 12 photocopiable activity on the Teacher's Resources CD-ROM.

Vocabulary and grammar review Unit 11

- 1 1 sign up 2 call ... up 3 stick around 4 called off 5 drop out 6 put off
- 2 1 nothing to do with 2 out of touch 3 kept waiting 4 sick and tired of 5 the whole point of 6 without a trace 7 get your hands on
- 3 1 at 2 at 3 in, at 4 on 5 at/in, on 6 on
- 4 1 not overslept, he would not / wouldn't have
 2 had arrived/been on time for
 3 were better, she could have applied
 4 would be (most/very/extremely/sincerely) grateful if you
 5 had not / hadn't been for Bruno's advice
 6 would not / wouldn't be taking part in

Vocabulary and grammar review Unit 12

- 1 1 unfriendly 2 environmental 3 disabilities 4 knowledge 5 appearance 6 creatively 7 clarify 8 movement
- 2 1 ~~with~~ in 2 ~~to~~ on 3 ~~in~~ to 4 *correct* 5 ~~for~~ to 6 ~~for~~ on 7 ~~to~~ on 8 *correct*
- 3 1 Ø 2 the 3 the 4 the 5 Ø 6 the 7 Ø 8 the 9 Ø 10 Ø 11 the 12 Ø 13 an 15 Ø 16 the
- 4 1 to 2 In 3 with 4 not 5 need 6 out 7 The| 8 rather

Unit objectives

- **Reading and Use of English Part 8:** identifying key ideas in questions
- **Writing Part 2:** letter writing, round-up of important points relating to all Part 2 tasks
- **Reading and Use of English Part 3:** analysing sentences to identify parts of speech required
- **Listening Part 3:** listening for key ideas
- **Speaking Part 2:** maintaining fluent and effective communication
- **Grammar:** ways of contrasting ideas, the language of comparison
- **Vocabulary:** prepositions after adjectives

Starting off

- 1 **As a warmer** Ask students, in pairs, to discuss what they currently do to stay healthy and keep fit, and what more they could do. Elicit some of their ideas before moving on to the questions in Exercise 1.

Suggested answers

- 1 *Advantages:* keeps you physically fit, helps keep heart and lungs healthy, helps prevent obesity
Disadvantages: can cause injury and pain – bruises, muscle strain, fractures, etc.
- 2 *Advantages:* prevents childhood diseases, reduces the spread of infectious diseases
Disadvantages: some vaccinations may cause illness in a minority, some people have a fear of needles
- 3 *Advantages:* clean air and environment, less stressful life, less traffic
Disadvantages: allergic reactions to plants, venomous spiders and snakes, fewer medical services, smaller hospitals
- 4 *Advantages:* more medical services, larger hospitals
Disadvantages: pollution, risk of catching contagious diseases, heavy traffic causing pollution and accidents

Extension idea Ask students to talk to each other in pairs about their own health experiences related to sport and other physical activities.

Listening | Part 3

- 3 **Answers**
1 conversation 2 four 3 six 4 four 5 express the same ideas 6 before 7 after the speaker has finished talking

- 2 **As a warmer** Ask students to tell each other about anyone they know who has an allergy. This could be related to particular foods, medicines, plants, animals, etc. Make it clear that students need not talk about their own allergies.

Check that students understand the meaning of the words in the instruction.

allergen: a substance which can cause an allergy (e.g. grass, cat fur) but which is not harmful to most people

asthma: a medical condition which makes breathing difficult

immune system: the cells and tissues in the human body which enable it to protect itself against infection

pollen: a powder from flowers which often causes an allergic reaction

Get students to think about the questions as preparation for listening to the recording. Elicit a few ideas, but do not confirm or correct them at this stage.

Alternative treatment This exercise could be done as a whole-class activity.

**Answers**

- 1 Yes. (Every year more people visit their doctor with asthma and various food allergies.)
2 20%–30% of the population of Britain and the USA
3 air-conditioning and central heating

CD 2 Track 21

(The underlined words show the answers to the exam task in Exercise 5.)

Presenter: These days we're all too familiar with the word 'allergy' and phrases like 'I'm allergic to pollen or eggs or cats', and it is generally accepted that allergies are more widespread in the population than in the past. Is this because the subject is getting increased exposure in the media, or ¹are we really becoming less able to protect ourselves against those substances which cause allergies? These are just some of the questions we'll be tackling in today's phone-in programme. In the studio today is allergy specialist Dr Mohamed Bawadi to answer your questions. Welcome, Dr Bawadi.

Dr Bawadi: Thank you. I should start by saying that the medical profession takes allergies very seriously and we recognise that severe allergies can be a cause of great anxiety for some individuals.

Presenter: OK, thank you. Our first caller today is Tim from Edinburgh. Tim, what's your question?

Tim: Hi, right, well, I'm a hay fever sufferer – I'm very allergic to pollen from grass and certain trees, especially in the spring. What I don't understand is that my allergy didn't begin until I was in my mid-thirties. I'd really like to know why it appeared so late, and ²am I stuck with it now?

Presenter: Dr Bawadi?

Dr Bawadi: Hello, Tim. Your story's a very common one. The fact is that allergies don't discriminate – they're no more likely to affect children than old people. I'm afraid ³they can develop at any time of life from birth to sixty and beyond. This is because an allergy is a mistaken response of our immune system to a harmless substance. As to whether you're stuck with your allergy, that's a less straightforward question. The best way to treat any allergy is to avoid contact with whatever causes the allergic reaction. Someone who was allergic to eggs would find it fairly easy to avoid eating anything containing eggs, whereas you would find it impossible to avoid all contact with pollen unless you lived in a desert or a coastal area. And I'd add, Tim, that there's now research evidence from around the world that the most common age to develop an allergy is in your late teens, so you've not done too badly.

