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FOURTH EDITION

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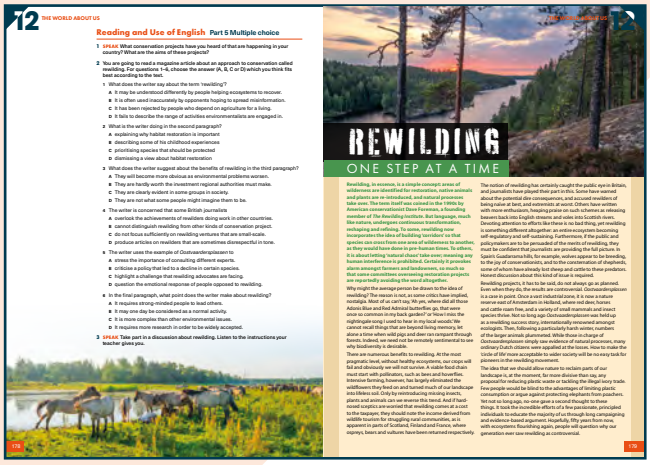
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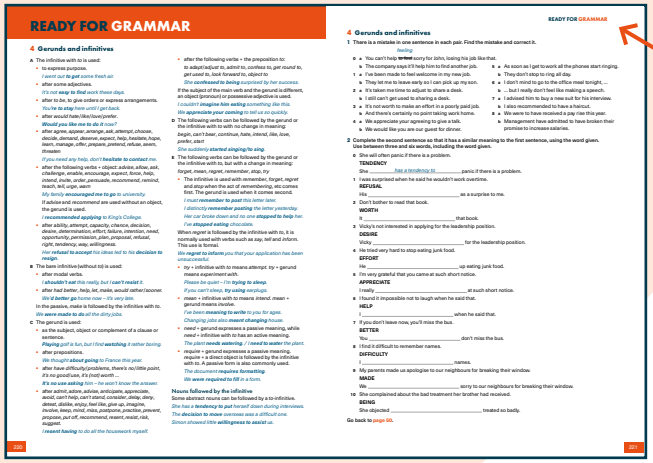
INTRODUCTION

Welcome to *Ready for C1 Advanced*, a course consisting of both print and digital components designed to help students prepare for *Cambridge English Qualifications: C1 Advanced*.

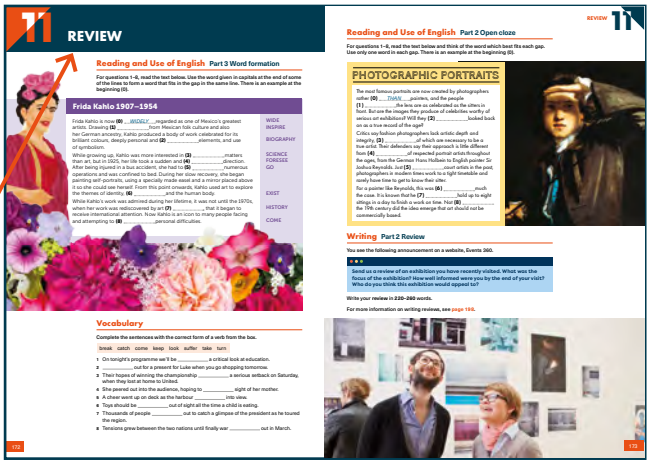
Student's Book/Digital Student's Book

Each of the 12 units in the Student's Book provides a balance and variety of activity types aimed at improving students' general English level. The exam sections include a variety of **tip boxes** which develop the language and skills students need to be successful in the exam.

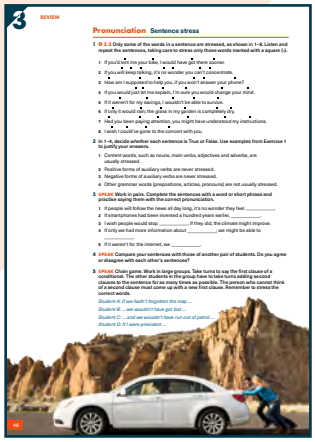


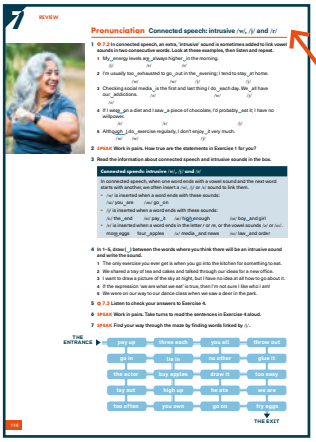


The Language focus sections contain a referral to the **Ready for Grammar** section with notes and extra activities at the back of the book.

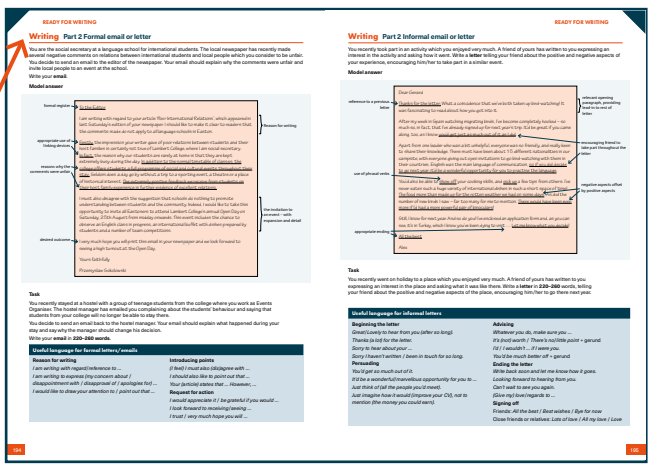


At the end of every unit, there is a two-page **Review** containing revision activities and exam style tasks.





Every unit also has a **Pronunciation** lesson with listening and practice exercises, and games designed to help avoid common C1-level pronunciation errors.

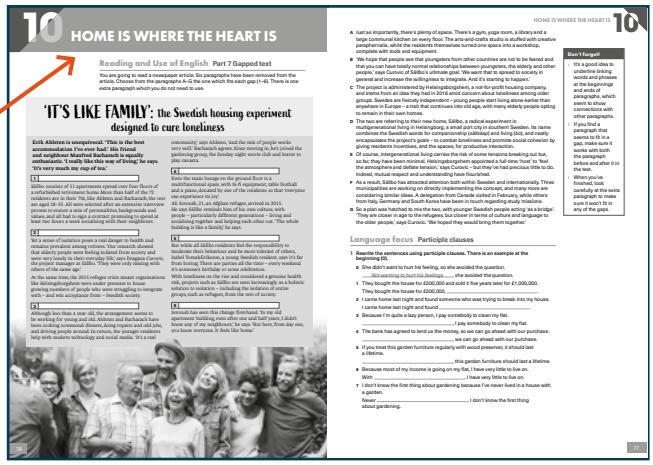


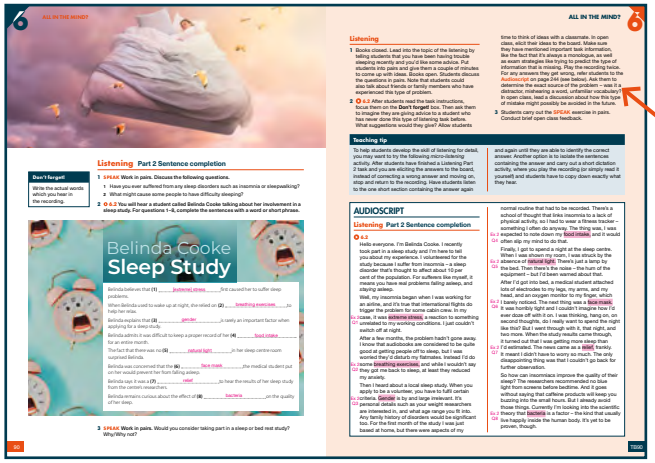
The book also contains five **Ready for** sections, which provide students with information, advice and practice on each of the four papers in the examination.

INTRODUCTION

Workbook/Digital Workbook

The Workbook has 12 units which provide consolidation of the language presented in the corresponding unit in the Student's Book. Each unit also contains further exam practice and skills work. There are useful **Phrasal verb** and **Word formation Lists** at the back of the book.





Teacher's Book

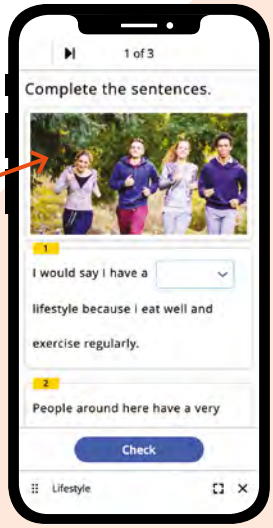
The Teacher's Book is **interleaved** with pages of the Student's Book. The answers to all of the Student's Book activities are **annotated** on the exercises, reading texts and audioscripts.

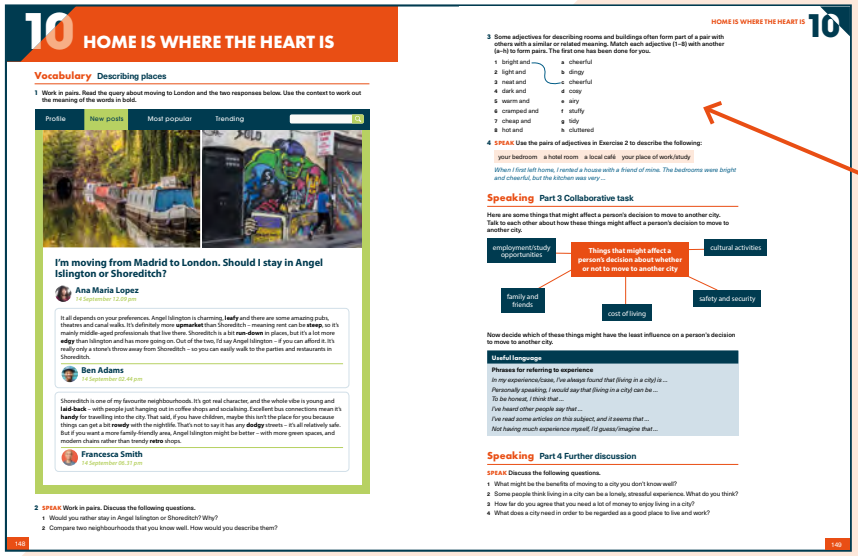
The procedural notes offer support to teachers on how to deliver the lesson. There are also **Teaching tips** and ideas for **Extra activities**.

On-the-go practice

The Student's App allows learners to practise and perfect the language and exam skills in the Student's Book.

It also features 60 quick-fire ***Are you ready?*** questions to help students with practical tips to prepare for their exam day.





Classroom Presentation Kit

The Classroom Presentation Kit, accessible through the Teacher's App, is designed to be displayed on an interactive whiteboard (IWB) or projected onto a wall. It enables teachers to play **audio** or show **interactive Student's Book** and **Workbook activities** in class.
It is user-friendly and presents the lesson clearly to the whole class.
The Answer-by-answer reveal enables teachers to elicit student responses and check answers one by one.

Resource Centres

The Resource Centres contain **Wordlists** with definitions, IPA and example sentences. They also include **Speaking exam videos** and accompanying **Worksheets**, all course **Audio**, **Answer keys** and **Audioscripts**.

Test Generator

Teachers can create tests or use the prebuilt tests to assign to students. There are **unit tests**, and **mid-** and **end-of-course tests** for each level, testing vocabulary, grammar, word formation and each part of the exam.

Overview of the Examination

Reading and Use of English 1 hour 30 minutes

Part	Task Type	Number of Questions	Task Format
1	Multiple-choice cloze	8	A text with 8 gaps; there is a choice of 4 answers for each gap.
2	Open cloze	8	A text with 8 gaps, each of which must be completed with one word.
3	Word formation	8	A text with 8 gaps, each of which must be completed with the correct form of a given word.
4	Key word transformation	6	Gapped sentences that must be completed using a given word.
5	Multiple choice	6	A text followed by multiple-choice questions with four options.
6	Cross-text multiple matching	4	Four short texts followed by multiple-matching questions. These require candidates to compare opinions and attitudes expressed in the texts.
7	Gapped text	6	A text from which paragraphs have been removed. Candidates decide which paragraph best fits each gap.
8	Multiple matching	10	A text preceded by multiple-matching questions, which require candidates to find specific information.

Writing 1 hour 30 minutes

Part	Task Type	Number of Tasks	Task Format
1	Essay	1 (compulsory)	Candidates write an essay based on two points from a choice of three. They explain which of the two points is more important, giving reasons for their opinions.
2		3 (candidates choose one)	A task with a clear context, purpose for writing and target reader. Possible tasks are an email/letter, proposal, report, or review.

Listening about 40 minutes

Part	Task Type	Number of Questions	Task Format
1	Multiple choice	6	Three short unrelated extracts from exchanges between interacting speakers. For each extract there are two multiple-choice questions, each with three options.
2	Sentence completion	8	A monologue lasting around 3 minutes. Candidates write a word or short phrase to complete sentences.
3	Multiple choice	6	A conversation between two or more speakers, lasting approximately 4 minutes. Multiple-choice questions have four options.
4	Multiple matching	10	Five short monologues on the same theme, each lasting approximately 30 seconds. There are two tasks. For each task candidates select the correct option from a choice of eight.

Speaking 15 minutes

Part	Task Type	Time	Task Format
1	Interview	2 minutes	Candidates give personal information in response to questions from the interviewer.
2	Long turn	4 minutes	Each candidate compares two pictures for about 1 minute, and comments on the other candidate's pictures for about 30 seconds.
3	Collaborative task	4 minutes	Candidates are given instructions with written prompts, which they use for discussion (2 minutes), and then a decision-making task (1 minute).
4	Further discussion	5 minutes	The interviewer leads a discussion which is related to the topic of Part 3.



KEY LANGUAGE

Modal verbs: *Might*, *could*, *may* and *can*
Adverbs of degree
Challenge and achievement
Nouns
Spelling

PRONUNCIATION

Word stress: nouns

EXAM PRACTICE

Reading and Use of English Parts 3 & 5
Writing Parts 1 & 2
Listening Part 1
Speaking Parts 1 & 2

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

1 How long have you been studying English?
2 What is the most challenging aspect of learning English?
3 What do you hope to achieve by the end of this English course?
4 How important is it to you to do well in your work or study?
5 Talk about a different kind of challenge you have faced. How did it make you feel?

How to go about it

- Develop your answers by giving reasons or examples.
- Do not learn long pre-prepared answers. You are likely to sound unnatural and you may not answer the questions appropriately.

This first unit deals with the themes of ambition, challenge and achievement. This, and every other unit of *Ready for C1 Advanced*, gives the students the opportunity to improve their reading, writing, listening and speaking skills. All the tasks are thematically connected. The grammar and vocabulary are taken from the reading and listening exercises, and students have the chance to consolidate this new language through controlled and freer practice.

Read the unit objectives to the class.

SPEAKING Part 1 Interview

First, have students look at the picture and ask them to consider how the boy feels and what emotions this picture is supposed to inspire in the viewer. Then refer students to the **How to go about it** box. Model question 1 by giving an example of an answer that is too short, such as *Three years*, and one with a full answer: *I studied English at school but I was getting a little rusty, so I started taking lessons again three years ago*. Elicit a too short answer and a full one for question 2. Then have students discuss the remaining questions in pairs. Monitor and assist as necessary. Note that questions 2–3 include an element of needs analysis. In general, it's a good idea to ask your students this sort of question at the beginning of the course, because it provides you with useful information about your students. This can inform where to focus your attention during your lessons.

ONLINE MATERIALS

Random topic collocations (**Teacher's Resource Centre**)
Get to know your exam (**Teacher's Resource Centre**)
Unit 1 Test (**Test Generator**)
Unit 1 Wordlist (**Student's/Teacher's Resource Centre**)
Unit 1 On-the-go-practice (**App**)

1 AIMING HIGH

Speaking Part 2 Long turn

1 **Look at the six pictures. They show people facing challenges or taking part in competitive events. Before you do the speaking task, read the information in the boxes below.**

Student A: Look at pictures 1–3. Compare **two** of them and say what challenges the people might be facing, and how they might be feeling.

Student B: When your partner has finished, say which person is facing the most difficult set of challenges.

2 **Now change roles.**

Student A: Look at pictures 4–6. Compare **two** of them and say why the people might have entered this event, and how they might be feeling now.

Student B: When your partner has finished, say which event might provide the greatest sense of achievement.

How to go about it

- Talk about the similarities and differences between your photos.
  Both pictures show ..., but this one ..., whereas the other one ...
- Speculate about the pictures as indicated in the instructions, rather than simply describing what is happening.
  I imagine/expect that timing might (well) be important in a challenge like this.
- Use a wide range of vocabulary. For example, when speculating about people's feelings, go beyond the use of simple words such *as happy, determined* or *nervous*.