Presenter: Our next caller is Arabella from Amsterdam in the Netherlands. What's your question, Arabella?

Arabella: Hello. I'm allergic to peanuts – so of course I have to be really careful about foods which contain even the smallest traces of peanuts, but ⁴what I'd like to know is whether I'm likely to pass this allergy on to any children I may have in the future.

Presenter: Thank you. Dr Bawadi?

Dr Bawadi: Hello, Arabella. This is an interesting question. In developed countries ⁵all children have a twelve percent risk of developing an allergy. In the case of your child, this would rise to twenty percent. However, if the child's father also had an allergy of some kind, this risk would increase to forty percent.

Arabella: So, what about if the father and the mother have the same allergy?

Dr Bawadi: Then I'm afraid there's a seventy per cent chance that the child will develop that allergy.


Presenter: Thank you, Arabella. I hope that answers your question. Just before we move on to the next caller, can I ask you whether we are in fact seeing a higher incidence of allergies in the population than in the past?

Dr Bawadi: We most certainly are. Even though we're getting better at diagnosing and treating some allergies, there's a year-on-year increase in the number of patients visiting their doctor with asthma and a wide range of food allergies. Recent research has shown that in Britain and the USA, between twenty and thirty per cent of the population suffer from some kind of allergy.

Presenter: Why is this happening?

Dr Bawadi: Well, it's a complex problem. There are many theories about why more people are affected by allergies. Certain aspects of modern living are blamed by some experts. For example, the widespread use of air-conditioning and central heating, combined with the fact that more of us now work in offices, is thought to have led to a significant increase in allergic reactions to dust and mould. ⁶Vehicle exhaust fumes are widely regarded as the main factor responsible for the increase in asthma in the under-fives. You only have to walk through the streets of a large modern city to understand the strength of that argument. On the other hand, some experts believe that in this modern age we're obsessed with cleanliness, while others believe that vaccinations to protect our children from certain diseases may actually weaken their immune system and so make them less resistant to allergens.

Presenter: Thank you, that's very interesting. Let's move on, we have several people waiting on the phone-in line. Let's speak to ...

- 4 Before playing the recording again, elicit any answers students can provide already. Again, do not confirm or correct them at this stage.
- 5  Play the recording again and give students a few minutes to compare their answers.

Answers

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

- 6 **Alternative treatment** Adapt question 2 for a class debate with students speaking for and against the proposition: *We believe that our modern culture is obsessive about cleanliness.*

Vocabulary

Prepositions following adjectives

- 1 **As a warmer** Say the following sentence beginnings and ask students to finish them. Correct any wrong prepositions.

- *I'm not very good ...* (at painting.)
- *I'm very fond ...* (of swimming.)
- *I'm quite keen ...* (on jazz.)
- *I'm not very interested ...* (in how computers work.)

Students then complete the sentences in Exercise 1 and compare answers in pairs.

Answers

1 with 2 to 3 to 4 at 5 with

2 **Answers**1 ~~by~~ to 2 ~~correct~~ 3 ~~for~~ with 4 ~~to~~ for 5 ~~for~~ to
6 ~~for~~ to 7 ~~with~~ of 8 ~~to~~ of

Grammar

Ways of contrasting ideas

- 1 Check that students understand this task by eliciting the contrasting ideas in sentence 1.

Answers1 whereas 2 but 3 However 4 Even though
5 while

- 2 If necessary, check that students understand the difference between a clause and a sentence, by getting them to compare the following:

I'm allergic to eggs. However, I love omelettes.
(= two sentences)

Even though I'm allergic to eggs, I love omelettes.
(= one sentence with two clauses)

Alternative treatment This could be done as a whole-class discussion.


Answers

- 1 whereas, but, Even though, while
2 but
3 However
4 *Suggested answers:* although, though, despite / in spite of (the fact that), (and) yet, Nevertheless, Even so, All the same, Still, On the other hand
5 In sentence 1: *but* could replace *whereas*. In sentence 4: *Although* or *Despite / In spite of the fact that* could replace *Even though*.

3 **Answers**1 although / even though 2 but 3 whereas/
but 4 However 5 Although / Even though4 **Answers**

Sentence 1: I recognised you as soon as I saw you in spite of / despite the fact that we'd never met before. / I recognised you as soon as I saw you in spite of / despite (my) never having met you before.

Sentence 5: In spite of / Despite the fact that I've been here twice before, I'd forgotten where the post office was. / In spite of / Despite having been here twice before, I'd forgotten where the post office was.

- 5  Before doing this correction exercise, ask students which, if any, of the contrasting words and phrases they find tricky to use.

Answers

1 ~~Despite~~ Although / Even though / Despite the fact that 2 ~~however~~ but / . However 3 ~~However~~ Even though / Although / Despite the fact that
4 ~~Though~~ However, 5 ~~where~~ whereas/but
6 ~~While~~ Although / Even though / Despite the fact that

6 **Example answers**

- 1 I don't mind going to the dentist, but I don't like the sound of the drill.
- 2 I realise that it's very important to keep fit. However, it's hard to find the time to exercise regularly.
- 3 Whereas most people I know go to the gym at least twice a week, I only go about twice a year.
- 4 Even though many people eat better food than they did a hundred years ago, there are still millions of people who do not have a healthy diet.

Extension idea Ask students to write down some sentence openings like the ones in Exercise 6 and give them to other students to complete.

Speaking | Part 2

Note: In this unit students do the speaking task before they hear a recorded example.

- 1 This is the last opportunity in the book for students to practise Speaking Part 2, so check how much they remember about this task.