Useful language

1 Decide which of the words in the box can be used instead of *happy*, *determined* or *nervous*.

committed to +ing anxious (about) intent on +ing
apprehensive (about) delighted (about) in good spirits on edge (about)
overjoyed focused (on) tense (about) thrilled (about) set on +ing

2 Decide with your partner which of the words and phrases might apply to photographs 1–6.

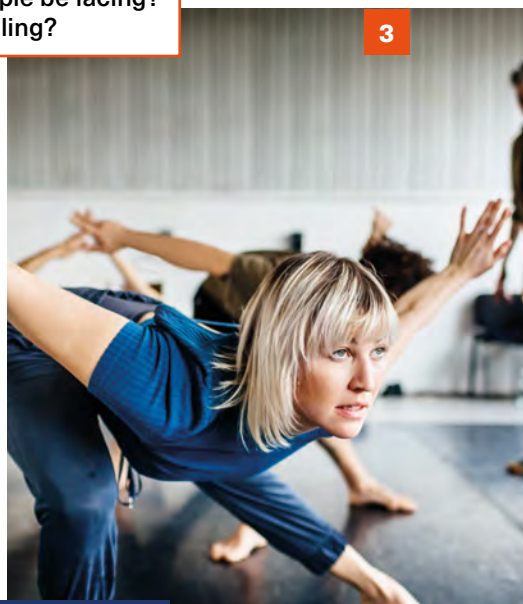
Useful language

1 happy: delighted, in good spirits, thrilled, overjoyed
determined: committed to, intent on, focused on, set on
nervous or worried: anxious, apprehensive, tense, on edge

What challenges might the people be facing? How might they be feeling?







Lead-in

On the board write: *Moon landing*, *winning a gold medal*, *inventing the internet*. Ask the students what these are examples of and elicit or provide *achievements*. Put this word at the centre of the board to form a mind map. Elicit other examples. Then organise the students into pairs or small groups. Ask them to choose one of the achievements on the board and discuss what would have been needed to achieve the goals. After a few minutes, nominate a student from each group to share their ideas with the class. You could round off the task by asking students which achievement they find most impressive and why.

Speaking Part 2 Long turn

1 Tell students they will continue the discussion of challenges and achievements with another task from the *C1 Advanced* exam, Speaking Part 2, also known as the Long Turn. In this exam task, they will talk on their own for a minute about two questions and two pictures. However, since this is the first time they are doing this task, you won't be timing them. Refer students to the **How to go about it** box. Note that one typical problem with this task is spending too much time describing the pictures, which is a lower-level skill, and not enough time answering the questions. The questions are designed to push students to express opinions about more abstract ideas and to speculate, both of which are the type of higher-level skills tested on the *C1 Advanced* exam. Before doing the task, in order to make sure they have time to properly discuss the questions, you could give students some practice comparing different combinations of the pictures in one or two sentences, i.e. *In pictures one and three they are both indoors. However, in picture one the girl is working but in picture three the woman is exercising*. You could also elicit some description using language of speculation, for example, *I imagine both women are very focussed on what they're doing (pictures one and three)*. Note that ability to speculate is something students must demonstrate at this level and official examiners will be listening out for it.

2 Once both Students A and B have had a go at the task, focus their attention on the **Useful language** box. Put the answers in three columns on the board. Check the pronunciation of anxious /ˈæŋkʃəs/. You may also want to elicit the *-ed* endings of *committed* /ɪd/, *focused* /t/, *overjoyed* /d/ and *thrilled* /d/. Then challenge students to repeat the task and use at least two of the words from the board. They could describe different pictures or work with different partners.

Teaching tip

Unlike the other three parts of the speaking exam, Part 2 does not involve interaction and can therefore be practised individually at home. Students can use images from *Ready for C1 Advanced*, or simply do an image search online for *C1 Advanced Speaking Part 2*, and practise speaking about them for a minute. You can even assign students homework with a specific set of images. Ask them to record themselves doing the task using their mobile phones and then send you the recording by email. Students generally find the act of recording themselves quite motivating. They'll often do it again and again until they are satisfied – which is great speaking practice!

Extra activity

To give your students more practice speculating, ask them to look at the other pictures in Unit 1 and speculate about who the people are, where they are, what they are doing, etc. Board the following useful language for them to use if they wish:

Maybe/perhaps …, I imagine …, I bet …, My guess is that …, He/she might be …, They can't/couldn't be …

Note that this task will also give you an idea of how successfully students can use modal verbs *might*, *could*, *may* and *can* to express possibility, one aspect of modal verbs covered in the **Ready for Grammar** section of this unit.

Vocabulary

1 Word stress is the feature that is focused on in the pronunciation section on page 14. So you could start raising the students' awareness of it here by eliciting the word stress of each of the words in the box. Once students have done the exercise, ask them which collocations they are less familiar with and clarify their meaning. Note that collocations don't usually translate as well as individual words. This could be illustrated by asking students to translate a few of the collocations into their first language(s).

2 Model the exercise by boarding an example sentence. Then invite students to come up with their own sentences. Monitor as necessary.

3 Ask a few students to share their answers with the class. Then put students in pairs and have them complete the exercise. Ask students which of their partner's sentences they found interesting and have them explain why. Alternatively, students could write at least one sentence that is intentionally humorous. Or they could write three sentences that were true and one that was false. They read their sentences to a classmate, who has to guess which one is false.

4 Explain to the class that nouns can collocate with many verbs and that they have to be careful with how the meaning might change. For example, *face the problem* means you come across or deal with a problem whereas *face the fact* means accepting a bad situation. Note that one difference between a B2 level and a C1 level of English is knowledge and awareness of collocation. Particularly in the writing and speaking sections, official examiners will be looking for students to demonstrate this awareness, which is one reason why there is a strong focus on collocations in *Ready for C1 Advanced*.

5 With this type of collocation exercise, where there are two columns, you can easily give your students a bit of extra practice with this no-prep activity: ask them to cover one of the columns with their notebook (or their hand) and try to remember the words that are covered.

6 Have students look at the adjectives in Exercise 5. Ask them to note neutral ones (*new, fair, second, secret, main, strong, poor*) and then the stronger ones (*major, daunting, lifelong, slight, costly, dismal, huge, great, resounding, primary*). Explain that some of these can make a negative word stronger: *major disappointment*, or positive one stronger: *major achievement*. Some, though, are negative as they are: *dismal*, *daunting*, *poor*. Then model the exercise by coming up with one question in open class. As the students work in their pairs, monitor and assist as necessary.

You may wish to use **Random topic collocations** on the **Teacher's Resource Centre** at this point.

Teaching tip

For easy reference when studying, tell students to set up a part of their notebook as a vocabulary section with subsections. Alternatively, they could set up a separate 'vocabulary notebook'. There they can create pages for different themes, in this case one for *challenge and achievement*. Tell students to collect new words and collocations related to this theme as they progress through Unit 1, and then make similar pages for future units. They could also look up new collocations for these themes at home to add to their lists. If they use this system when studying or revising, students have quicker access to lexis and study it more effectively.

Extra activity

Collocations lend themselves well to gamification. For example, to consolidate or review this vocabulary, you could create an online quiz where the students have to choose the correct collocate to fill gaps in example sentences. Another fun game with collocations is to put one half of the collocations, in this case, *ambition*, *challenge*, *chance*, *failure*, *motivation* and *success* on the board. Students stand in two lines. Say the other half of the collocation, i.e. *achieve*, and the two students at the front of the line have to touch the correct word on the board: *success*. The first to do so gets a point for their team. Both students move to the back of their respective lines and the game continues with two new students.

Vocabulary Challenge and achievement

1 Complete the expressions with a noun from the box.

ambition challenge chance failure motivation success

1 The film **was an overnight** success, despite its low budget.
2 I **have a burning** ambition **to** travel to Australia.
3 When pupils tire of studying, a system of rewards can help **increase** student motivation.
4 Sadly, my attempts to learn Japanese **met with complete** failure.
5 The government **faces the formidable** challenge **of** reducing unemployment.
6 He **leaves nothing to** chance and plans everything before a trip.

Note that *an overnight success* means it is sudden and unexpected.

2 In Exercise 1, the words in bold are 'collocates' of the nouns you wrote. This means that they are often used together with those nouns. Write a new sentence for each noun, using the collocates in bold. The sentences must be true.

3 **SPEAK** Work in pairs. Compare and discuss your sentences with your partner.

4 In sentence 5 in Exercise 1, the verb *face* collocates with *challenge*. Which of the six nouns from Exercise 1 do each of the following pairs of verbs collocate with?

1 fulfil a/an / realise — ambition
2 end in / result in — failure
3 achieve / enjoy — success
4 improve / lack — motivation
5 stand a / jump at the — chance
6 take up a/an / rise to the — challenge

5 The adjective *formidable* also collocates with *challenge*. All three words in the groups below can combine with a noun from Exercise 1. Add the noun for each group.

1 major/new/daunting — challenge
2 slight/fair/second — chance
3 secret/lifelong/main — ambition
4 total/costly/dismal — failure
5 huge/great/resounding — success
6 primary/strong/poor — motivation

6 **SPEAK** Work in pairs. Prepare two questions for your partner using the collocations in Exercises 1, 4 and 5 above. Take turns to ask and answer the questions.

What has been your most daunting challenge ever?

Why might the people have entered this event? How might they be feeling now?

4



5



6



Reading and Use of English Part 5 Multiple choice

1 **SPEAK** **Work in pairs. Look at the photo opposite and describe what is happening. Then discuss your ideas on the following:**

- the type of person who would climb a rock face without ropes
- their reasons for doing so
- the kind of preparation that might be required.

2 **You are going to read an article about a free-solo rock climber. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.**

How to go about it

- Read the title and text quickly to get a general understanding.
- Underline key words in the questions. *The first two have been done for you.*
- Locate the section of text or paragraph where a question is answered. Read it carefully. In Part 5, the questions follow the same order as the information in the text.
- Use the context to guess the meaning of unknown vocabulary.

  *Discuss with your partner the possible meaning of the words in **bold** in the first paragraph.*
- Try to answer the question or question stem yourself. Then look at options A–D, and choose the option that seems similar to your answer.

How to go about it

longevity (n) – *having a long life or existence*

iconic (adj) – *very famous and well known, and believed to represent a particular idea*

inconclusive (adj) – *not producing a definite result or complete proof of something*

speculation (n) – *ideas or discussion about why something has happened or what might happen*

1 What point does the writer make about George Mallory in the first paragraph?
- A Climbers in the modern day will never be able to attain his level of fame.
- B People continue to wonder whether he accomplished his goal or not.
- C Better technology might have changed the outcome of his mission.
- D Articles regarding his achievements have sometimes been inaccurate.

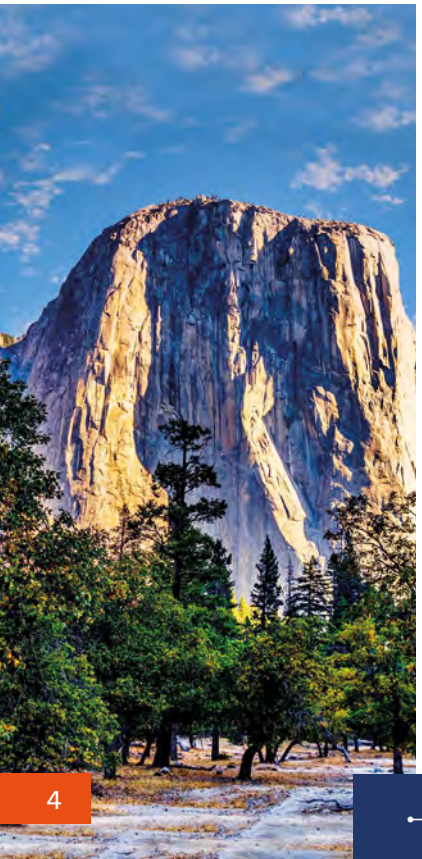
2 The writer suggests that *Free Solo* is unique in the way it
- A emphasises the role of mental strength in overcoming challenges.
- B features scenes which some audiences may find very disturbing.
- C presents both positive and negative sides of its subject's personality.
- D satisfies the curiosity of ordinary people and mountaineers alike.

3 The writer refers to the interview with *Esquire* in order to
- A give an example of the kind of common question Honnold finds frustrating.
- B show how people are unwilling to question the motives of their heroes.
- C suggest that Mallory and Honnold may have a similar outlook on life.
- D argue how Honnold deserves just as much recognition as Mallory.

4 What do we learn about Alex Honnold in the fourth paragraph?
- A He is not interested in impressing his fellow climbers.
- B He has no sense of fear while he is climbing a rock wall.
- C He is unwilling to rely on standard climbing equipment.
- D He is reluctant to climb without thorough preparation.

5 What general problem regarding sports autobiographies does the writer explain?
- A Great athletes are rarely able to explain the abilities that they possess.
- B Some athletes do not wish to admit they had assistance with writing.
- C Writers may sometimes misinterpret what an athlete is trying to say.
- D It can be difficult for the best athletes to avoid sounding boastful.

6 In the final paragraph, what conclusion does the writer draw?
- A People should just enjoy and let themselves be distracted by *Free Solo*.
- B It is unlikely that people will reach their target unless they are motivated.
- C People should not underestimate their own potential to do great things.
- D Alex Honnold should be recognised as a role model for ambitious people.



Lead-in

One good trick for coming up with an effective lead-in for your lesson is to simply google the topic. Case in point for this topic: if you search for *Free solo documentary*, you will find a number of very engaging (and terrifying!) trailers and clips online. If you have access to technology, show students a minute or two in class to raise interest in the topic. While watching, you could ask them to think about how Alex Honnold's girlfriend might feel about his decision to free climb El Capitan in the face of certain death. Lead a brief open-class discussion.

Reading and Use of English

1 As an alternative to the lead-in above, you could start the lesson by asking students if they have ever taken part in extreme sports and if so, what they were. Then ask what they think drives people to do extreme sports despite their danger. Have students open their books and focus their attention on the main picture. Put them in pairs and invite them to discuss the three bullet points. Ask students to share their ideas in open class. Board any useful language that comes up during the discussion.

2 Refer students to the **How to go about it** box. Explain that it is always important to read a text first for general understanding as it will help them answer the questions a little more easily. This must be done very quickly, however, as time is short on the exam. Students work together to discuss the words in bold. Monitor and assist as necessary, encouraging them to use context to help them. Note that the last point describes an especially effective technique for answering multiple choice questions. If students first try to find the answer to the question in the text or try to finish the stem sentence before looking at the options, they are much less likely to fall for a distractor.

Teaching tip

If a student does an exam task for the first time and finds it really difficult, this can be incredibly discouraging. This kind of negative experience can shape a student's impression of that part of the exam, leading them to conclude straightaway this particular task is 'hard' and they are 'not good at it'. This can become a sort of self-fulfilling prophecy: the task becomes harder because students think it's going to be hard. So the first time students do an exam task, it's a good idea to ensure a high degree of success.

With this in mind, if you think some of your students might struggle with a particular exam task, such as this Reading Part 5 task, you could increase their chances of answering the questions correctly by eliminating one (or even two) of the incorrect options. Alternatively, you could allow students longer to complete the task, or encourage them to compare answers with a partner. This way, students gain familiarity but also confidence with the task. Stronger students could of course choose to opt out and do the task without this support.

Extra activity

One way of training students with the technique explained in the last bullet of the **How to go about it box** is to give them a copy of the questions of a Reading Part 5 task with the four options blanked out. Students read the text and take notes based on the text about the answer to the question or the end of the stem sentence. Then let them see the four options. In pairs, invite them to compare their notes with the options and choose the best answer. Note that this same task can be used for Listening Parts 1 and 2, which also require students to answer multiple choice questions.

3 Note that in *Ready for C1 Advanced* there is always a **SPEAK** section after listening and reading tasks. Make sure you make room in your lesson plan to discuss these types of *personalisation* questions, because they provide students the opportunity to express their personal opinions about what they have read, which has been shown to aid acquisition of new language.

READY FOR GRAMMAR

1 Modal verbs: *Might, could, may* and *can*

1 *might*, *could* and *may* can be used to express present, future and past possibility:

*Try the shop on the corner – they **might have** what you're looking for.*

*Economists warn that house prices **could rise** even further next year.*

*She **may not have received** your letter yet.*

The addition of *well* after the modal verb expresses more probability.