Answers

- 1 F You have to speak about two photos. 2 F You have to answer two questions. 3 T 4 T 5 T
6 F Correct a mistake if you notice you have made one.

- 2 **Alternative treatment** To come closer to replicating exam conditions, you may prefer to omit this stage and go straight into Exercise 3, giving students less time to prepare before they start the task.

Suggested answer


- 1 They are all physical activities which people do to keep fit.

- 3 You could ask students to cover the Exercise 4 task and photos in their books, so that they are concentrating only on the Set A photos. Remind them that they should listen without saying anything when their partner is speaking – unlike Speaking Parts 3 and 4, this is not a collaborative task. Time the activity (one minute for Student A, approximately 30 seconds for Student B).

Extension idea Before going on to the second part of the task, you could ask students to comment on each other's handling of the questions they had to answer. Did they speak for the whole of the time allowed? Did they cover the questions they were asked?

- 4 Now repeat the above for Set B.

Extension idea For extra practice, ask students to change roles and do both parts of the task in Exercises 3 and 4 again.

- 5  Make it clear to students that the candidates they will hear are both answering the exam question in Exercise 4. Explain that there are some critical points that can be made about both of these speakers.

Suggested answers

- 1 The woman fulfils the task requirements better than the man, but although she talks coherently about why the activities are popular, she doesn't say how effective they are. She talks about her own personal preferences, which are irrelevant here as they are not part of the task. The man talks about all three activities instead of selecting two. He doesn't fulfil the requirements of either part of the task he is set, although he does say a little about the qualities needed for rock climbing. Like the woman, he talks about his own personal preferences instead of saying why people participate in the activities.
- 2 *Advice to the woman:* Listen carefully to what you are asked to do. Don't be sidetracked into talking about yourself.
Advice to the man: Select two of the photos to talk about. Listen carefully to what you are asked to do. Think for a few seconds before you start to talk. Once you have started talking, try not to pause too often.

CD 2 Track 22

Set A

Marta: OK, I'm going to choose gym exercises and walking, I think, because they seem to me to be quite different. I think gym exercises are becoming more and more popular because people don't have the opportunity to go out into the countryside, especially if they live in a town – so lots of people join a gym because they think that's a good way to keep fit. I think it's to do with time and space and not having the opportunity to walk. Whereas walking is something you can do only if you have access to the countryside – which a lot of people don't have these days. Anyone can join a gym and plan their visits to fit in with their other commitments. Personally, I prefer walking to gym exercises, which I think are dreadfully boring. Walking's more interesting because you get to see the countryside.

Set B

Ivan: The three photographs here show very demanding activities. Perhaps the most physically demanding would be either rowing or cycling because you're exercising more parts of the body, but then again for rock climbing you need a certain level of physical fitness ... I've never actually been rock climbing myself, but I know someone who does it regularly and he's very fit ... I suppose if I had to choose one activity to help me keep fit, it'd have to be rowing, I think, because it works the muscles in almost every part of your body – especially your arms, legs, back and stomach ... I did it a couple of times when I was a kid and I remember it was absolutely exhausting ... Cycling on the other hand is an everyday activity you can do at any time ... and you don't need anywhere special to do it.

Reading and Use of English | Part 8

- 1 **Answers**
 1 ten 2 before 3 questions or statements 4 all
 5 likely

2 **As a warmer** Ask students:

- *What unusual sports are played in your country?*
- *Have you ever seen or played any of these sports?*
- *How are they played?*

This will work best in a multinational class. If all students are the same nationality, ask them about unusual sports in their region, or sports that visitors from other countries would find unusual.

Answers

- 1 **photo 1:** hurling **photo 2:** tossing the caber **photo 3:** polo **photo 4:** judo
 2 **photo 1:** teams, men (there is a similar game for women called camogie), Ireland
photo 2: individuals, men, Scotland
photo 3: teams, men and women, international
photo 4: individuals, men and women, international

- 3 **Suggested underlining**
 1 hit a ball / equipment and parts of their body
 2 traditional native sport
 3 use their bodies to obstruct
 4 protective equipment optional
 5 disapproves of players looking
 6 funding from business
 7 not played all the year
 8 pleasure and relaxation
 9 ball / picked up easily
 10 holding / clothing

4 During this first reading, students link the article with their previous discussion of sports. However, make it clear that the sports in the article are not the ones illustrated in the photos on this page.

By the time students have read the article once, they will have a good idea of where to find some of the answers to the multiple-matching task in Exercise 5.

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

Notes

- 1 B The ball can be ... hit in the air or on the ground with the stick. It can also be kicked or slapped with an open hand.
- 2 E Turmeque, a much more ancient version of the sport, has been played for over 500 years by the indigenous groups living in the different parts of Colombia. The modern game ...
- 3 D body-checking is an integral part of the men's game
- 4 B No special clothing or padding is worn by players, but a plastic helmet with a faceguard is recommended.
- 5 A they should always look over each other's shoulders, because it is considered more gentlemanly to wrestle by touch and feel than by sight.
- 6 E Most teams are sponsored by local companies.
- 7 D Lacrosse is Canada's national summer sport
- 8 A This form of *glíma* has always been a friendly recreational sport
- 9 C a ball which has six conveniently sized handles
- 10 A two wrestlers attempt to trip and throw each other by grasping a belt worn around their opponent's waist and thighs

6 Answers

See underlined words and phrases in the Notes on page 98.

Alternative treatment This could be done as a whole-class activity.