*Take an umbrella – it **may/could/might well rain** later on.*

2 *might* and *could* can be used to express:

- past possibility which did not happen

  *We **could have won** the game, but Joe missed a penalty.*

  *It's a good thing I was wearing a crash helmet. I **might have been** seriously **injured**.*

- annoyance

  *You **could at least say** you're sorry!*

  *He **might have told** me he was going to be late!*

3 *might* and *may* can be used to:

- express concession

  *He **might have failed** his degree, but he's earning much more than me.*

  (= Although he failed his degree, he's earning much more than me.)

  *She **may be** very famous, but that doesn't give her the right to behave like that in public.*

- suggest what one should do when there is no better alternative

  *I **might as well go** shopping with my parents – I've got nothing else to do.*

  *You'll find out the truth sooner or later, so I **may as well tell** you now what happened.*

4 *can* and *may* (more formal) can be used to:

- give or refuse permission

  *You **may/can borrow** up to five books at any one time from the library.*

  *You **can't/may not go** until you have finished.*

- make offers

  ***May I be** of assistance?*

  ***Can I carry** that for you?*

5 *can* and *could* can be used to:

- make requests

  ***Can/Could you give** me a hand, please?*

- ask for permission

  ***Can/Could I open** the window?*

- The more formal *may* can also be used.

  ***May I ask** a personal question?*

6 *can* and *could*, in the negative form, can be used to express certainty:

*She **can't be** more than about 20 years old.*

*It **couldn't have been** a bear that we saw – it was far too small.*

7 *can* can be used to express:

- theoretical possibility

  *The new concert hall **can seat** over 3000 people.*

- ability or inability

  *I **can understand** some Italian, but I **can't speak** it very well.*

- criticism

  *She **can say** some very hurtful things sometimes.*

8 *could* can be used to express:

- ability or inability in the past

  *My late grandfather **could play** the banjo, but he **couldn't sing** very well.*

When we talk about ability to do something on one occasion in the past, *could* is not possible. Instead, *was/were able to*, *managed to* or *succeeded in* have to be used.

*I **managed to speak** to Frank last night, but I **couldn't persuade** him to come to the opera with us.*

- permission or prohibition in the past

  *When I was at school the boys **couldn't wear** earrings, but the girls **could**.*

When we talk about permission to do something on one occasion in the past, *be allowed to* has to be used.

*I **was allowed to leave** work early yesterday to go and meet my husband at the airport.*

Other ways of talking about future possibility

In addition to using modal verbs, there are several lexical ways of expressing future possibility.

*There's a [strong/distinct/real/faint] **possibility** that I could lose my job.*

*There's a [remote/slight/fair/good] **chance** that Lara will be at the party tonight.*

*She's [highly/hardly] **likely** to win that competition.*



A LONG WAY TO THE TOP

One of the most famous quotations in mountaineering history is surely 'Because it is there.' These words were reportedly spoken by English adventurer George Mallory in 1923 in response to a journalist asking why he wanted to climb Mount Everest. No doubt one of the reasons for the quote's **longevity** is that it still represents the attitude of many of his kind today. But Mallory and his **iconic** words also continue to capture the public imagination because of the mystery surrounding his fate. Ex 2 Q1 Mallory and his climbing partner were last seen alive approximately 245 m below the summit. From here they may have pushed on and reached the summit, but the evidence is **inconclusive**. Had Mallory been in possession of the kind of camera adventurers take for granted today, his fate would no longer be the subject of **speculation**.

The American film documentary *Free Solo* documents climber Alex Honnold's attempt to ascend El Capitan's 900-metre vertical rock face at Yosemite National Park. Powerful lenses capture every fleeting expression on Honnold's face, and we are left in no doubt as to just how gruelling – and potentially fatal – the ascent is. As with many extreme sport films, *Free Solo* offers the viewer a fascinating glimpse into the world of a top athlete, revealing the routines, incredible physical performance, and sheer determination required to achieve a goal. But the directors of *Free Solo* go further and offer a remarkable story Ex 2 Q2 of a complex character: a man with enormous courage and humour, yet someone who also sometimes seems incapable of reading the emotions of the people closest to him.

Interestingly, in an interview with *Esquire*, Honnold wonders whether people have possibly read too much into 'Because it is there', and suggests it may simply have been a throwaway remark made by a tired man at the end of a long press conference. Yet, like Mallory, Honnold is constantly being pressed about what drives him to attempt the seemingly impossible. The *Esquire* interviewer cannot help but ask the same. If you believe, as I do, that Mallory's statement *was* Ex 2 Q3 profound, then the question Honnold throws back to the interviewer querying the reason for doing anything challenging seems only to paraphrase it.

Honnold has been active in free-solo climbing for the best Ex 2 Q4 part of twenty years. In interviews, he explains how he rehearses extensively before the most demanding climbs, working out each intricate move and memorising them in sequence – to the point of obsession. But it can sensibly be argued that climbing without ropes or a safety harness makes such an approach essential. Honnold claims to love climbing for climbing's sake, and that for him, it is all about minimising unnecessary risk. To hear this is refreshing, in a world where thrill-seekers often boast about terrifying experiences and near-accidents.

Alone on the Wall, Honnold's autobiography, which came out several years before the El Capitan climb, offers further insight into the man and his accomplishments. Alternating sections are written by Honnold – describing his experiences in the first person – and his co-author, David Roberts. Professional writers such as Roberts are vital in the sports Ex 2 Q5 autobiography genre, often for the reason that top athletes can seldom convey what it's like to have such extraordinary talent – in the same way you or I would have difficulty rationalising the process of breathing – simply because it comes naturally. Professional writers must interview, tease out, and reassemble an elite athlete's thoughts into text that makes sense to the rest of us. In this case, Roberts' name appears alongside Honnold's on the cover.

When we ordinary people hear about athletes such as Honnold breaking new records and pushing the boundaries of human achievement, there is a tendency to think, 'Shouldn't I be trying harder to be the best possible version of me? What could *I* achieve with a little more effort?' And towards the end of *Free Solo*, Honnold himself recommends that people identify clear goals, and do everything they can to achieve them. But the goals you or I might set ourselves to run a half-marathon, master a new language, or get that Ex 2 Q6 promotion are not in the same league as Honnold's. Watching *Free Solo* should be a form of escapism, rather than a general lesson in how to live our lives.

3 SPEAK Work in pairs. Discuss the following questions.

1 What have you learnt about Alex Honnold from this text? What would you ask him if you met him?

2 Some people taking part in extreme sports have been described as highly irresponsible and selfish. What do you think?

Language focus Modal verbs: *Might*, *could*, *may* and *can*

1 **Sentences 1–7 all contain the modal verb *might*. Match each sentence to the idea in the box which it expresses.**

annoyance | concession (= even though) | future possibility | lack of enthusiasm | past possibility | past possibility (but did not happen) | present possibility

1 This box is really heavy. You might at least help me carry it! annoyance
2 I wish you'd drive more carefully. You might have had an accident back there. past possibility (but did not happen)
3 I do hope they're OK. They might have taken a wrong turning. past possibility
4 I might be home a bit later tonight. I've got a meeting at five. future possibility
5 Put the TV on – there might be something good on. present possibility
6 There's nothing worth watching, so we might as well go to bed. lack of enthusiasm – *might/may as well* is a fixed phrase
7 He might be good-looking, but he can't sing very well. concession

With no change in meaning, *might* can be substituted by *could* in sentences 1–5 and *may* in sentences 3–7.

2 **Go to Ready for Grammar on page 212 for rules, explanations and further practice.**

3 **Sentences 1–6 all contain the modal verb *can/can't*. Match each 'can' or 'can't' to the idea they express (a–f).**

1 It can store up to 70 000 separate images, although I guess I'm hardly likely to take that many photos!
2 You can be really irritating sometimes! I'd say there's every likelihood the boss is going to fire you!
3 Can you take my calls this afternoon? It's highly likely I'll be in a meeting till 5 pm.
4 I can't do it – I'm not tall enough. And there's a distinct possibility that the whole thing is going to tip over!
5 It can't be very healthy if it contains that!
6 No, you can't! 1 am is far too late, and there'll be little chance of finding a taxi.

a request
b deduction
c criticism
d inability
e theoretical possibility
f prohibition

4 **Which of the underlined phrases in Exercise 3 mean something 'will probably happen' and something 'probably won't happen'? will probably happen:** every likelihood, highly likely, distinct possibility **probably won't happen:** hardly likely, little chance

5 **SPEAK With your partner, create a context for each sentence in Exercise 3.**

'I like your new phone.' 'Thanks. It can store up to 70 000 different images.'

6 **SPEAK Work in pairs. Take turns to use and respond to these prompts.**

Possible answers

1 'You seem annoyed with me.'
'Well, I do think you might have ...' paid for some of the meal.
2 'I think it's highly likely we'll be late for the film.'
'I guess we may as well ...' go home, then.
3 'That game looks really dangerous.'
'Yeah, I think there's a real possibility that someone could ...' be badly injured.
4 'Karen's not answering her phone!'
'She may have ...' left it at home.
5 'Steve's just bought a really expensive car.'
'He might have an expensive car, but ...' he still doesn't have a license.
6 'Do you feel like going out tonight?'
'No, I think I might just ...' stay home and watch TV.



Language focus

1 This guided discovery style exercise gives students the chance to uncover degrees of difference between various modal verbs. In general, this type of exercise is best done individually, after which students can compare and discuss their answers in pairs. Alternatively, you could put the ideas in the box on the board and the sentences on individual cards and stick the cards to the walls. Students go around and write their answers in their notebooks, discussing them with their classmates along the way.

2 You could correct the answers to Exercise 1 in open class, or direct students to the **Ready for Grammar** section (see TB5 and below), where they can check their answers by reading the grammar explanations. Note that students can do Exercise 1 in the **Ready for Grammar** section, but they shouldn't do Exercise 2 just yet.

3–4 Once students have done this second guided discovery exercise, and any doubts about it have been resolved in open class, direct students back to the **Ready for Grammar** section, where they can now do Exercise 2.

5–6 These two **SPEAK** exercises give the students the chance to practise the grammar in a freer way. It's important to make room in grammar lessons for these freer practice stages which can all too often get squeezed into the last five or ten minutes of a lesson. In order for students to really acquire new grammatical structures, they will need lots of opportunities to use the language. That means putting students in communicative situations where they can experiment with the new grammar and use it to express their own ideas.

You may wish to use **Get to know your exam** on the **Teacher's Resource Centre** at this point.

READY FOR GRAMMAR

1 Modal verbs: *Might, could, may* and *can*

1 In 1–8, complete the second sentence so that it has the same meaning as the first.

0 Would you mind lending me your pen for a moment?
May _____ *I borrow your pen for a moment* _____?

1 Although he lives here, we never see him.
He may _____ live here, but we never see him _____.

2 They're very likely to ask you to speak French during the interview.
You may _____ (very) well be asked to speak French during the interview _____.

3 Perhaps she didn't know you were married.
She might _____ not have known you were married _____.

4 He had a good chance of getting the job, but he didn't apply.
If he'd applied for the job, he could _____ (well) have got it _____.

5 I rarely use my bike these days, so it would make sense if I sold it.
I rarely use my bike these days, so I may _____ as well sell it _____.

6 Why on earth didn't you tell me you were vegetarian?
You might _____ have told me you were vegetarian _____!

7 I think his chances of winning the election are slim.
It's unlikely _____ (that) he will win the election _____.

8 I'm fairly certain of getting the job.
I think there's a distinct _____ possibility that I will get the job _____!

2 In 1–7, one of the three alternatives is incorrect. Cross it out.

0 You ~~*might not*~~*/may not/cannot* leave until I give you permission.

1 It's not my scarf – I think it *might/could/*~~*can*~~ be Graham's.

2 It *might/may/*~~*could*~~ not be warm enough to eat outside tonight, but we'll keep our fingers crossed.

3 He's so lazy – he *might/*~~*may*~~*/could* at least offer to do the washing up!

4 I know you didn't want to come, but you *might/may/*~~*could*~~ as well try and enjoy yourself now that you're here.

5 Don't run across the road like that again – you *might/*~~*may*~~*/could* have been run over!

6 It was a tough walk, but we ~~*could*~~*/were able to/managed to* reach the end before it got dark.

7 Police are now saying that the fire *might/may/*~~*could*~~ not have been started deliberately, although they have refused to rule out the possibility of arson entirely.

Go back to page 6.

Listening

1 1.1 One effective way of using the **What to expect in the exam** and **How to go about it** boxes in *Ready for C1 Advanced* is to have students read the information and then put it into their own words. Here, for example, one student could read one box while the other reads the other box. They then close their books and tell their partner about what they have read. Or, individually, students could write an explanation of the information using different words but not changing meaning. They could then compare with a classmate and discuss similarities and differences. This second exercise gives them explicit practice with the skill of paraphrasing, which is tested in Use of English Part 4.

2 In open class, ask students what kinds of things can be done to *raise funds*, for example, fun runs, bake sales, raffles, etc. After they discuss the questions in pairs, encourage any students who have participated in an interesting fundraising event to share their experience with the class.

AUDIOSCRIPT

Listening Part 1 Multiple choice

1.1

M = Man W = Woman I = Interviewer
J = Jason

Extract 1

M: Well, obviously I was gutted that the home team didn't come out on top in the last game, but it
Ex 1 Q1 wasn't altogether a surprise. There were three of them out there making their debut, and you could tell they were overawed by the occasion. Of *course* it was going to impact on the overall team performance. You can't put the blame on the coaching staff. Look at their track record. Giving the novices a chance was a very poor decision on the part of the manager, and it backfired.

W: I'm with you there. But look, what concerns me
Ex 1 Q2 more are the rumours about the team's top two players.

M: Henderson and Torres? Yes, if it's true, they're set on offering their skills to the highest bidder. They've got no regard for their fans, apparently.

W: That's what it looks like, certainly from the outside. A shame, because between them, they've inspired a generation, no question. You have to wonder whether the newspapers are just stirring things up, but if these players are quitting and going overseas for the big bucks, that's extremely disappointing. That shouldn't be their primary motivation.

M: They wouldn't be the first go down that route.

Extract 2

I: Jason, can I ask why no-one from your group attended the awards ceremony?

J: Well, when we were nominated for the award, we were on tour, and the travelling had been fairly tough on us. I was just thinking, 'I need a break from this'. But sure, just for a moment, I guess we did get a kick out of it … that people had voted for us. I mean, we were up for the same award
Ex 1 Q3 as some really big names. Legends. But we've consistently used our music to attack capitalism, so how could we justify going to something sponsored by the corporate world?

I: The songs you write – what do they mean to people?

J: Well, the lyrics, I hope, will get *some* people thinking – maybe get them to look at life from a different angle. But do I think we can change society? We're not so egotistical as to think we can
Ex 1 Q4 do that. Seriously, I'd rather we keep a low profile, and get on with making decent music people can connect with. Some groups might have a burning ambition to be on top – to get maximum publicity. If that's the way they want to go, good luck to them.

Extract 3

W: So Max, what did you do for the fundraising?

M: I signed up for a 40-hour fast.

W: What? 40 hours without any food? That sounds a bit tough.

M: You can have water. But to be honest, I only made it to 35, and then I had to call it quits, because, you know, I was absolutely famished and I was about to pass out. But no-one's giving me a hard time about it. And I think my sponsors might all
Ex 1 Q5 pay up anyway. Next year, I'll definitely take up the challenge again and see it through to the end. I don't really see it as a failure – more like a practice run. Anyway, what about you?

W: I gave up my phone for 40 hours.

M: Your phone? That's hardly an ordeal. You're
Ex 1 Q6 supposed to give up something essential.

W: Look, I raised over €100. And every little helps. It was just as hard for me to do without my phone as it was for you to give up food – and at least I managed to go the distance. I suppose I did have access to my tablet – but that's beside the point.

Listening Part 1 Multiple choice

1 **1.1** **You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

Extract One

You hear part of a radio discussion in which two people are talking about a sports team.

1 The man says that the home team lost the last game because
- (A) some of their players were inexperienced.
- B their training had not been very effective.
- C they had underestimated their rivals' ability.

2 Both the man and the woman disapprove of the way that two players
- A have been targeted by the media.
- (B) are behaving in a disloyal way.
- C have little to offer as role models.

Extract Two

You hear part of an interview with a musician.

3 According to the musician, why did his group not attend the awards ceremony?
- (A) They believed it would be hypocritical of them.
- B They felt obliged to perform at another event.
- C They were doubtful about their chances of winning.

4 When asked about the songs he writes, the musician reveals
- A his dislike of performers who are self-obsessed.
- B his dream of making a difference in the world.
- (C) his lack of interest in achieving celebrity status.

Extract Three

You hear two students discussing a fund-raising event they took part in.