7 Students compare ideas in pairs.

Extension idea Students work in small groups. Give each student an unconventional or less generally popular leisure activity to talk about (e.g. lawn bowls, archery, bird watching, camel racing, mini-golf). After having two minutes to prepare, students take it in turns to promote their activity, trying to persuade the other members of their group to take it up. At the end, each group should take a vote on the most persuasive promotional talk.

Grammar

The language of comparison

1 As a warmer Ask students this question, which is designed to get them to produce the language of comparison: *Think about yourself five years ago. How were you different? Think of six differences and make notes.* Give one or two example sentences about yourself, e.g. *I was much fitter then than I am now. My hair isn't as long as it used to be.* When students have made their lists, elicit full-sentence answers.

Answers

1 far the oldest **2** Most importantly **3** more gentlemanly **4** much more violently **5** Fewer points **6** no more than **7** further than **8** the most **9** more and more **10** more **11** much more ancient **12** no different


2 This task could be done as a whole-class activity or with students working in pairs. Note that there is more detailed information related to these points in the Language reference on page 171 (The language of comparison).

Answers

- 1** nouns, long adjectives, adverbs
- 2** *Less* can be an adverb (e.g. *People smoke less than they used to.*) and may be followed by an adjective or another adverb (e.g. *He's less practical than his brother. She works less efficiently than her sister.*). *Less* can also be a determiner followed by an uncountable noun (e.g. *We have less money than we thought.*). *Fewer* is a determiner and is followed by a plural noun (e.g. *These days fewer people smoke than in the past.*).
- 3** carried for no more than four steps = can be carried for up to four steps / cannot be carried for more than four steps
- 4** by far = easily, without any doubt, certainly
- 5** The modern game is not very different from this. (Notice that *no* becomes *not*.)
- 6** a bit, a little, slightly or no (I'm feeling a bit / a little / slightly / no better now.)

3 Answers

- 1** Many people earn less money than they did five years ago.
- 2** Finding a new job was less difficult than / not as difficult as I expected it to be.
- 3** That was the funniest film I've ever seen.
- 4** There are fewer unemployed people now than there were ten years ago. / Fewer people are unemployed now than ten years ago.
- 5** Working conditions aren't as good as they used to be.
- 6** Petrol is becoming more and more expensive.

4  Remind students to look out for these mistakes in their own speaking and writing.

Answers

1 ~~much~~ more **2** ~~worst~~ worse **3** ~~like~~ as **4** ~~less~~ fewer **5** ~~harder~~ hardest **6** ~~much~~ more **7** ~~fewer~~ less **8** ~~difficult~~ ~~even more~~ even more difficult **9** ~~much~~ far / a lot **10** ~~countries~~ less industrialised less industrialised countries

5 Check that students understand the words in the box. If time allows, elicit meanings or suggest that students use their dictionaries.

Monitor their conversations, making a note of any errors to correct at the end of the exercise.

6 Alternative treatment This could be done as a whole-class discussion.

Extension idea Students work in pairs. In turn, each student should compare and contrast two similar sports (e.g. basketball and volleyball / football and rugby / tennis and squash), but without saying the names of the sports. Their partner has to guess the two sports.

This may be a suitable moment to do the Unit 13 photocopiable activity on the Teacher's Resources CD-ROM.

Reading and Use of English | Part 3

1 Answers
1 eight **2** one **3** yes **4** You can add a prefix or suffix. **5** Correct spelling is essential.
6 Read through the whole text, checking that the completed sentences make sense and are grammatically correct.

2 Ask students not to use dictionaries to help them with this exercise. It is important that they think about related words for themselves – the situation they will face when doing Reading and Use of English Part 3 in the exam.

Answers

- 2** intention; intentional, unintentional; intentionally, unintentionally
3 application, applicant, appliance; applicable, inapplicable; applicably
4 explosion, explosive; explosively
5 advice, adviser/advisor; advisory, advisable, inadvisable; advisedly
6 knowledge; knowledgeable, knowing, unknowing, known, unknown; knowledgeably, knowingly, unknowingly
7 repetition, repetitiveness; repetitive, repetitious, repeated; repetitively, repeatedly
8 inclusion, inclusiveness; inclusive; inclusively
9 description; descriptive, describable, indescribable; descriptively, indescribably

3 Answers
1 unlimited/limitless **2** incapable **3** soreness
4 involvement **5** satisfaction **6** evolution
7 logically **8** enable

4 Alternative treatment This could be done more formally by students interviewing each other and noting down responses.

Writing | Part 2

A letter

1 Answers
1 three **2** review **3** (target) reader **4** 260
5 sections, heading **6** persuade/convince

2 As a warmer Find out how many students belong to a club of some kind. Ask:

- *How is your club run? How are decisions taken?*
- *What are the facilities like?*
- *Are there any ways in which the club could be improved?*

This will set the scene for the writing task.

3 Having studied the task, students read the sample letter and comment on how well it meets the task requirements.

Answer

Yes, it covers all parts of the task.

4 Suggested answers
Para. 1: introduction – a general statement of the purpose of the letter
Para. 2: problems that are worrying club members
Para. 3: suggested improvements
Para. 4: closing remarks, urging action from the manager

5 Answers
1 concerned about **2** the way it is being run
3 some time **4** noticeably less busy **5** Firstly,
6 in the area **7** adjust **8** introduced **9** retired people
10 consider **11** as soon as possible

Extension idea Write the following list on the board:

aggressive critical firm direct chatty gentle courteous deferential

Ask students to choose the words that describe Marek's letter. (Answer: critical, firm, direct, courteous) Discuss with them why these are likely to be appropriate for addressing someone in a letter of complaint and why the others are generally not appropriate.