5 How does the man feel now?
- A relieved that the experience is over
- (B) determined to do better in the future
- C disappointed he did not fulfil his aim

6 The woman mentions the amount of money she raised in order to
- (A) respond to a criticism that the man has made.
- B emphasise the difficulty of reaching their target.
- C compare the level of challenge they both faced.

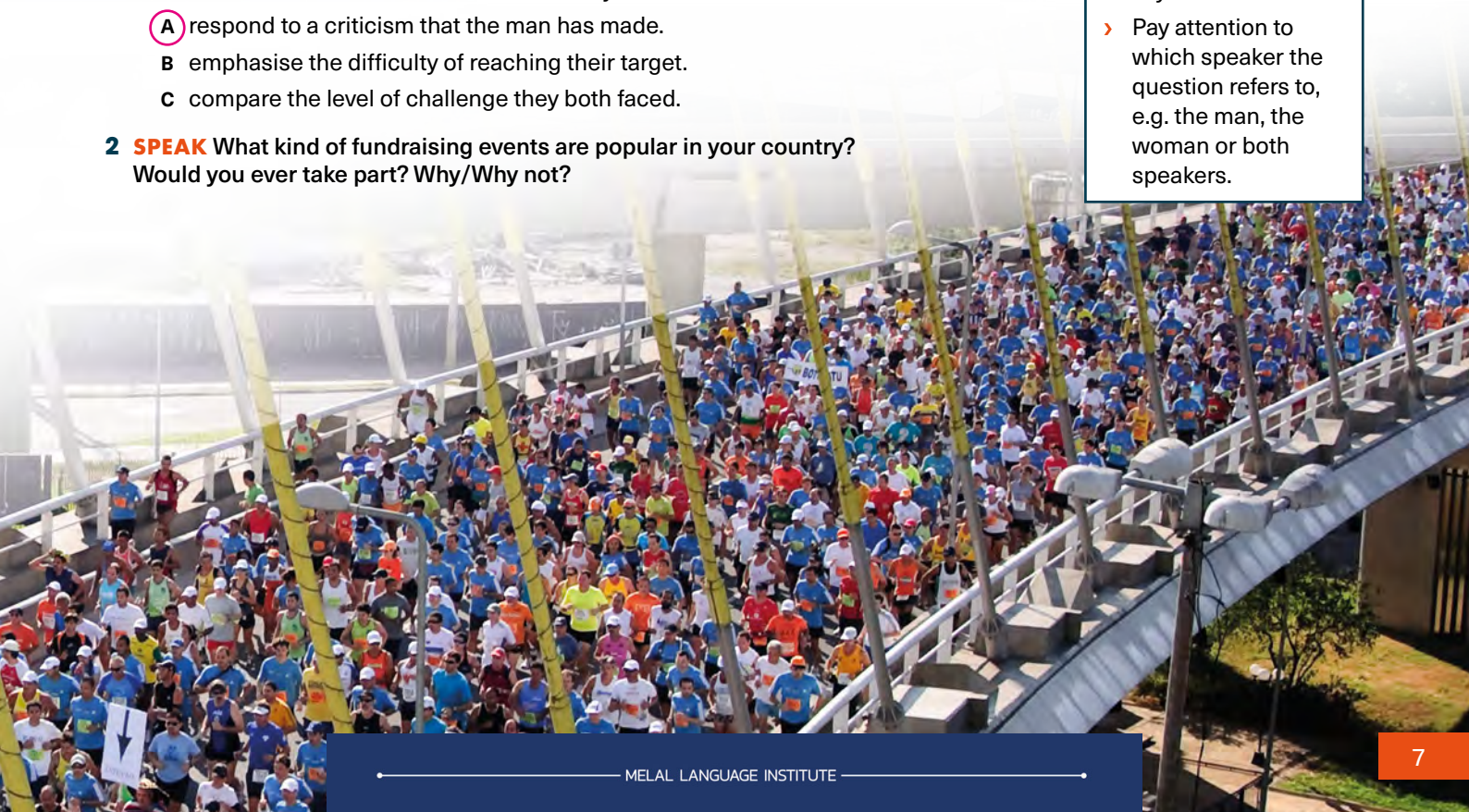
2 **SPEAK** **What kind of fundraising events are popular in your country? Would you ever take part? Why/Why not?**

What to expect in the exam

- There are four parts to the Listening paper. In Part 1, you hear three short extracts from different conversations. There are two multiple choice questions for each extract, testing opinion, purpose, feeling, attitude and agreement.
- In the exam, you hear each extract twice before the next one is played.

How to go about it

- Underline the key words and phrases in the options and think how these might be paraphrased in the recording.
- As you listen, choose the option which reflects exactly what the speaker or speakers say.
- Pay attention to which speaker the question refers to, e.g. the man, the woman or both speakers.



Language focus Adverbs of degree

1 **Choose the correct adverb to complete the sentences from the Listening.**

1 ... we were on tour, and the travelling had been **fairly**/**completely** tough on us.
2 Giving the novices a chance was a **very**/**too** poor decision on the part of the manager ...
3 ... if these players are ... going overseas for the big dollars, that's **totally**/**extremely** disappointing.
4 ... I had to call it quits, because, you know, I was **slightly**/**absolutely** starving ...

2 **What other adverbs of degree can be used with the underlined adjectives in Exercise 1?** a little, rather, quite, somewhat, pretty, really

3 **Which of the following adjectives are gradable and which are non-gradable?**

Gradable: *very difficult* Non-gradable: *absolutely impossible*

ambitious certain difficult exhausted impossible incredible pleased ridiculous risky tiring

Gradable: ambitious, pleased, risky, tiring
Non-gradable: certain, exhausted, incredible, ridiculous

4 **What is the meaning of *quite* in these two sentences?**

1 His test results were quite good. The speaker is saying the test results are *fairly/reasonably* good.
2 His test results were quite fantastic. The speaker means *absolutely* fantastic.

5 **Go to Ready for Grammar on page 214 for rules, explanations and further practice.**

6 **In 1–8, cross out the word which does not normally collocate with the adverb at the beginning of the line. There is an example at the beginning (0).**

0	**perfectly**	clear	normal	~~dependent~~	capable
1	**highly**	gifted	promising	talented	~~clever~~
2	**fully**	qualified	~~worried~~	booked	equipped
3	**wholly**	~~informed~~	inappropriate	inadequate	unacceptable
4	**entirely**	free of charge	different	~~old~~	wrong
5	**utterly**	ridiculous	opposed	~~qualified~~	disgraceful
6	**totally**	unnecessary	unexpected	independent	~~intelligent~~
7	**bitterly**	resent	regret	~~dislike~~	oppose
8	**fiercely**	~~generous~~	ambitious	proud	loyal

7 **SPEAK** **Work in pairs. Tell your partner about a time when you were:**

- absolutely terrified
- completely lost
- utterly exhausted
- highly motivated
- totally wrong
- extremely embarrassed



Language focus

1–2 In *Ready for C1 Advanced*, the new language presented in the language focus sections has often been carefully integrated into the listening or reading text that comes before it in the book. This gives students the chance to notice the language in context before focusing on it. Students could do Exercise 1 in pairs, or they could do it individually first and then compare their answers with a partner. Elicit students' ideas for Exercise 2 to the board.

3 Remind students that most adjectives are gradable, which means they can be made stronger or weaker by using a variety of adverbs, e.g. *slightly disappointing* or *extremely disappointing*. Non-gradable adjectives, on the other hand, express absolute quantities and can only be modified by extreme adverbs, e.g. *absolutely terrible*, not ~~*very terrible*~~. Reference the examples given in Exercise 3. Then have students complete Exercise 3 and feedback as a class.

4 Read the two sentences aloud. Then elicit or explain that we can use *quite* with gradable adjectives to mean *a little* or *not very* but with non-gradable adjectives to mean *very*, *totally or completely*.

5 Direct students to the **Ready for Grammar** section (see below and TB9).

6 Give students a few minutes to complete the exercise and elicit the answers to the board.

7 Model the exercise by giving an example for one of the situations before placing students in pairs to complete the exercise. Invite students to share their answers with the class. Alternatively, students could tell a story without saying which collocation they are referring to and their partner has to guess which one they are talking about.

READY FOR GRAMMAR

1 Adverbs of degree

1 We often use adverbs of degree to modify verbs, adjectives and adverbs. Common intensifying adverbs of degree are *absolutely*, *very, really, extremely, totally, utterly, entirely* and *highly.* Of these, *very* and *extremely* can't be used to modify verbs.

*I **totally** agree with this review; her performance was **absolutely** terrible.*

2 Common softening adverbs are *quite, fairly, slightly*.

*It's **quite** annoying that the café closes on a Monday morning.*

*I'm **fairly** sure there aren't any tickets left for the festival.*

*Joshua was limping **slightly**.*

3 We do not use the same adverbs of degree to modify all adjectives. Different adverbs are used with gradable (e.g. *tired*) and ungradable (e.g. *exhausted*) adjectives.

Adverbs used with gradable adjectives

very, extremely, fairly, really, slightly, highly

Adverbs used with ungradable adjectives

absolutely, completely, entirely, really, totally, utterly

Not all combinations of adverbs and adjectives are possible. The only constructions that are always possible are *very* + gradable adjective and *absolutely* + ungradable adjective. *Really* can be used with most gradable and ungradable adjectives.

Many adverb–adjective combinations are strong collocations, e.g. *highly intelligent, completely different, terribly sorry*, *deeply insecure*.

Quite

The adverb *quite* has different meanings according to whether it is used with a gradable or ungradable adjective.

*The food at the restaurant was **quite tasty** but they needed to use more salt. (= fairly tasty)*

*The food at the restaurant was **quite delicious**. (= absolutely delicious)*

Stress and intonation are also important in expressing the meaning of *quite* + adjective.

Too/enough

The adverbs *too* and *enough* can be used to modify other adverbs.

*They're walking **too slowly** to get to the station on time.*

*He didn't give the answer **fast enough**.*

Word formation

1 One thing that makes the *Ready for C1 Advanced* course unique is its focus on word formation. In each unit, students explore a different aspect of word building. Here, for example, students look at how suffixes can be added to verbs to create nouns. This regular practice with word formation will not only help students do better in Reading and Use of English Part 3 but will also improve their marks in the writing and speaking papers. You may want to begin this section by finding out how familiar your students are with the idea of suffixes, perhaps contrasting them with prefixes. Use the three words in Exercise 1 to illustrate how adding suffixes to words changes word class.

2–3 Read the example and complete the first sentence of these exercises together as a class. Then have students work individually or in pairs to complete the exercises. Write answers on the board for students to check. Remind students that spelling is important in this part of the exam. Note that normally when you add a suffix to a verb, the word stress stays the same, e.g. *refresh* /rɪ'freʃ/ and *refreshment* /rɪ'freʃmənt/, but of course there are exceptions, e.g. *publish* /'pʌblɪʃ/ and *publication* /ˌpʌblɪ'keɪʃn/. In the pronunciation section, on Student's Book page 14, students will learn specific rules for this type of shift in word stress. You could prime them here by having them find other examples of word stress shifting with the addition of a suffix: *signify* /'sɪgnɪfaɪ/ and *significance* /sɪg'nɪfɪkəns/, *simple* /'sɪmpl/ and *simplicity* /sɪm'plɪsəti/, etc.

4–5 Check the answers to Exercise 4 quickly in open class and then give the students a few minutes to discuss the questions in small groups. Then, for each question, ask a different group to share their ideas with the class.

READY FOR GRAMMAR

1 Adverbs of degree

1 **Match each sentence beginning (1–8) with an appropriate ending (a–h).**

1	All the flights to Manchester were **fully**	a	**keen** to get back to work.
2	Her new film is a convincing and **deeply**	b	**booked**, so we flew to Heathrow instead.
3	The weather suddenly turned **bitterly**	c	**exhausted**, and we all went straight to bed.
4	My teenage son is a proud and **fiercely**	d	**influential** scientific papers on the subject.
5	Dr Amalric has written several **highly**	e	**moving** tale of one man's fight to prove his innocence.
6	He's slowly recovering and **desperately**	f	**cold**, thanks to a chill easterly wind.
7	Her next opponent is the **comparatively**	g	**unknown** Pat Dale, who has yet to win a championship.
8	The trek left us feeling **utterly**	h	**independent** child, but also very caring.

2 **Complete the email using adverbs from the box.**

desperately entirely highly incredibly perfectly utterly

Hi Sara

Just to let you know that Erin has decided not to come camping with us after all. Things at work have been **(1)** incredibly hard for her over the last few months, and I think it's **(2)** perfectly/entirely understandable that she doesn't feel up to staying in a tent for a week! Frankly, I think she's **(3)** utterly exhausted, and we need to support her in any way we can.

On a brighter note, I've managed to book that day trip to view the seal colony. It's a bit pricey but it comes **(4)** highly recommended, and I **(5)** desperately want to see the seals up close. I hope that's OK with you. Finally, I **(6)** entirely agree with you that we should travel light. I'm taking one medium-size backpack only.

Give me a call when you have time.

Lola

Go back to page 8.

Word formation Nouns

1 **Which suffixes are added to the following verbs to create nouns?**

*achieve*ment *fail*ure *motivate*~~e~~ion

2 **Complete the sentences with an appropriate noun form of the word in capitals. Use each suffix in the box once only and make any further spelling changes necessary. The noun you require may also need a plural ending or a negative prefix (*un-*, *in-*, *im-*, *dis-*, etc).**

-age -al -ance -ation -cy -ence -hood -iety -ity -ment -ness -ship -ure

0 His **latest** *publication* **a book** on young entrepreneurs. **PUBLISH**

1 Refreshments **are available** from 3.30 pm in the main hall. **REFRESH**

2 Union members **expressed their** disapproval **of** the management's offer by walking out of the meeting. **APPROVE**

3 **In her** eagerness **to** receive the award, she almost tripped on the stage. **EAGER**

4 In the interests of safety, a number of **standard** procedures need to be **followed**. **PROCEED**

5 Her 5000-metre run **paled into** insignificance when compared with the marathon her grandfather completed the following week. **SIGNIFY**

6 The simplicity of the device is what has made it so popular. **SIMPLE**

7 I cannot comment; I have been **sworn to** secrecy on the matter. **SECRET**

8 **The cost of** membership has increased by 10 per cent this year. **MEMBER**

9 Customers will be required to **pay for any** breakage(s). **BREAK**

10 **There is every** likelihood **that** prices will continue to rise next year. **LIKELY**

11 He **valued his** independence too much to ever want to get married. **DEPEND**

12 It's natural to **experience** anxiety on your first day at work. **ANXIOUS**

3 **Using the same suffixes as in Exercise 2, write noun forms for the following words. The same suffix is needed for all three words. Some words require further spelling changes.**

0	notorious	*notoriety*	various	*variety*	sober	*sobriety*
1	please	pleasure	expose	exposure	close	closure
2	appear	appearance	annoy	annoyance	rely	reliance
3	store	storage	short	shortage	pack	package
4	rehearse	rehearsal	renew	renewal	propose	proposal
5	efficient	efficiency	intimate	intimacy	vacant	vacancy
6	enjoy	enjoyment	require	requirement	commit	commitment
7	prosperous	prosperity	original	originality	familiar	familiarity
8	leader	leadership	companion	companionship	partner	partnership
9	neighbour	neighbourhood	father	fatherhood	adult	adulthood
10	absent	absence	persistent	persistence	evident	evidence
11	selfish	selfishness	tired	tiredness	careless	carelessness
12	explain	explanation	interpret	interpretation	apply	application

4 **Replace the bold phrases in each question with a noun that has the same meaning from Exercise 3.**

1 How could the **wealth and success** of your **particular area of city/town** be improved? Which areas need investment? (prosperity / neighbourhood)

2 How does your life change when you enter **being 18 (or 21) years old**? Is there anything you miss about being a kid? (adulthood)

3 Would you consider yourself to be **long-term relationship or marriage**-phobic? (commitment)

4 What qualities are essential if you're in a **management** position, e.g. CEO, president, etc? (leadership)

5 **SPEAK** **Work in small groups. Discuss the questions in Exercise 4.**

Writing Part 1 Essay

What to expect in the exam

In Part 1 of the Writing paper, you have to write an essay. There is one task, with notes listing three discussion points. You can also make use of opinions given during a debate, lecture, panel, radio or television discussion. You have to explain which of your chosen points you agree with or believe is most important and give reasons to support your opinion. You should write between 220–260 words.

1 SPEAK Work in pairs. Read the Writing Part 1 instructions below. Then answer these questions.

1 What is the general topic you have to explore in your essay?
2 What is the connection between the notes and the opinions?
3 How many of the points in the notes do you need to respond to?
4 Is it compulsory to mention the opinions provided?
5 What is meant by 'an appropriate style'?