6 Answers
1 representing **2** very modern, using the most recent ideas and methods **3** not able to do what it is supposed to do **4** show their dissatisfaction by leaving or withdrawing their support

7 Answers

Explanations: In the view of members, there are two possible explanations, Firstly, we believe ..., Secondly, ...

Suggestions: As to what action can be taken, our main suggestions are ..., reduced fees could be ..., There could also be ..., We also believe that ...

- 8** Ask students to underline the key points in the exam task. In pairs, they discuss and make notes for questions 1–3.

Alternative treatment You may prefer to ask students to do this preparation on their own rather than with a partner.

- 9** You could check that students' plans are appropriate before they start writing.

If they do the task for homework, tell them to give themselves no more than 45 minutes to finish, as in the exam.

Unit objectives

- **Reading and Use of English Part 6:** understanding the texts, understanding complex sentences
- **Writing Part 1:** writing an essay; expanding given opinions, planning, linking phrases and discourse markers
- **Reading and Use of English Part 4:** work on dealing with this task and avoiding pitfalls
- **Listening Part 4:** dealing with two tasks
- **Speaking Part 4:** using a range of appropriate vocabulary, using modal verbs to express possibility and obligation
- **Grammar:** comment adverbials; intensifying adverbs; cleft sentences for emphasis
- **Vocabulary:** adjective–noun collocations; *learn, find out* and *know*; *provide, offer* and *give*

Starting off

- 1 Tell students to look at the photos to help them. If necessary, elicit ideas for the first photo (e.g. to move to a better climate, for health reasons, in order to achieve a better lifestyle, to find somewhere pleasant to live in retirement). After eliciting these, you can also write them on the board and draw students' attention to the use of *to* + infinitive / *for* + noun to express purpose.

Extension idea Write the word *migrate* on the board and ask students to think of other words that come from it. Elicit the following list and make sure that students are clear about the differences in meaning between them.

<i>migrate</i>	<i>migrant</i>	<i>migration</i>
<i>immigrate</i>	<i>immigrant</i>	<i>immigration</i>
<i>emigrate</i>	<i>emigrant</i>	<i>emigration</i>

- 2 **As a warmer** Before listening, ask students to look at the list A–H and say which of these they think is the best reason and the worst reason for migrating.

Answers

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

CD 2 Track 23**Speaker 1**

I've been here now for about fifteen years. It's a good life, though I work hard, but frankly I miss my country and the town where I grew up and dream of going back. I feel special ties to the place and when I retire I hope to return there to be among my friends and my family.

Speaker 2

We were utterly fed up with the crime and feeling of insecurity that surrounded us and it was precisely for that reason that we moved away. What really worried us was the effect it might have on the kids going to the local school. We felt it just wasn't worth the risk. On the other hand, it hasn't been easy coping with the language barrier, I have to admit. At least not for us parents. The kids integrated straight away, of course.

Speaker 3

I haven't changed countries, but I've moved from the country to the city because it has better services and more opportunities. I was absolutely astonished to find that many people looked down on me when I first arrived, which didn't exactly make things easy. I suppose they thought: here's some country bumpkin come to the city to make good, and I guess they were right because I have!

Speaker 4

I love lots of things about my country: the food, the sense of humour, the newspapers, lots of things. Actually, I have to admit it was the climate I couldn't stand any longer. I just found the short grey days and the continual rain totally depressing. Mind you, the heat's sometimes a problem here and then I dream of going home. But that's only the odd day here and there. Mostly it's fine.

Speaker 5

I guess you could call me a rolling stone, if people still use that expression – I mean, I've been abroad for so long I don't know all the latest slang. You see, unfortunately I'm one of those typical expatriates who spends two years working in this country and three years working in that. I don't think I could ever go back to my home country because, quite honestly, I just wouldn't fit in. I'd be completely out of touch.

Speaker 6

As a professional ballet dancer there's just no way I could have stayed in my home town. Obviously, you have to be prepared to move abroad if you want to get to the top and there's no point in being in this business unless that's your aim. I've been incredibly lucky, though, and I think everyone needs luck.

3 Alternative treatment Ask students to work in pairs and prepare a short presentation on one of these questions:

- *How can emigration benefit the sending country?*
- *How can immigration benefit the receiving country?*

When they are ready, they change pairs and take turns to give their presentations.

Grammar**Comment adverbials and intensifying adverbs**

1 Ask students to suggest other comment adverbials. Go through the Language reference on page 165 with them and ask them to suggest and note down other comment adverbials for each section.


Answers

unfortunately, quite honestly

2 Suggested answers

2 undoubtedly **3** Generally speaking **4** To be honest **5** Apparently **6** kindly **7** Obviously **8** Personally

Extension idea Ask students to write five of their own sentences using adverbs and adverbial phrases from the box.

3  Point out that intensifying adverbs used with adjectives are usually collocations and that they are not always interchangeable.

Answers

a **1** utterly **2** absolutely **3** totally **4** completely **5** incredibly

b **1** absolutely, completely, totally **2** utterly **3** completely, incredibly, utterly **4** totally **5** no other adverb

c They make the adjective more emphatic.

4 Explain that the adverbs *absolutely*, *completely*, *totally* and *utterly* often collocate with extreme adjectives (e.g. *It was absolutely freezing*, not *absolutely hot*; *I was totally exhausted*, not *totally tired*), whereas other intensifying adverbs like *incredibly* or *extremely* do not (e.g. *incredibly cold*, not *incredibly freezing*; *extremely tired*, not *extremely exhausted*).

Tell students to note down the adverb–adjective collocations in their notebooks.