Your class has held a debate on the impact of social media on young people. You have made the notes below.

Impact of social media on young people

- creative opportunities
- exposure to advertising
- sharing and receiving information

Some opinions expressed in the debate:

'It gives creative young people a platform to share their talent with a wider audience.'

'Corporations use social media to sell their products.'

'You can interact with people from all over the world.'

Write an **essay** discussing **two** of the ways in which social media has an impact on young people. You should **explain which way is more significant and provide reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Write your answer in **220–260** words in an appropriate style.



Lead-in

Books closed. Put a mind map on the board with *good writing* at the centre. Elicit one aspect of good writing, such as *organisation*, and then elicit a specific example, e.g. using paragraphs. Then put the students into small groups and ask them to come up with other aspects of good writing. Encourage them to think of a specific example for each. In open class, elicit their ideas to the board. You may be surprised by how many of their ideas are exactly the same as the aspects of writing assessed in the *C1 Advanced* exam.

Writing

1 Books open. Explain that in this unit they will focus on the essay. Note that it's particularly important for students to master the essay because in Part 1 of the *C1 Advanced* writing paper it's mandatory to write an essay. (In part 2, there is an element of choice.) Focus their attention on the **What to expect in the exam** box. After students have done Exercise 1 in pairs, discuss the questions in open class.

Answers

1 The ways in which social media has had an impact on young people.

2 The opinions refer in order to the points – providing an example of how each point might be developed.

3 2

4 No. You can use and develop the provided opinions in your own words, or you can decide to respond to the points in the notes in your own way.

5 An appropriate style would be fairly formal; this means using, for example, noun phrases rather than many verbs, modals like might and may, and longer sentences which are connected with linking devices.

Extra activity

To help students with the process of writing an essay, place them in pairs and ask them to think about which social media platforms they could focus on in their essays and their potential impacts on young people. Have them think of both positive and negative impacts.

Ask students to share their ideas with the class. Then switch partners and ask the students to think of supporting examples for the impacts they identified with their first partner. Invite students to share their ideas with the class.

Teaching tip

When marking students' writing, instead of writing out all your corrections try underlining errors and writing T for *tense*, WW for *wrong word*, P for *punctuation*, SP for *spelling*, WO for *word order*, etc. Using this type of feedback code not only saves you time, but it also makes feedback more interactive. If students correct their own mistakes (and hand it back in for you to check), they are less likely to make the same mistake again. However, there is one important drawback to using a feedback code: if students don't actually self-correct, and/or you don't make time to check these corrections, then important errors may go uncorrected.

Writing

2 Tell students they are going to read an example of a good essay for the task on page 10. Students work individually to answer the questions. Check answers as a class.

Answers

The writer responds to sharing and receiving information [in the 2nd and 4th paragraphs] and exposure to advertising [in the 3rd paragraph].

The writer believes that sharing and receiving information is the most significant point. We can see this in the 4th paragraph.

The writer addresses the topic in objective, general terms.

3 Explain that in a good essay each paragraph has a clear focus. After students have had a chance to discuss the purpose of each paragraph in pairs, go through each paragraph as a class and elicit their ideas.

Answers

Paragraph two discusses the 3rd bullet point, providing evidence of how social media allows people to share and spread information. In this paragraph, the writer expresses a positive view of the impact of social media.

Paragraph three discusses the 2nd bullet point, giving examples of how social media can be used to manipulate young people by encouraging them to buy things they don't really need. The writer expresses concern about the impact of social media in this paragraph, which makes the essay feel balanced.

Paragraph four makes a clear statement that the greatest (most consequential) impact of social media is the way it allows people to 'acquire and spread knowledge so effectively'. We are left in no doubt which impact the writer has chosen as the most significant.

4 This exercise illustrates the importance of paraphrasing any language taken from the task instructions. Do number 1 as a class and then have students complete the exercise individually. Give students the chance to quickly compare answers with their partners before checking the answers as a class.

5–6 Explain that *signposting* words, also called *linking words and phrases*, help guide the reader through the text by connecting ideas and indicating when the writer is moving on to a new point. If students use these effectively in their writing, they will get a higher mark for organisation. After correcting Exercise 5, Exercise 6 could be done in open class. Board the students' ideas. Then suggest they designate a page in their vocabulary notebooks for *signposting* words. Give them time to do this in class. It is a good habit for students to get into.

Suggested answers

In this way – *Like this*, *Using this approach*

However – *On the other hand*, *On the negative side*

A case in point is – *An example is when*, *for instance*

On balance – *In conclusion*, *All things considered*

7 Refer students to the **How to go about it** box. Note that the points in this box could function as a sort of checklist. You could ask students to refer to back to this box before handing in their essays. This final writing exercise could be done either in class or set as homework. On the official exam, students should be able to write a polished essay in 40 minutes, but at this point in the course it is better to place more attention on developing writing skills than writing to a specific time limit.

Teaching tip

In general, teachers will most often assign writing for homework. This is understandable, because it might not feel like a very productive use of class time to have students silently writing for extended periods of time. However, if your students never write in class, then it's easy to focus too much on the product – in this case, the finished essay rather than the process. Consider trying out some of these in-class writing activities:

- Students plan an essay and only write the topic sentences for their paragraphs, or only write the introduction and conclusion, or write two different versions of the introduction, etc.
- Students plan an essay in small groups. Each group member writes one section of the essay and then they combine them.
- Students plan and write an essay in pairs. They pass the paper back and forth, with each student writing one sentence before passing it back.

While students are doing this sort of writing task in class, you can monitor and give them feedback on their writing as they write. At home, they can finish or polish the writing they did in class and then hand in a finished version.

2 Read the model answer. Decide:

- which two points the writer addresses.
- which point the writer says is more significant.
- whether the writer addresses the topic in objective, general terms, or refers to their own personal experience.



Social media has become a global phenomenon. Wherever a young person may live, or whatever their socio-economic status might be, it is highly likely they will be engaging on multiple social media platforms. **So exactly how** is the use of social media impacting on the young generation?

One positive influence is that social media allows people to connect with one another at the click of a button. Should someone wish to discover more about a particular issue, it is simply a matter of finding a like-minded online community. **In this way**, they can exchange ideas, discuss experiences, and describe how they have overcome certain challenges. As many of the younger generation are deeply concerned about problems such as social injustice and global warming, social media can provide them with a means for bringing about change.

However, while social media might sometimes be a force for good, it can also affect young people in ways that could be considered manipulative. **A case in point is** when vloggers recommend expensive brands. There are some teens who really aspire to be as popular as their idols, so they can be extremely susceptible to this kind of promotion. What they may not realise is that there is a very strong chance a company is paying the influencer to endorse these items.

On balance, the most consequential impact of social media seems to be the way it allows people to acquire and spread knowledge so effectively. The fact that many young activists have forced businesses to change their policies and practices for the better proves this point.

3 Discuss the purpose of each paragraph in the model answer.

Paragraph one introduces the topic, and the rhetorical question is a way to grab the reader's attention.

4 The instructions for the Part 1 Essay say you should use your own words as far as possible. Match these words from the task with the underlined paraphrases in the model answer.

1 impact	influence	affect	4 corporations	businesses	company
2 share	exchange	spread	5 advertise	promotion	endorse
3 interact	engaging	connect	6 products	brands	items

5 **SPEAK** Work in pairs. Match the signposting words and phrases to their function.

1	**So exactly how**	a	use this to explain the consequence of an action or situation you just mentioned
2	**In this way**	b	use this to introduce an example or supporting evidence
3	**However**	c	use this to show what conclusion you have reached
4	**A case in point is**	d	use this to set up the topic without stating your own opinion
5	**On balance**	e	use this to introduce a contrast, an alternative point of view

6 Instead of using *'So exactly how ...?'* to set up your argument, you could also write *'The most significant impact of social media, however, is open to debate.'*

Discuss some alternative ways to express the other examples of signposting in Exercise 5.

7 Now write your own answer to the Part 1 task in Exercise 1. Before you start writing, read the advice in the *How to go about it* box.

How to go about it

Plan your essay:

- Choose two of the three points, and quickly write down a few ideas for each.
- Decide which ideas are most relevant, and add some notes to develop them.
- Check that the notes include reasons and/or supporting evidence.
- Decide how to introduce and conclude your essay.

Write your essay:

- Set your argument out in four paragraphs.
- Use signposting phrases to connect your ideas.
- Use a range of vocabulary and grammatical structures, and avoid repetition whenever possible.

For more information on writing essays, see page 192.

REVIEW

Language focus Modal verbs: *Might*, *could*, *may* and *can*

Complete the sentences with a modal form and another word from the box.

at least can chance could have hardly manage may might succeeded unlikely well

1 Sometimes you ___can___ be so uncaring! I do think you ___could have___ sent me some flowers on our anniversary.

2 She ___may/might___ only be a six-month-old baby, but she's clearly very intelligent.

3 There's a good ___chance___ the bus will be late, so we ___may/might___ as well walk.

4 It seems highly ___unlikely___ it'll rain today, but we may ___well___ get showers tomorrow.

5 You could ___at least___ have made the effort to get changed. You're ___hardly___ likely to impress her in those clothes!

6 Our team ___succeeded___ in getting through to the finals, but we didn't ___manage___ to retain the trophy.

Spelling

1 Read the email quickly. What question(s) do you think Finn asked?

2 Read the email again and identify and correct eight spelling mistakes.

From: Kieran

Hi Finn

Yes, you're right – I did work for Westside Sports a few years ago. I was looking for a part-time job, and there weren't that many ~~opportunites~~ opportunities around, so when I saw they had a vacancy for a coach, I just went for it … despite my lack of experience. I ended up working there for a couple of terms, and really enjoyed it. It's what got me ~~motiveted~~ motivated to apply for the sports science and management course I'm now doing.

Anyway, I think there are a few things you can do to make a good impression and ensure the interview is ~~successfull~~ successful. For a start, you could say how you think a sense of ~~acheivement~~ achievement is important for kids, and that you believe ~~encouragment~~ encouragement is always better than criticism. (That's probably equally true for all of us.) You could also maybe explain how sport is generally ~~benefitial~~ beneficial for young people – not just in terms of physical fitness, but also emotional well-being. You don't have to pretend that you're incredibly ~~ambitous~~ ambitious and want to become a kids' sports coach for life, but it might be a good idea to say something like 'I'd like to help young people ~~fulfil~~ fulfil their potential'.

I hope that helps. Let me know how the interview goes.

Kieran



Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Rewarding children



Cash rewards are a common form of **(0)** *MOTIVATION* used by parents with high **(1)** expectations to encourage their children to work hard at exam time. Some youngsters receive **(2)** payment(s) of as much as £100 for each A grade they obtain. But should such 'bribes' be based on exam **(3)** performance(s) or should they, as many parents and teachers feel, be offered in **(4)** recognition of a child's effort, regardless of results? The latter approach would solve the problem of how parents reward children with different levels of **(5)** ability; imagine, for example, a family with one child who is academically gifted and another who has learning **(6)** difficulties. The dangers of result-related incentives for the second child are clear; with little hope of obtaining the higher grades, the withholding of promised financial rewards would only compound the child's feeling of **(7)** failure. However, some leading educational psychologists believe that parents should rely on their own **(8)** judgement/judgment in such matters. They maintain that if parents know that money will motivate their child, then they should not be condemned for operating a system of cash pay-outs.

MOTIVATE
EXPECT

PAY

PERFORM
RECOGNISE

ABLE

DIFFICULT

FAIL
JUDGE

Vocabulary Challenge and achievement

For sentences 1–10, underline the correct alternative.

1 I think there's a[n] *obvious* / *clear* / *distinct* / *plain* possibility that Djokovic might win.
2 He only has a *fair* / *slight* / *long* / *thin* chance of winning the election. He's very unpopular.
3 There is *every* / *each* / *all* / *very* likelihood that the government will introduce the measures this year.
4 There were far more of them than us. We didn't *stand* / *face* / *hold* / *keep* a chance against them.
5 I'm afraid the project will *connect* / *join* / *meet* / *contact* with failure if we don't get sufficient funding.
6 He had never acted before, but he *rose* / *arose* / *aroused* / *raised* to the challenge and gave a very convincing performance.
7 At 85, she says she's unlikely to realise her *resounding* / *longing* / *lifelong* / *overall* ambition of learning to fly.
8 That last candidate appeared to be *fully* / *wholly* / *utterly* / *entirely* qualified for the job.

Writing Part 2 Informal email

This is part of an email you receive from a friend:

> … I failed the last time I auditioned for a part in the college play. There's another audition coming up soon. How did you manage to get a part? Do you have any tips to help me overcome my nerves? Do you think getting some extra drama lessons would be worth it?

Write your email.
Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.
For more information on writing emails, see page 195.

REVIEW

Pronunciation Word stress: nouns



1 Mark the stressed syllable in each word in bold. The first one has been done for you.

1 It's impossible to **motivate** others if you have no **motivation** yourself.
2 You should certainly **recognise** your strengths, but a clear **recognition** of your weaknesses is more important.
3 Be **generous** to other people, and they will invariably return your **generosity**.
4 Aim to work in **various** different jobs for a **variety** of different companies; it'll make you a more rounded professional.

2 1.2 Listen and check your answers to Exercise 1. What do you notice about the position of the stress in the two words in each sentence? The stress changes position in each case.

Nouns with *-ity*, *-sion*, *-tion*, and *-iety*

- In nouns ending in the suffixes *-ity*, *-sion* and *-tion*, the stress is always on the syllable immediately before the suffix. This is irrespective of the position of the stress in the verb or adjective from which the noun is formed.
- For nouns ending in the suffix *-iety*, the stress is always on the *i* of the suffix.

3 SPEAK Work in pairs. How far do you agree with the statements in Exercise 1?

4 Complete the tables below. Use the suffixes *-ity*, *-tion*, *-sion* and *-iety* to form nouns from the words in the left-hand column. Then mark the stress in the correct position on all the words. The first one has been done for you.

	Adjective	Noun
1	social	society
2	anxious	anxiety
3	sensitive	sensitivity
4	reliable	reliability
5	curious	curiosity

	Verb	Noun
6	supervise	supervision
7	resign	resignation
8	repeat	repetition
9	resolve	resolution
10	satisfy	satisfaction

5 1.3 Listen and check your answers to Exercise 4. Then practise saying the words.

6 SPEAK Work in small groups. Play snakes and ladders.

Rules

1 Toss a coin. Move two spaces for heads and one space for tails.
2 Use the word you land on to create a sentence. You must also pronounce the word correctly. If you fail to do so, miss a turn.
3 If you land on a snake's head, go to the square with the snake's tail.
4 If you land on the bottom rung of a ladder, go to the square with the top rung.

21 reliability	22 familiarity	23 society	24 originality	FINISH
20 satisfaction	19 erosion	18 recognition	17 invasion	16 resolution
11 motivation	12 popularity	13 curiosity	14 repetition	15 publication
10 ability	9 variety	8 conclusion	7 similarity	6 anxiety
1 supervision	2 contamination	3 sensitivity	4 generosity	5 resignation
START				

Pronunciation

1–2 1.2 Word stress refers to the emphasis or prominence given to a particular syllable in a word. In English, we say this syllable louder, longer and with a higher pitch. Some languages like Polish or Spanish have *fixed stress*, which means that word stress is very easy to predict. English, however, has *variable stress*, which means word stress is a great deal more unpredictable. Note that students have already encountered suffixes *-ity*, *-sion*, *-tion* and *-iety* in the word formation section on Student's Book page 14.

3 As students work in pairs, walk around the class and monitor the co

correction of any pronunciation errors related to word stress. Then have pairs share their ideas with the class.

4–5 1.3 Do number 2 as a class. Then have students work in pairs to complete the exercise. After playing the audio for students to check their answers, it would be good to write them on the board so students can check their spelling.

6 Check the students' understanding of the game before putting them into pairs or small groups. While they play, monitor for correct pronunciation. Share any feedback with the class.



This unit deals with the themes of change, past and present, and trends. The grammar and vocabulary are clearly contextualised and linked to the reading, listening, speaking and writing tasks.

Read the unit objectives to the class.

SPEAKING Part 1 Interview

Ask students to focus on the picture. Tell them this unit will focus on the theme of *change*. Elicit some ways the world has changed for the couple in the picture between when they first married and today, e.g. *These days they probably use mobile phones to make video calls with their grandchildren. When they were young, the internet didn't even exist.* Put the students in pairs and ask them to work through the questions. Note that in Speaking Part 1 in the official exam, candidates will only interact with the examiner during this stage, not with their fellow candidates. However, it's useful for students to discuss these questions in pairs because it will give them good practice answering questions typical of this part of the exam. Round off the task by asking a few pairs to share one particularly interesting point that came up in their conversation.

ONLINE MATERIALS

My life so far (**Teacher's Resource Centre**)
Consonant sound snap (**Teacher's Resource Centre**)
Unit 2 Test (**Test Generator**)
Unit 2 Wordlist (**Student's/Teacher's Resource Centre**)
Unit 2 On-the-go-practice (**App**)

2 TIMES CHANGE







Listening Part 2 Sentence completion

1 SPEAK Work in pairs. Look at the pictures that were all taken approximately 50 years ago. Discuss the following questions.

1 What aspects of daily life do they represent?

2 How have these aspects of life changed since then?

2 SPEAK Work in small groups. Discuss what kind of exhibits you would expect to see at an institution called the Childhood Museum.

What to expect in the exam

- Part 2 is a monologue, for example, a presentation or talk. You listen and complete a set of sentences using one word or a short phrase. You will hear the recording twice.
- There will be a pause before the recording starts to give you time to read the questions and predict what type of information might be required for each gap.
- For some questions you will hear distractors: words which might at first seem relevant, but which do not complete the sentence correctly.

  For question 1, for example, you will hear Lewis mention two abilities that a volunteer might have, but only one of these abilities will impress the interviewer.

3 2.1 You will hear a student called Lewis Rowe giving a talk about volunteering at a local museum, the Childhood Museum, and giving advice on how to become a volunteer. For questions 1–8, complete the sentences with a word or short phrase.

VOLUNTEERING AT THE CHILDHOOD MUSEUM

One of the activities Lewis does in the classroom is asking children to guess what **(1)** dress regulations applied to 19th century teachers.

Lewis found that many young visitors had never practised writing their own **(2)** signature before.

In Lewis's experience, it's the museum's **(3)** board games that are most at risk of damage.

Lewis warns that in the room where visitors can play **(4)** instruments, earplugs are essential.

Lewis says he learnt a lot about 1950s' **(5)** table manners from some of the older volunteers.

Lewis says that volunteers demonstrating good **(6)** communication skills will impress an interviewer.

Lewis believes that a real interest in **(7)** social history is more important than previous experience.

Lewis advises volunteers to look after the **(8)** uniform(s) provided by the museum.

4 SPEAK If you had the opportunity to work in a museum, would you take it? What factors would influence your decision?

Lead-in

Before class, think of a few examples of how life used to be different. Ask students to think of a few examples of how the world has changed in their lifetimes. Give them a minute of thinking time before asking them to share one of their ideas.

Listening

1–2 Monitor while students discuss the questions and pictures. Draw students' attention to the **What to expect in the exam box**. Prediction is a very effective listening strategy for this exam task. Go through the task as a class and examine each gap. It can be hard to guess the exact type of information that is missing, but students should be able to identify the type of word (plural/singular noun, adjective, etc.).

3 2.1 Students compare their answers with a classmate after each time they hear the recording. Correct the exercise in open class or ask students to check their answers in the **Audioscript** (see below). This would give you the opportunity to highlight the use of distractors.

4 Students discuss the question in pairs. Then, in open class, elicit some of the factors that would influence their decision.

AUDIOSCRIPT

Listening Part 2 Sentence completion

2.1

Hi. My name's Lewis Rowe, and I hope I can give you some idea about what it's like to work as a volunteer at the Childhood Museum.

One of my favourite activities in the museum is the 19th century classroom. They've built a whole room with a chalk board and oldfashioned desks – and kids can sit there and take part in a lesson. One thing you can do to engage them – because, you know, it's hard to get kids to sit still for long – is to get them to shout out what dress regulations they think teachers from that period had to follow. And then you explain, yeah, female teachers had to wear ankle-length skirts, no bright colours, that sort of thing. Actually, a teacher's life was incredibly hard in those days; employment contracts demanded they had to clean the classroom themselves, go to church, not be seen in the company of the opposite sex … but we avoid going into that kind of thing.

Ex 3 Q1

The other thing you can do in the classroom is hand out a piece of paper and pen to each child and get them to copy the alphabet off the board. Of course, the shapes of the letters have really changed over time – they used to be very … er … elegant. Once you've had a go at that, do your signature on the board, and ask the kids to do the same. Of course, in the old days, this was the traditional way to finish any kind of communication. But I guess now, it's becoming more obsolete and many kids may be trying it for the first time.

Ex 3 Q2

Of course, being a museum of childhood, it's packed full of things that kids want to play with – and some of those things are more fragile than others. All the wooden toys are pretty solid and will survive a bit of rough handling. It's more the board games that you've got to look out for. They tend to fall apart quite easily. And the old-fashioned building blocks end up everywhere and take ages to put back in the box – but someone's got to do it!

Ex 3 Q3

One piece of equipment you might want to think about taking is earplugs. It's actually encouraged by management if you happen to be in charge of the instruments for your shift. Visitors are allowed not only to pick them at using them. There's a load of 1980s video games in the next room along – and they're nowhere near as loud.

Ex 3 Q4

Volunteers sometimes get to help out in the kitchen from the 1950s. There's usually a cooking demonstration, and then kids are invited to sit down and try the food. The thing is, you also have to tell them about the table manners from that time, something I knew nothing about when I started! But there's a whole age range of volunteers at the museum – and two of the older ladies were happy to reminisce about their experience. I guess that's one of the interesting things about working there – the mix of generations.

Ex 3 Q5

I've been volunteering there for the last six months, and I'd definitely recommend it. They don't just take anyone, though – you have to be selected at an interview.

So how do you make a good impression during an interview? Well, volunteers mainly deal with the public – that's interacting with young kids, chatting with their parents and grandparents – and then there are the tour groups. So, take the opportunity to show off your communication skills if you want to stand out. A bit of technical knowledge might come in handy later on, for maintaining the museum's audio-visual equipment, but I think that's something the interviewer will take for granted – certainly with young volunteers.

Ex 3 Q6

If you don't have any previous experience, don't let that put you off. It's your attitude that the interviewer's going to be focusing on. They can tell when someone's genuinely curious about social history, and that's what counts. It means you'll be willing to learn as you do the job. I think people assume you need a background in archaeology or the arts to work at the museum, but for volunteers, that wouldn't ever be the case.

Ex 3 Q7

Now, if you're taken on as a volunteer, the museum will provide you with everything you need for the job. It goes without saying that the training sessions are essential. You'll also get paired up with someone senior for the first few weeks. And you'll be expected to wear a uniform, and I'm happy to report that it's actually quite reasonable – just black and white, nothing too offensive. Take care of it, because you'll only be given the one. So, any questions, anyone …?

Ex 3 Q8

Speaking

1–3 So far, students will have practised Speaking Parts 1 and 2. This section aims to familiarise students with Speaking Parts 3 and 4. Start by focusing students' attention on the **How to go about it** box. One amusing way of using these boxes is to have students think of some BAD advice for candidates based on the tips, e.g. *Just give your opinions. Don't worry about supporting them with reasons or examples. There's no time for that*. Adding an element of humour can help make these sorts of tips more memorable. You can then move on to the exercise in the **Useful language** box. This is meant to push students to demonstrate the type of advanced-level lexical items that examiners will be listening out for on the day of the exam. Encourage students to choose one or two of the sentences and try to insert them as naturally as possible into their conversations. In Speaking Parts 3 and 4, it is important for students to interact with their partners by agreeing, disagreeing and asking them for views and opinions in a friendly manner. While monitoring, take note of good examples of this type of interaction to share later during your feedback stage.

Speaking

Focus students' attention on the **What to expect in the exam** box. It's worth noting that in Speaking Part 4 in the real exam the examiner will ask candidates the questions orally. So candidates will not actually see them written down. However, since students are just getting to grips with this task, it provides a bit of support to be able to read the questions before discussing them. Explain to students that the examiner will usually address specific questions to each candidate, but examiners may also ask candidates to respond to their partner's comments – so it's important to actually pay attention to what your partner is saying! It would be good to also focus on interaction in your feedback to this second speaking task, for example, noting whether one person in a pair was dominating too much or just giving their own opinions and not relating what they say to their partner's views.

Teaching tip

A fun way for students to assess themselves is to have them record themselves. Place students in pairs. While they do the task, one student records the conversation with their mobile phone. Together, they then listen to the recording and take notes on what they did well and what they could improve. The students can then record themselves doing the same task again. When they listen to themselves the second time, they can compare and contrast their second performance with the first.

Extra activity

There is perhaps no better way to familiarise students with the *C1 Advanced* speaking exam than playing a video of real candidates taking the real exam. Some examples of these can be found easily by searching for *C1 Advanced speaking exam* online. While the students watch the video, ask them to take notes on the following questions:

- How many examiners are there? What do they do? Why do you think the exam is designed this way?
- What do the candidates have to do in each part of the exam? Why do you think these particular speaking tasks were chosen for the exam?
- How long is each part of the exam?
- In which parts can you talk to your partner?
- Which part(s) do you think you would find most challenging? Why?
- What do you think the examiners are listening for? How do you think the exam is marked?
- Do you think the candidates passed? Why or why not?

The goal of this activity is to not only familiarise students with the format of the exam, but also give them an insight into the nature of the exam, how it works in practice and the thinking behind it.

Speaking Part 3 Collaborative task

1 Before you do the speaking task, read the information and do the exercise in the boxes below.

2 **SPEAK** Work in pairs. Here are some items which might represent our lives today in a future museum exhibition. Talk with your partner about how well these items would represent our lives today.



3 **SPEAK** Decide which item would most interest future visitors to the museum.

Useful language

Complete the sentences with a phrase from the box.

are unlikely to would be intrigued to ~~is a distinct possibility that~~
is a part of everyday life might conceivably be
would demonstrate very clearly would not be complete without

0 There *is a distinct possibility that* people in the future won't ever have seen coins or paper money.

1 The exhibition would not be complete without a few images of modern fashion.

2 Fast food is a part of everyday life, so something representing that would be of interest.

3 Future generations would be intrigued to see the various means of payment we use today.

4 The photos on a phone would demonstrate very clearly what people like to do in their free time.

5 Online newspapers might conceivably be obsolete soon.

6 People are unlikely to be using newspapers as a source of information in 100 years' time.

How to go about it

- You should give your own opinions and provide reasons to support them.
- It is important to cooperate with your partner by asking for their views and responding to their comments.
- In both tasks, aim to demonstrate your linguistic ability by using a wide range of vocabulary and structures.

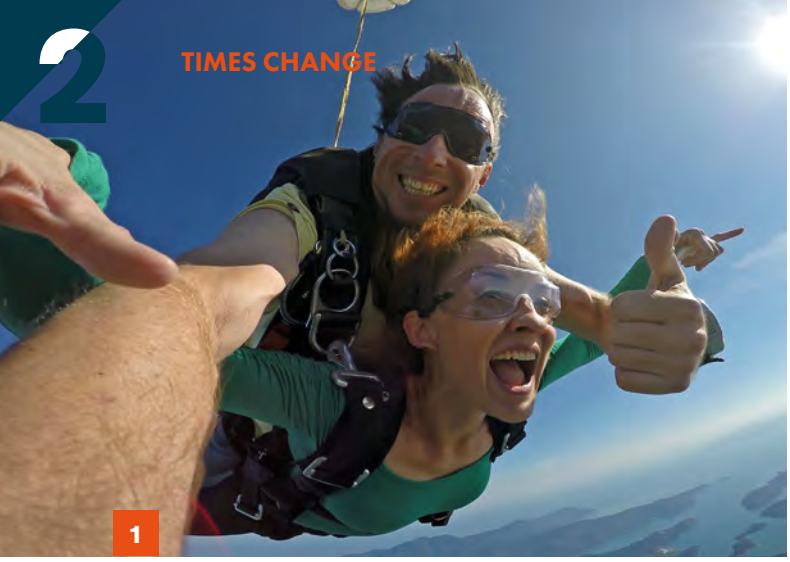
Speaking Part 4 Further discussion

In Part 4 of the Speaking test the examiner will ask you questions which are related to the topic in Part 3. Discuss the following questions.

- Some people believe that museums can teach us a lot about history. What is your opinion?
- How do you think that museums can continue to attract visitors in the future?
- How can teachers make history an interesting subject for their students?
- Why do you think some people are keen to learn about their own family history?
- To what extent do you agree with the idea that life in the past was harder than it is now?
- In what ways might young people's lives be different 100 years from now?

What to expect in the exam

- A particular question may be directed specifically at either you or your partner. Alternatively, you may be required to discuss the same question separately or together.
- In either case, you are expected to give full answers to the questions asked, with reasons for your opinions.


1


2

Reading and Use of English Part 8 Multiple matching

1 SPEAK Work in pairs. Look at photographs 1–4 and discuss the following questions.

1 When and why do you think photograph 1 was taken? How do you think the people in the photograph feel?

2 Discuss how you think pictures 2, 3 and 4 show the development of photography over the last 150 years.

2 You are going to read an article about the role of photography in helping people connect with the past. For questions 1–10, choose from the writers (A–D). The writers may be chosen more than once.

How to go about it

- Skim through all four sections quickly to get an idea of their content.
- Read all the questions to see the kind of information you are looking for.
- Read section A, then look again at the questions, answering any that you can. Do the same for the other three sections.
- If there are any questions you have not answered, scan the sections again, looking for the specific information you need.
- To help you, parts of two sections have been underlined. Match these parts to questions 3 and 7. As you answer the other questions, underline the relevant parts of each section in the same way.

Which writer

mentions the challenge of making familiar scenes feel very personal?	1 C
believes that it is perfectly acceptable to enhance an image in a photograph?	2 B
suggests that someone could form an inaccurate impression by looking at certain photos?	3 A
acknowledges a change of opinion about everyone having the potential to take good photographs?	4 B
describes the emotional impact of not having access to family photographs?	5 A
admits to feeling overwhelmed when it comes to managing and evaluating photographs?	6 D
regrets not using the opportunity to take more photographs when young?	7 C
wonders whether people would value their photographs more if they possessed fewer?	8 D
refers to the unique ability of photography to capture an exact point in time?	9 C
refers to a feeling of sadness brought on by viewing a particular series of photographs?	10 A

3 SPEAK Which opinions, feelings or concerns expressed by the writers do you relate to? For example, do you agree that few people are really good at taking photos? Do you ever worry that you might lose the digital photos you have taken?

Reading and Use of English

1 Ask students to look at each picture and say what they think the main theme that connects them is (*photography as a hobby*). Refer students to the questions in the exercise. Students discuss the questions in pairs. Then ask a few students to share answers with the class.

2 Check students' understanding of the task instructions and then focus their attention on the **How to go about it** box. Give students a few minutes to read the text for gist. Then elicit which of the two underlined parts of the text refer to either question 3 or 7. Note that underlining the parts of the text that give you the answers is a good exam strategy for students to develop. It's also helpful to underline key words in the questions. Have students work individually to complete the task. Then allow them time to pair check, justifying their answers with specific parts of the texts, before going over the answers as a class.

3 Before the students discuss the questions, give them a minute or two to skim the text once more and find a few opinions, feelings or concerns they either agree or disagree with.

Teaching tip

Tell students that they should answer the easier questions first and not get stuck on the questions they have more difficulty answering. It's better to skip these and come back to them later. Also, make sure to explain that it is always better to guess an answer than to leave it blank. In the *C1 Advanced* exam, you don't lose points for wrong answers, so you have nothing to lose by guessing. In Reading and Use of English Part 8, you have a 25% chance of guessing correctly.

Extra activity

While correcting the task, take the time to investigate wrong answers, especially if a number of students got a particular answer wrong. Start with the wrong answers. Ask students to explain why they thought it was correct. Together, look carefully at text and try to determine exactly why it can NOT be the right answer. Then move onto the correct answer. Examine the text and together decide why that is a better answer. This type of 'error investigation' can be a bit time consuming, but it is time well spent. Through this process, students will improve the kind of close, analytical reading skills demanded of candidates on the *C1 Advanced* exam.

READY FOR GRAMMAR

2 Talking about the past

1 Past simple

The past simple can be used to refer to:

- completed actions, events or situations which happened at a specific time or over a specific period of time in the past.
  *When we **lived** in York, my father **ran** a small bakery.*
- habitual actions or behaviour in the past.
  ***Did you bite** your nails when you were a child?*

Used to + infinitive can also be used to refer to past situations and habitual actions. *Would* + infinitive can be used to refer to past habitual actions, but not situations.