Answers

1 utterly, absolutely **2** absolutely **3** incredibly, perfectly **4** utterly, completely **5** extremely, incredibly **6** perfectly, absolutely **7** totally, utterly **8** incredibly **9** absolutely

Reading and Use of English | Part 6

1 As a warmer With books closed, students work in pairs and brainstorm how much they know about Reading and Use of English Part 6. You can write the headings *Format* and *Exam technique* on the board and ask them to suggest ideas for both.

Answers

- four texts and four questions
- Read the texts carefully before you read the questions to make sure you've understood them. If you do this, you should find the questions easier to answer. If you don't read the texts carefully, you probably won't understand what the questions are referring to.
- to understand attitudes and opinions and find where they are replicated or not across different texts

2 Ask students:

- *How important is it that immigrants integrate with the local culture?*
- *To what extent should they keep elements of their own culture as well?*

If you wish, develop the questions in the book into a whole-class discussion.

3 When students have finished reading, ask them to discuss their answers to these questions in small groups.

Suggested answers

- 1 Immigration was previously viewed as a problem, but is now regarded as key to economic success; countries are now less restrictive about immigration: they encourage movement of skilled labour.
- 2 places which attract outsiders and form a meeting place between different cultures; in the street / in public space
- 3 providing public facilities and spaces; encouraging participation in government from all residents; encouraging diversity in the workplace; encouraging immigrant businesses
- 4 *advantages*: cities will thrive economically and socially; *danger*: inter-ethnic conflict

- 4 Tell students to refer back to the texts to see these sentences in context.

Alternative treatment If you want students to do the exam task without any assistance, tell them to go straight on to Exercise 5 and come back to Exercise 4 afterwards as a way of checking their comprehension.

Answers

1 a 2 a 3 b 4 b 5 b 6 a 7 a 8 b

5 **Answers**

1 A 2 D 3 C 4 A

Notes

- 1 A C sees 'hiring immigrants and managing a diverse workforce' as 'good practices' that help to 'ensure that the city prospers'; 'labour market integration' is related to 'the success of local businesses across all sectors of the population'. A also focuses on the benefits of employing immigrant workers: "We are rich and happy because we have so many immigrants" ... the untapped potential of immigrants and their economic and strategic significance'.
- 2 D A, B and C emphasise the positive aspects of immigration in a thriving city. D makes a similar point in the first paragraph, but in the second paragraph warns of 'the fragility of cultural diversity' and the danger of a 'collapse into inter-ethnic conflict'.
- 3 C B: 'successful integration may well begin on the street, as accepting diversity implies sharing public space.' – C: 'local governments encourage conditions in which immigrants and all residents thrive ... responsible for areas that affect our daily lives, such as schools, emergency services, swimming pools and soccer fields, parks and streets'

- 4 A B, C and D refer to immigrants in general. However, A focuses specifically on skilled immigrant workers: 'immigration policies that focus on skilled labour ... information technology professionals, creative artists and highly skilled individuals'.

- 6 Encourage students to support their ideas with examples from their own experience or knowledge.

Listening | Part 4

- 1 After the Exam round-up, encourage a class discussion of the best exam technique.

Answers

1 T 2 F You have to choose from eight options.
3 Maybe – you should decide whether this way suits you best or whether you perform better when you deal with both tasks each time you listen. 4 T

- 2 **Alternative treatment 1** Before listening, students work in pairs. They read Task One and discuss what each of the options means. Then they read Task Two and discuss how immigration can produce each of the things mentioned in this second set of options.

Alternative treatment 2 With books closed, students listen to the recording twice and take notes. They then open their books and choose answers. Tell them that by doing this they are listening to the global meaning before making their choices. When they have completed the two tasks, they can discuss their answers in pairs before reaching a final decision.

Answers

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

CD 2 Track 24

Speaker 1

I was watching this really interesting programme the other day about 1people who'd come over here to work and had originally meant to stay just a couple of years, but then ended up meeting someone and settling down and things. I thought it was quite remarkable actually, because we give the impression of being rather a nationalistic lot but that doesn't seem to be the case at all in fact. They went into people's houses and showed us how they'd been accepted by their new family who were adopting all sorts of new customs and behaviours you wouldn't expect. 6What impressed me most was seeing their new in-laws learning how to cook new dishes. It was fascinating, a real eye-opener.

Speaker 2

I go to dance classes every Thursday evening. Anyway, there's a student there, quite a young woman, who has only just recently come to this country, and the other day she was really looking dead tired so I offered to get her a coffee afterwards and we got talking. Anyway, I found out that 2she's working here as a nurse to support her family back home; they've stayed behind, you see. Apparently, there are lots of other people in the same situation as her. Her salary here's enough to provide their schooling, their clothing and all sorts of other things back home. But she's doing incredibly long hours. It's 7being away from your children and family that must be the worst thing. I think I'd find that unbearable.

Speaker 3

My daughter goes to school with this girl, Mariska. Her family's just arrived here. They sit together in class, they're friends, and we've got to know the parents a bit. Anyway, they've only been here what seems like a couple of months or so, but 3they've already set up a travel agency for people thinking of visiting their region. They've got all these local contacts, which is a bit of an advantage I suppose, but they're already doing so well that 8they've even been able to give jobs to a couple of locals as well. I think that's absolutely amazing, don't you?


Speaker 4

Don't get me wrong, as far as I'm concerned immigration's fine. In fact I think it's really necessary considering the skills shortage we've got here. But what we've ended up with is quite a cultural mix in our office

and that means it's sometimes 4quite hard for people to get their ideas across and, you know, sort of marry up their different approaches to work. 9I'm continually surprised by the sheer variety of different takes on a situation and the different expectations people have. Personally, I think this sort of intercultural mix is one of the biggest challenges at work today.