*Every summer we **used to/would go** camping with dad.*

*I **used to** (~~would~~) **have** a parrot, but he escaped.*

2 Past continuous

The past continuous can be used to refer to:

- situations or actions in progress at a particular moment in the past.
  *This time last year I **was taking** the Advanced exam.*
- a past situation or action which was in progress when another action occurred.
  *We **were** still **having** breakfast when Mark called.*
- past actions or situations occurring at the same time.
  *She **was working** hard to earn some extra money and he **was spending** it all on new gadgets.*
- repeated past actions which the speaker finds annoying.
  *She **was** always **complaining** about something.*

3 Present perfect

A The present perfect simple can be used:

- to talk about recent past events which have some relevance to the present.
  *They can't afford to go on holiday – they'**ve just bought** a new car.*
- to describe situations which started in the past and continue to the present.
  *We'**ve had** this pan since we got married 43 years ago.*
- to talk about events which occurred at some time between the past and present. The exact time they occurred is either unknown or unimportant.
  *I'**ve** already **seen** United play three times this season.*
- after *this/that/it is the first/second/third*, etc *time* ...
  *This is the fourth time I'**ve seen** United play this season.*
- after the expression *it's* (*two/three, etc*) *years/a long time since* ... The past simple is also possible.
  *It's years since I'**ve had**/I **had** porridge for breakfast.*
- with another present perfect to describe two states or actions which have existed or occurred together.
  *We'**ve been burgled** twice since we'**ve lived** here.*

B The present perfect continuous is used with verbs which describe actions (e.g. *give*, *play*, *take*), but not with verbs which describe states (e.g. *be*, *know*, *like*). It can be used to:

- emphasise the duration of a situation or activity.

  *He**'s been working** on his first novel for over ten years.*
- suggest that a situation or activity is temporary.

  *My oven's broken so I**'ve been eating** at my mum's.*
- suggest that a situation or activity is incomplete.

  *I**'ve been reading** that book you lent me.*
- focus on the repetition of a situation or activity. The number of times it is repeated can only be included with the simple, not the continuous form.

  *Zoe**'s been phoning** you. She**'s phoned** about six or seven times.*

C The present perfect simple and continuous are used to talk about present effects of a past event.

*I**'ve been cleaning** the house all morning. (an activity)*

*Sally**'s broken** her leg. (a single action)*

4 Past perfect

A The past perfect simple can be used:

- to show that a past event or situation occurred before another past event or situation.

  *As soon as the film started, I realised I **had seen** it before.*
- to describe situations which started in the past and continued to a later point in the past.

  *They **had known** each other for several years before they got married.*
- after *that/it was the (first/second/third*, etc) *time* ...

  *We went to Switzerland last summer; it was only the second time we**'d been** abroad.*
- after *it was* (*two/three*, etc) *years/a long time since* ...

  *It was a long time since she **had** last **seen** her old school friend.*
- after certain time linkers, e.g. *after*, *before*, *by the time*, *as soon as*, *once*, *when*, *until*.

  *It was dark by the time I **had finished** repairing the roof.*

The past simple can be used if the order of events is clear:

*I had a relaxing bath after I **got** home from work.*

or if the second event was a result of the first.

*When the music **started**, everyone got up to dance.*

Participle clauses can sometimes be used in place of clauses with *when* or *after* and the past perfect.

***Having eaten** his sandwich, he left. (After he **had eaten** his sandwich, he left.)*

B The past perfect continuous links past events with another point in the past. It is not used with stative verbs (e.g. *be*, *know*, *like*).

*I**'d been waiting** for over an hour when she finally arrived. (duration)*

*She found out that her son **had been using** her credit card to buy computer games. (repetition)*

*You only had to smell his breath to know he**'d been smoking**. (effects of a past event)*

5 Unfulfilled past events

The following structures are used for events which were intended to take place, but didn't.

*I **was going/about to send** you an email, but I had a few problems with my computer.*

*She **had been/was thinking of going** to Iceland, but changed her mind and went to Norway instead.*

*The meeting, which **was to have taken** place last weekend, was unexpectedly cancelled.*

6 Expressing preferences about the past

The following structures can be used to express how we would like the past to have been different.

- *would like/love/prefer to* + perfect infinitive, or *would have liked/loved/preferred to* + infinitive or perfect infinitive.

  *We **would like to have stayed** longer.*

  *She **would have loved to tell/to have told** him what she thought of him.*

If the subject of *would like*, etc is not the same as the subject of the verb which follows, an appropriate noun or object pronoun is inserted before the infinitive.

***She** **would have preferred** **him** **to say** it to her face.*

- *would rather/sooner* + perfect infinitive.

  *We booked a hotel, but I**'d sooner have slept** in a tent.*

If the subject of *would rather/sooner* is not the same as the verb which follows, the past perfect is used.

***Would you rather I hadn't said** anything to Matt?*


3


4

THE POWER OF PHOTOGRAPHY: TIME, MORTALITY AND MEMORY

Writers explain the role of photography in helping us connect to the past

A BLAKE MORRISON

A stranger flicking through my childhood photos might deduce that we were perpetually on holiday in north Wales, and that my father never accompanied us. But he wasn't absent, merely hiding behind the lens of his Nikon. Most of his snaps were taken without us noticing. But a few were trick photos, such as the one with my mother, sister and me arranged above each other on a steep hill to look like acrobats standing on each other's shoulders. Despite their playfulness, my chief feeling when I look at those photos is sorrow; that the times they commemorate can't be retrieved. It's sentimental, I know. Worse, though, would be to have none at all. My favourite photo is one of my mother in pigtails as a child, an image unknown to me until a few years ago, when a cousin sent it. The earliest image I had of her till then was a graduation photo. I felt shut out from her past, and the lack of pictures was part of the reason.

Ex 2 Q3

Ex 2 Q10

Ex 2 Q5

B MARY MCCARTNEY

I have a vivid early memory of going to a darkroom with my mum, and seeing a blank page put into a chemical bath and becoming a photograph. Incredible! Because I grew up around photography, I assumed anyone could take pictures. Now, I realise not everyone has the eye. It's hard to do a proper shoot, or go into depth; it takes time and attention. When I go on assignments, I might use my iPhone, my 35mm Leica, my digital camera or my Polaroid. I upload with filters sometimes; I'm not that purist about it. In the past, you'd pick a certain type of film for a certain look, and today's filters are a similar concept: the modern version of choosing the right mood. Family pictures are the most precious and I have a set of prints I carry around in my wallet of my kids, my husband and my parents. I look at those rather than writing a diary: they're very evocative and textural. I replace them when they get worn out.

Ex 2 Q4

Ex 2 Q2

C SEAN O'HAGAN

I remember a Kodak Instamatic that appeared every holiday or family gathering. The rest of the time it resided in a kitchen drawer. The idea it could be taken out, loaded up with film and used to record my everyday life never occurred to me. I wish it had been otherwise. Now, I have thousands of digital photographs stored on my hard disk, and none printed out. This fills me with a vague anxiety. I shoot certain things repeatedly: landscapes whizzing by from moving trains; people dozing on the Tube; the tops of trees against the sky. I think photographs should be simultaneously intimate and everyday. That's a tall order, but the best photographers pull it off. I once shot the interior of my father's garden shed. The images feel like a portrait of his mind and all the stuff he had collected. For me, they possess great meaning – something to do with time and mortality and memory, all the things photography seems to evoke like no other art form because of its very nature – the split second already gone.

Ex 2 Q7

Ex 2 Q1

Ex 2 Q9

D JEMIMA KISS

Somewhere in my house is a collection of dusty, battered hard drives. Hidden inside is an invaluable part of my family history – my photos. There have been occasions where I have quickly glanced through a folder, and even printed a couple of pictures out, but the sheer volume has made it impossible even to begin to organise or access this collection. It is insurmountable. But I suspect I am not unique in this respect. If we all had only 10 pictures in the world, would we be more careful with them? Would each be meticulously stored, labelled, backed up and printed out in beautiful frames? In the past, family cameras were precious, hallowed objects. And the relatively small number of photos in a family collection meant that many came to represent powerful, emotional links to our past. What we need is software that identifies the 10 best photos we've taken in a month, to avoid digital overload. There's no point backing up 3,000 photos, just the ones you really treasure.

Ex 2 Q6

Ex 2 Q8

Language focus Talking about the past

Review

1 **Complete the sentences with an appropriate form of the verbs in brackets. Choose from the past, past perfect or present perfect, in either the simple or continuous form. There may be more than one possible answer. If so, explain any differences in meaning.**

1 I (had) never used (*never/use*) my French until I attended (*attend*) that conference.

2 That's the third time I have had (*have*) to tell you to stop shouting!

3 It looks as if he has been crying (*cry*) again. His eyes are all red and puffy.

4 I used to get so annoyed with him. He was always losing (*always/lose*) things.

5 She ate / was eating / had eaten / had been eating (*eat*) a particularly large meal and she suddenly started to feel sick.

6 Ula left / had left / was leaving (*leave*) work for the day when the email arrived (*arrive*).

7 You know that book you told / were telling (*tell*) me about last week? Well, I bought / have bought (*buy*) it. Look.

8 I hated that school. If I didn't do / hadn't done (*not do*) my homework, they used to punish me. If I did (do) / had done (*do*) it, they'd tell me to do it again.

Further ways of talking about the past

2 **Choose the correct alternatives in the following sentences. Either one, two or all three alternatives may be possible.**

1 **When I was thirteen,** I *used to know* / *would know* / *knew* the words to all their songs. (*would* cannot be used with a verb which is used statively)

2 **It's years since** *I've ridden* / *I haven't ridden* / *I rode* a skateboard. I'm not sure if I could do it now.

3 **I'd** *like to have travelled* / *have liked to travel* / *have liked to have travelled* more before settling into a full-time job.

4 **I remember** that concert. **It was the first time** *I've seen* / *I'd seen* / *I was seeing* the band play live.

5 **I'd rather my parents** *didn't make* / *wouldn't have made* / *hadn't made* me go to piano lessons **when I was little**.

6 She was *going to work* / *thinking to work* / *to have worked* in her mother's business, but decided instead to continue her studies.

7 *After he'd done* / *Having done* / *Being done* it once, he was happy to give another presentation.

8 It hasn't rained once since *I've been here* / *I got here* / *my arrival*.

3 **Go to Ready for Grammar on page 216 to check your answers to Exercises 1 and 2, and for further rules, explanations and practice.**

4 **Write three statements about yourself which are true, and two which are lies. Use the phrases in bold in Exercise 2 together with an appropriate verb in the correct form.**

5 **SPEAK** **Read out each statement to your partner. Your partner has to ask questions and then guess whether you are telling the truth or not.**

A: I'd rather my mum hadn't made me dress the same as my sister and brother when I was little. It was so embarrassing!

B: Seriously? What kind of clothes did you have to wear?

1 The past perfect of *use* is optional since the sequence of events is made clear by *until*.

4 continuous form indicating irritation

5 ate (first she ate the large meal, then she started to feel sick) / **was eating** (she started to feel sick while she was eating it) / **had eaten** (focus on the completed action: she had finished eating it before she started to feel sick) / **had been eating** (focus on the activity rather than the completed action)

6 left (She left after the email arrived – possibly as a consequence of the contents of the email.) / **had left** (She left before the email arrived.) / **was leaving** (Ula was in the process of leaving when the email arrived. It's possible that Ula then chose not to leave, in order to respond to the email.)

7 told / **were telling** (No difference in meaning); **bought** / **have bought** The speaker may be situating in their mind the action of buying at some specific past time (e.g. last week), hence the possible use of past simple. The present perfect can be used to indicate a recent past event with a present result (the book they are holding now).

8 The past tenses in both these sentences are used to refer to past time. The past simple indicates a regular action. The past perfect can be used to emphasise the sequence of events.

Language focus

1 One good principle of teaching grammar is to start with what the students already know and build on it. That is the approach taken here. Students should have already seen and practised the uses of the past tenses presented in Exercise 1 – but that doesn't mean they have mastered them all. Think of this section as needs analysis, where students will show you what they know and where they still need some help. If you choose to correct the exercise now, a very productive use of class time would be to elicit and clarify the differences in meaning between the different options when more than one is possible. Use the explanations of these differences in the **Answer key** to support you.

2 Tell students to read the whole sentence before choosing an answer. Alternatively, you could correct this exercise in open class at this point in the lesson. Go through sentences 1–8 and ask students to say why they chose the answers they did. Again, it would be productive use of class time to elicit and clarify the difference in meaning between the different options when more than one is possible. Use the explanations in the **Ready for Grammar** section to help you.

3 Direct students to the **Ready for Grammar** section (see TB18, TB19 and below). Give them time to individually read through the grammar explanations and check their answers to Exercises 1 and 2. Allow them time to pair check, justifying their answers with rules from the grammar section. Then quickly confirm their answers in open class. Answer any remaining questions.

4–5 Fast finishers could write a few extra sentences, one or two of which are not true. While students do this exercise, circulate and provide on-the-spot correction of errors with the target language. Any other errors, unless they lead to a breakdown in communication, you can write down and discuss after the task.

You may wish to use **My life so far** on the **Teacher's Resource Centre** to extend the practice at this point.

2 Talking about the past

1 Correct the sentences. You may need to write more than one word.

have known

0 I ~~know~~ him since we were at school together.
1 We ~~would~~ used to have a parrot, but he flew away one day when I was cleaning his cage.
2 The service was terrible; when our dessert arrived, Paul ~~still ate~~ was (still) eating his starter!
3 I ~~have~~ met some very interesting people on my holiday last year.
4 This must be about the tenth time I ~~eat~~ have eaten in this restaurant.
5 It's a long time since we ~~don't see~~ have seen / saw each other.
6 It wasn't the first time she ~~was catching~~ had caught him taking money from her purse.
7 I'd like to ~~stay~~ have stayed in London longer, but we had to get back for Candice's wedding.
8 I wish you ~~didn't give~~ hadn't given him my phone number – he phoned me three times yesterday!
9 You ~~did~~ have done nothing but complain since we've been here.
10 She was about ~~sitting~~ to sit down when she noticed the chair was broken.

2 Complete the text with an appropriate form of the verb in brackets.

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I'll never forget the time I **(1)** went (*go*) to the hairdresser's way back in the 1940s for my first perm, or 'permanent wave', after I **(2)** saw / had seen (*see*) a picture of the actress Gina Lollobrigida with one in a film magazine. I **(3)** was working / worked (*work*) in a shop at the time, and I **(4)** booked / had booked (*book*) an appointment for 1.30 pm on Wednesday afternoon, my half day off. **(5)** Having washed (*wash*) and cut my hair, the hairdresser rolled it into tight and rather painful metal curlers. He then connected the curlers to wires from a machine that looked as if it **(6)** had just landed (*just/land*) from outer space! He chose that moment to tell me he **(7)** had been experiencing (*experience*) problems with the machine for the last few days and that the 'baking' procedure **(8)** would take / was going to take (*take*) a little longer than expected. In fact, I **(9)** spent (*spend*) over six hours in the hairdresser's altogether and **(10)** didn't arrive (*not/arrive*) home until well after 8 o'clock! At one point during my long ordeal, after I **(11)** had been sitting (*sit*) in the same chair for about four hours, my worried husband phoned the hairdresser's to ask what time I **(12)** had left / would be leaving / was going to leave/was leaving (*leave*). It was the first time I **(13)** had ever had (*ever/have*) a perm, and I decided there and then that it **(14)** would be / was going to be (*be*) my last!

Go back to page 20.

Listening

1 2.2 You could create a quick jigsaw reading task by putting the students into pairs and asking one to read the **What to expect in the exam** box and another the **How to go about it** box. After a minute, ask students to close their books and tell their partners about what they read. Normally, there are eight options in each column in a Listening Part 4 task, but here there are only six to make the task slightly easier the first time students do it. Note that in the official exam students will only have 45 seconds to read the rubric and task, but at this point in the course you shouldn't be too strict about timing. At first, it's more important to build familiarity and confidence with exam tasks than simulate exam conditions. If you think some of your students might find this listening tricky, you might consider the following ideas for differentiation:

a Eliminate the distractors: b in column 1: b column 2.

b Let them do the task while reading the audioscript.

Students who are more confident with listening can of course opt out and do the task without this support.

2 This exercise very nicely integrates a productive task (speaking) with a receptive one (listening) because the five monologues from the listening act as models for this speaking task. In order to avoid students feeling obliged to discuss a topic that makes them feel uncomfortable, make sure to give students the option of describing an important change in the life of a fictional character – from a book or TV series, for example. With this type of speaking task, it's important to give the students enough time to prepare. You might also suggest that students rehearse what they are going to say silently in their head before doing the task in pairs. To ensure the students who are listening are doing so actively, invite them to think of one or two follow-up questions to ask their partners when they are finished.