Speaker 5

When I started, everyone was born here and spoke the same language. Now it's a real melting-pot and that gives rise to no end of problems. But you have to be flexible and turn these things to your advantage, and 5having kids of five or ten different ethnic backgrounds learning together is a culturally enriching experience for everyone, including me! You have to see the kids from abroad. It's their ability to work hard that absolutely amazes me – and 10it's actually pressuring our local kids to put in more of an effort themselves too. They're getting better results now, which is just the opposite of what I'd have expected and quite a challenge to my preconceptions!

- 3  Give students a moment or two to decide which speaker they are each going to summarise. Then play the recording again while students take notes on their speaker.

Vocabulary

learn, find out and know; provide, offer and give

- 1 Ask students how the meaning changes depending on which word/phrase is used.

Alternative treatment Ask them to do Exercise 2 and then come back to Exercise 1 to check their answers to the questions.

Answers

1 c 2 a 3 b

- 2 **Answers**

1 provide 2 offer

Extension idea Ask students to write their own sentences as examples of how these words/phrases are used.

3 **Answers**

1 find out 2 provide 3 find out 4 learn / find out
 5 find out 6 provide 7 learned / found out
 8 provide 9 offer 10 give 11 provided 12 gave

Speaking | Part 4


- 1 Ask students to do the Exam round-up. Remind them that they will be expected to express and justify their opinions and agree/disagree with the other candidate on the ideas expressed in the questions.

Answers

1 five
 2 subjects connected with the same theme as Speaking Part 3
 3 are expected to discuss your ideas about the same questions
 4 quite a long answer

- 2 **Alternative treatment** Ask students to close their books and work in pairs.
- Tell them to imagine they are examiners preparing questions for Part 4 of the Speaking exam. Ask them to write down four questions they can ask on the subject of migration which will provoke discussion and get candidates to express opinions.
 - Students then exchange questions with another pair who brainstorm words and phrases which would be useful when answering the questions (remind students that they are assessed partly on the range and appropriateness of the vocabulary they use).
 - Put the pairs together to form groups and ask/answer their questions.
 - Finally, ask them to do Exercise 2 in the book.

Suggested answers

- 1 create cultural diversity, encourage tolerance towards other ways of life, live side by side, open up people's minds, make society a richer place, people from different backgrounds with different outlooks
 - 2 encourage tolerance towards other ways of life, live side by side, open up people's minds, people from different backgrounds with different outlooks
 - 3 cover people's basic needs, help them integrate, provide housing, make the transition to a new society
- 3  After students have listened and taken notes, elicit some of these aspects of the way Daniel and Laura answer:
- They express several ideas in answer to the question.
 - They make their opinions on the topics very clear.
 - They comment on the question itself (e.g. *That's a contentious issue!*).
 - They justify their opinions.

CD 2 Track 25

Examiner: Laura, what do you think are the benefits of a multicultural society?

Laura: I think it encourages understanding of other cultures and tolerance towards them and towards other ways of life, other religions perhaps, and that can be very educational. I think it can open up people's minds to other experiences that they might not be able to have otherwise.

Examiner: And Daniel, do you agree with Laura?

Daniel: Yes, and also I personally think it can make society itself richer by having diversity within it and lots of people from different backgrounds, with different outlooks, different ways of doing things and different cultural experiences.

Examiner: Laura, should people who go to live in another country adopt the culture of the country where they go to live?


Laura: That's a contentious issue! Not necessarily. I think it's possible for different cultures to live side by side and I think with most cultures there's a certain overlap of similarity and I think people should be allowed to have some of the elements of their own culture as long as they're not detrimental to the good of the majority.

Examiner: Daniel, what do you think?

Daniel: Well, I'd go along with that. I think it's a question of sensitivity. It's unreasonable for immigrants to give up all aspects of their culture, but they do need to be sensitive towards the culture and the people in the country where they are choosing to live.

Examiner: And James, how can governments help immigrants?

Daniel: What they need to do is provide lots of information at the beginning so that people can make the transition to a new society. Housing is something I think they should be providing, so they're covering people's basic needs to help them integrate as quickly as possible. Also, I think there should be offers of tuition in the new language, tuition about the new culture, possibly. I don't know if that should be compulsory, but at least it should be on offer.

- 4  This exercise focuses on modal verbs. Ask students to work in pairs and say what each modal verb means in the context, e.g. *can* means *possibly* in sentence 1. If necessary, refer them to the Language reference on page 169 (Expressing possibility, probability and certainty) to do this.

Answers

1 can, might 2 can 3 should 4 need, can
5 should

CD 2 Track 26

- 1 I think it can open up people's minds to other experiences that they might not be able to have otherwise.
 - 2 I personally think it can make society itself richer by having diversity within it
 - 3 I think people should be allowed to have some of the elements of their own culture as long as they're not detrimental to the good of the majority.
 - 4 What they need to do is provide lots of information at the beginning so that people can make the transition to a new society.
 - 5 Housing is something I think they should be providing.
- 5 At this stage it is probably a good idea to ask students to change partners so that they will be talking to someone different about the topics.

- 6 You can treat this as exam practice, or you can give students some time to prepare their ideas before discussing. Tell students they can also answer these questions by including their own personal experiences or talking about people they know.

Grammar

Cleft sentences for emphasis

- 1 **As a warmer** With books closed, ask students to work in small groups and suggest ways they can add emphasis to what they are saying/writing. Ask them to think of examples. (*Suggested answers:* choice of emphatic vocabulary, tone of voice, stress when speaking, repetition using the same words, repetition of the idea using other words, changing word order, using intensifying adverbs)

When students have finished Exercise 1, go through the Language reference with them.

Alternative treatment Ask students: *In each sentence, what is being emphasised?* (Answers: 1 the climate; 2 the thing that impressed me; 3 being away from your children; 4 what we've ended up with; 5 their ability to work hard) Point out that emphasis often involves bringing information forward to the beginning of the sentence.

Answers

- 1 I couldn't stand the climate any longer.
- 2 I was most impressed by/at seeing their new in-laws learning how to cook new dishes.
- 3 The worst thing must be being away from your children and family.
- 4 We've ended up with quite a cultural mix in our office.
- 5 I am absolutely amazed by their ability to work hard.

- 2 **Answers**

- 1 What I believe is that young people benefit from living and working abroad.
- 2 It's because they don't like the climate in their own country that many people move overseas.
- 3 What enriches our lives is living in a multicultural society.
- 4 It's living away from my family that makes me (feel) lonely.
- 5 All he does is listen to music in his room.
- 6 It was by living in the country that Franz learnt to speak the language perfectly.
- 7 What a good education teaches is tolerance / does is teach tolerance.
- 8 All I want is to be able to visit my family again.

Extension idea Ask students to work alone and prepare a short talk (one or two minutes) on one of these topics:

- *The problems new students at your school/college may have and how to make them feel at home*
- *The difficulties of preparing for Cambridge English: Advanced and how to maximise your chances*

Tell them that when they give their talk they should include some cleft sentences. Students then work in pairs and take turns to give their talk.

This may be a suitable moment to do the Unit 14 photocopiable activity on the Teacher's Resources CD-ROM.

Reading and Use of English | Part 4

1 Answers

1 six 2 three 3 word 4 Contractions
5 change 6 same 7 number 8 given

Extension idea Ask students to suggest ideas for good exam technique here. Elicit the following:

- Read the given sentence carefully, looking for the complete meaning.
 - Look at the word given and think how its meaning could relate to something in the given sentence – is it part of a fixed expression or phrasal verb? Does it require a different grammatical construction?
 - Look at the gapped sentence – does it require a different grammatical construction? How will the given word fit into it?
 - After writing your answer, check to see if it means the same as the sentence printed before.
- 2 Ask students to work in pairs. Tell them that the three incorrect answers contain typical pitfalls students fall into when doing Reading and Use of English Part 4.

Answers

The correct answer is b. Answer a is incorrect grammatically; c exceeds the six-word limit; d doesn't use the word given.

3 Answers

1 be grateful if you could/would remind
2 in completing the project all by
3 to make much more / a much greater / a lot more effort
4 (yet) made up her mind whether

4 Answers

1 (well) be holding Katya up is
2 whose fault the accident
3 found out the truth,
4 was not / wasn't until lunchtime / lunch time that
5 put many people off emigrating was
6 the first time they had seen

Writing | Part 1

An essay

- 1 **As a warmer** With books closed, ask students in pairs to discuss this question: *What are the different steps that you should follow when doing Writing Part 1?* Start them off with this first step (from the Exam round-up) as an example: *Read all the questions and choose the one you think you can do best.*

When they have finished, ask them to compare their ideas with the series of steps in the Exam round-up.

Answers

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

2 Suggested underlining

benefits / helping immigrants to integrate / Language / Culture / Work / two of the areas / explain why / important / provide reasons / own words

- 3 Remind students that it's important to think through the task before planning the answer. If you wish, you can develop this into a whole-class discussion when you round up.
- 4 Give students three or four minutes to do this.
- 5 **Alternative treatment** Ask students to quickly note down a plan for the sample essay and to check that it covers the key points in the task in Exercise 2.
- 6 Ask students to copy the phrases into their notebook. Suggest that they try to use some of these when they do the writing task themselves.

Answers

- 1 with the result that
- 2 Consequently
- 3 During the panel discussion it was suggested that
- 4 on the grounds that
- 5 so what I would suggest is that
- 6 I entirely agree with the point made during the documentary that
- 7 To offer some examples
- 8 it is through these experiences that
- 9 all of which
- 10 For this reason, I personally believe that

7 and 8 These two exercises can be done for homework if you wish.

Vocabulary and grammar review

Unit 13

- 1 1 messenger 2 approaching 3 incorrect 4 annually
5 dedication 6 successfully 7 healthy 8 overweight
- 2 1 to 2 for 3 to 4 with 5 at 6 to 7 for 8 to
- 3 1 ~~however~~ but / . ~~disease, however~~ disease. However,
2 ~~although~~ whereas
3 ~~Despite~~ Despite the fact that / ~~Despite he didn't~~
feel Despite not feeling 4 ~~But~~ Although / Even
though 5 ~~doctor. Although~~ doctor, although
- 4 1 not as good as it was 2 have fewer qualified
nurses than 3 is more difficult than 4 sooner
we get home the 5 didn't / did not earn as much
money 6 is no better than / isn't/is not any better
than

Vocabulary and grammar review

Unit 14

- 1 1 learned/learnt 2 find out 3 provide 4 know
5 given 6 offered 7 find out 8 learn
- 2 1 was more time to take 2 that everyone/everybody
objected to 3 to do is fill in/out
4 the last thing I want to / will 5 do was (to) take
things/it 6 is/doing (the) paperwork that takes (up)
- 3 *Suggested answers:* 1 thoughtfully 2 almost
certainly 3 To be honest / Actually 4 Actually / To
be honest 5 quite surprisingly 6 Obviously
7 apparently 8 hopefully



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System requirements

Windows

- Microsoft® Windows® XP, Vista®, Windows 7®, Windows 8®

Mac OS

- Mac OSX 10.6, 10.7, 10.8, 10.9
- Minimum 1GB RAM
- Minimum 750 of hard drive space