AUDIOSCRIPT

Listening Part 4 Multiple matching

2.2

Speaker 1

As much as I don't like to admit it, splitting up with my husband was a mistake. We'd got married when we were very young, and everyone said we'd rushed into it. But actually, for the first few years, we were really good together. Then, as our money worries began to pile up, so did the friction between us. Ex 1 Q1 It was a tough decision to make, but I thought we'd be better off apart because, you know, in that way we could still remain friends. Ex 1 Q6 Now I think that people with problems like ours should try and take a more detached approach. You're going to regret it if you act in the heat of the moment.

Speaker 2

I was a no-hoper at school, see. No-one had heard of dyslexia in those days, and my teachers basically gave up on me. It was always, 'You'll end up in a terrible job,' and I did. Ex 1 Q7 All I'd say to young people now is – self-doubt is your worst enemy, so if you're struggling to choose the right path for yourself, go with your gut feeling. For me, it wasn't until I hit my thirties that I finally found the courage to apply to do an engineering degree. Ex 1 Q2 Choosing to go back into education wasn't easy, and I suspect I almost did it out of spite, like I was driven by wanting to escape the fate that had been predicted for me.

Speaker 3

I'd always hoped to do voluntary work overseas, Ex 1 Q3 ever since I qualified as a nurse, but the time was never right. Then one day, an old acquaintance got in touch and asked if I could help set up a clinic for a tiny island community. Initially, I was like 'my dream's come true'. And then I went into a right panic, and thought, 'Am I capable of doing this?' It was stressing me out, not being able to make up my mind. Ex 1 Q8 In the end, it was a colleague who convinced me to go. Sometimes it's good to get the opinion of someone like that. When they've worked alongside you, they can see things in you which you can't see yourself.

Speaker 4

When my cousin Sue suggested we take over a café franchise together, it took me a long time to commit to the idea. It was certainly appealing, but the potential risks were putting me off. Especially when you're considering setting up a company with a family member or relative, Ex 1 Q9 you need a very clear business plan, and that's where an independent financial advisor comes in. Once that plan had been laid out for us, I felt happier about going ahead with the café. That actually meant giving up a secure job, but I'd felt stuck in a rut for a long time and I was Ex 1 Q4 looking for a way out. Thanks to Sue, I found it.

Speaker 5

Never make a life-changing decision unless you Ex 1 Q10 have all the facts. It can be timeconsuming, but you've got to sift through a heap of articles, find out what you need to know, and then make the right choice for yourself. In my case, I was feeling lethargic every day and, for a lawyer, you really can't afford to slow down. That's not fair on your clients. Plus the senior partners will be less than impressed with your performance. Ex 1 Q5 So, eventually, I opted to cut processed food out of my diet as a way of boosting my energy levels, even though I knew it would be quite the challenge!

Listening Part 4 Multiple matching

1 2.2 **You will hear five short extracts in which people are talking about a difficult decision they had to make. To make your first Part 4 Listening easier, there are only six options, not eight, to choose from in each task.**

What to expect in the exam

- For Part 4, you hear five short monologues on the same theme.
- You have to complete two tasks while you listen. Each task has eight options (A–H). As you listen, you match one option from Task 1 and one option from Task 2 to each speaker.
- In the exam, you have 45 seconds to read through the tasks before you listen.
- You hear all the monologues, then the whole recording is played again.

TASK ONE

For questions **1–5**, choose from the list (**A–F**) what led to the speaker making their difficult decision.

TASK TWO

For questions **6–10**, choose from the list (**A–F**) what advice the speaker gives about making difficult decisions.

While you listen you must complete both tasks.

A a desire to be healthier
B the example of a role model
C the wish to preserve a relationship
D a frustration with routine
E the need to prove other people wrong
F a chance to fulfil an ambition

Speaker 1 C 1
Speaker 2 E 2
Speaker 3 F 3
Speaker 4 D 4
Speaker 5 A 5

A follow your instincts
B set yourself a deadline
C seek professional advice if needed
D obtain information from various sources
E be objective rather than emotional
F consult someone who knows you well

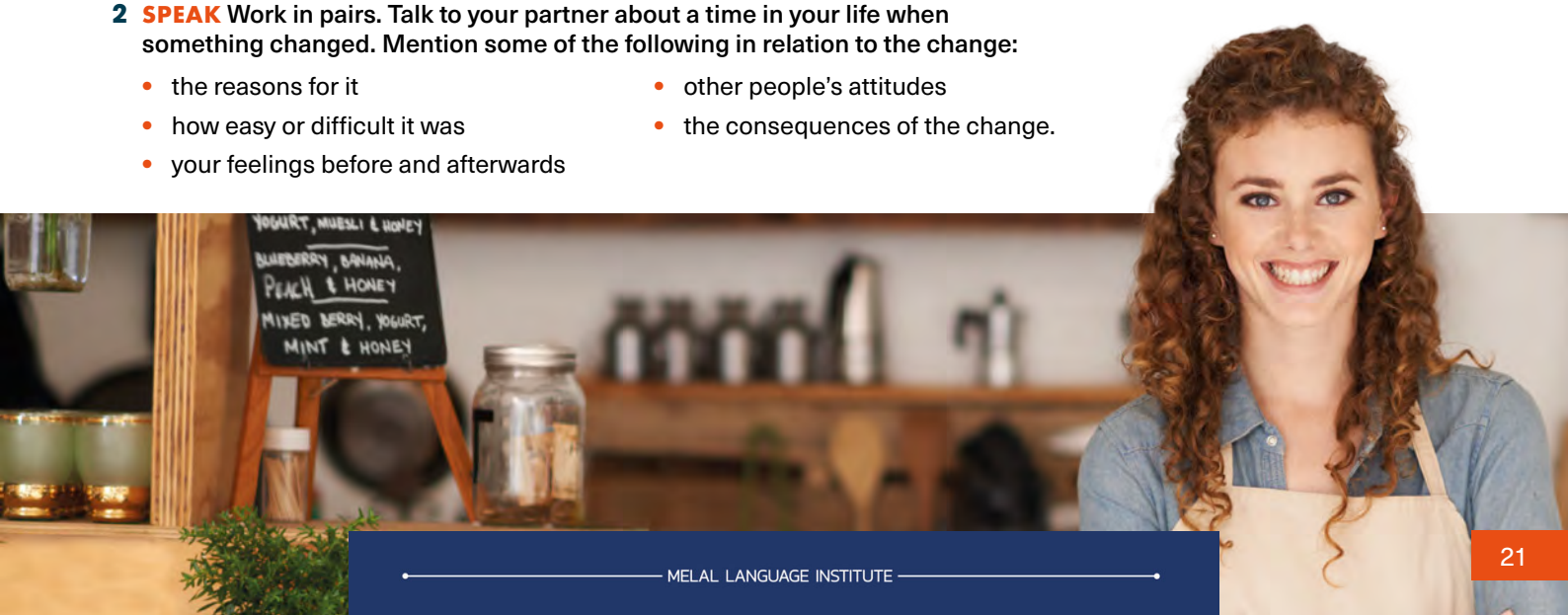
Speaker 1 E 6
Speaker 2 A 7
Speaker 3 F 8
Speaker 4 C 9
Speaker 5 D 10

How to go about it

- Read both tasks carefully before you start to listen.
- Underline the key words in the options and predict how they might be paraphrased.
  Task One A *a desire to be healthier – I wish/my ambition is to ... get fitter/feel physically well*
- The first time you hear the speakers, mark the options in both Task 1 and 2 that you think are correct. Note that speakers may sometimes provide the answer to Task 2 before they provide the answer to Task 1.
- Use the second time you listen to confirm or change the options you chose.

2 SPEAK **Work in pairs. Talk to your partner about a time in your life when something changed. Mention some of the following in relation to the change:**

- the reasons for it
- how easy or difficult it was
- your feelings before and afterwards
- other people's attitudes
- the consequences of the change.



Vocabulary Changes









Verb + noun collocations

1 **SPEAK** **Work in pairs. Discuss when or why might you change each of the items in the box below.**

your doctor	gear	your name	places	sides
the subject	your tune	a tyre	your ways	

You might change your doctor if you moved house or if you weren't happy with the treatment you were receiving.

Adjective + noun collocations

2 **The following adjectives can all be used with the noun *change*. Complete each of the sentences 1–4 with a suitable group of adjectives (a–d). All of the adjectives in each group must be appropriate for the sentence you choose.**

a economic/political/social

b dramatic/sudden/considerable

c pleasant/refreshing/welcome

d far-reaching/significant/sweeping

1 It **made a/an** ___c___ **change to** see Alex in a suit. He looked very smart for once.

2 The government has announced plans **to make** ___d___ **changes** to the tax system next year.

3 The **pace of** ___a___ **change** has been rather slow in this country recently.

4 The lottery win **brought about a/an** ___b___ **change** in her circumstances, which she is finding it difficult to cope with.

Other verbs of change

3 **Decide which verb (a, b, c or d) best fits the gap in each pair of sentences. The verb you choose must fit the gap in both sentences. The words in bold are typical collocates of the verb.**

1 It took him a while to ___d___ **to being a parent**.

2 You can ___d___ **the height of the chair** by pulling this lever here.

a switch **b** alter **c** vary **d** adjust

3 They are planning to ___c___ the old windmill **into** a small guest house.

4 The bank has an app that will ___c___ **dollars into euros** for you.

a transfer **b** transform **c** convert **d** adapt

5 **Prices** ___c___ **according to** the time of year you decide to travel.

6 We were advised to ___c___ **the children's diet** as much as possible.

a adapt **b** shift **c** vary **d** modify

7 The group were asked to ___a___ **their behaviour** or else leave the hotel.

8 We had to ___a___ **the design** of the car to take account of the rough terrain.

a modify **b** amend **c** transfer **d** convert

9 Twelve European countries ___b___ **over to the euro** on 1 January 2002.

10 I ___b___ **shifts with** Brian so I could go to my sister's wedding.

a shifted **b** switched **c** transformed **d** altered

4 **Write four sentences about *you* / *your country* / *the world in general* using any of the vocabulary in Exercises 2–3. Compare your sentences with a partner.**

Vocabulary

1 The words in the box are all high frequency collocates of the word *change*. You may need to pre-teach some of the idioms, e.g. *change your tune*. Alternatively, you could encourage students to research them with dictionaries, if they are on hand, or on the Macmillan dictionary online. Note that with good online dictionaries like this one you can type in the entire idiom instead of just searching for individual words.

change gear – (on a bike or in a car) when you want to increase or decrease your speed / when you go up or down a hill

change your name – because you don't like it / you become a performer / you get married (some women in some countries)

change places – when you want to see a film, play, etc better / because you want to sit next to someone else / you want to move to a non-smoking section

change sides – because you no longer share the opinions of the people or group (e.g. political party) you have previously supported

change the subject – (= to start talking about a different thing) when what you are talking about is embarrassing or causing people to get upset or angry)

change your tune – (= to express a different opinion or behave differently) when your situation changes and it no longer interests you to express a certain opinion

change a tyre – because you have a puncture or when the tyre is bald (= worn down)

change your ways – behave much better after a period of time, e.g. in prison or bad behaviour at school

2 Students could do this exercise individually or in pairs. Remind them that all three adjectives in a given set must fit logically with the sentence. As you correct the answers, you may want to check the pronunciation (specifically word stress) of *political* /pə'lɪtɪkl/, *considerable* /kən'sɪdərəbl/ and *significant* /sɪg'nɪfɪkənt/.

3 This exercise gives students useful practice distinguishing between close synonyms, which they will be required to do in Reading and Use of English Part 1. Model the task by doing the first pair of sentences as a class.

4 This task gives students the chance to personalise some of the lexical items covered in the lesson. While they write their sentences, circulate and provide on-the-spot error correction with the target vocabulary. Alternatively, students could leave the vocabulary item from the lesson blank in their sentences, so when they compare with a partner the other student has to fill in the missing word. Finish the lesson by asking students to create a new section in their vocabulary notebooks and record some of the items from page 22 that were new for them.

Teaching tip

It's a good idea to build regular vocabulary revision into your lessons. As everyone who has studied a foreign language will know, it is much easier to forget a new word than to remember it! So make time to return to each of the vocabulary pages from time to time. One option is to start every lesson with a five-minute revision stage in which you could choose a small number of lexical items to revise. Note that this revision should not feel like a test. Begin with the assumption that the students have forgotten the vocabulary you want to revise, and then be happy if they haven't. And don't let students put themselves down when they don't remember something. Remind them that forgetting is as natural as learning. That's why revision is so important.

READY FOR GRAMMAR

2 Nouns in formal English

Use of nouns

Nouns are used more frequently in formal written English than in spoken, conversational English. We can use formal language to be polite and respectful, but also to create distance.

The company admits no responsibility for the failure of the car's air bags to activate.

During his period of employment with ChemTech, Simon demonstrated great ability in a leadership role.

English nouns that have a French or Latin origin always sound more formal or academic than words with a similar meaning derived from other languages.

Long periods of separation have a profound impact on a child's relationship with its parents. [Latin]

We know that a child is seriously affected when there is a split in the family dynamic. [Dutch]

The palace was the principal residence for the king until the late 1800s. [Latin/Old French]

It's important to create a sense of comfort in your home. [Germanic]

Reading and Use of English

1 First refer students to the **What to expect in the exam** box. Stress that only one word goes in each gap. Note that missing words are never contractions (e.g. *I'll*), because these count as two words. Then elicit some examples of prepositions, relative pronouns and conjunctions, to check students' understanding of this terminology. Note that Exercise 1 is designed to demonstrate an important exam strategy: candidates should read the text quickly for gist before focusing on the missing words. In open class, elicit what the students learned about *Barbie*®, *GI Joe*® and *Harry Potter*®.

2 Since this is the first time students are encountering this particular exam task in this course, you may want to consider the following options for differentiation:

a Put the answers on the board, but out of order.

b Give them hints for a few of the words, for example: 2 This word is similar in meaning to *instead* but followed by *than*, not *of*; 4 the word you need is negative; 7 the missing word is a number; 8 the word you need is a comparative adjective.

Higher-proficiency students could of course opt out and do the task without this support.

3 In general, this type of pair check exercise is a nice way of integrating an element of speaking into a reading task. It also creates opportunities for peer-teaching, particularly if higher-proficiency students are paired with lower-proficiency ones.

4 You could model this task by telling your students about your favourite childhood toy. Show them a picture, if possible. Then have students work in pairs. Ask them to share some of their answers with the class.

Language focus

1–3 Exercises 1–3 could be done with books closed and the two example sentences up on the board. After eliciting the words in sentence B related to the underlined words in sentence A (*downturn = fallen; attention = interested; focus = focusing*), elicit other differences: *recently* replaces *recent*; *any more* replaces *no longer*; *because* replaces *as*; *instead* conveys some of the meaning of *shift*. Finish by asking students which sentence sounds more formal and why. (*One reason is the reliance on nouns in sentence A, which is more common in formal English.*)

4 Direct students to the **Ready for Grammar** section (see TB22 and below). If your students speak a Romance language (e.g. Spanish, Catalan, Italian, French, Romanian, etc.), highlight the second point made in the **Ready for Grammar** section. These learners may be tempted to use words with Latin roots in more informal contexts, where this type of word would sound overly formal in English.

5 You could model the task by choosing one of the situations and telling your students about it. Ask them to guess which situation you are talking about. Put the students in pairs to discuss the situations. Circulate and take notes on both successful and unsuccessful language use to explore later in a delayed feedback stage. An extension task could be to have students swap partners and briefly report what they discussed with their first partner.

READY FOR GRAMMAR

2 Nouns in formal English

1 For sentences 1–4, use the information in a, which is more conversational, to complete the gaps in b, which is more formal.

0 a I thought the painting was very simple, and different to anything else I'd seen before. I was very impressed.

b I was most impressed by the *simplicity* and *originality* of the painting.

1 a He applied for the job and he was clearly a bit disappointed when he heard they'd turned him down.

b He was unable to hide his disappointment at their rejection of his application.

2 a The employees said they thought it would be a good idea if the company reduced the working day by just a little, but management said they didn't approve of the idea at all.

b Management voiced their strong disapproval of the employees' suggestion/proposal/request for a slight reduction in the working day.

3 a I have to tell you that I'm not satisfied with the service you offer. I often have to wait a long time for things to get here, even though you say that you send them sooner than 24 hours after you receive an order.

b I must express my dissatisfaction with the standard of your service. Delivery of goods is often subject to delay(s), despite your claim/assertion/guarantee/assurances that orders are dispatched within 24 hours.

4 a People fail to understand how important it is to recycle waste, and I think it's because they don't know anything about the environment and they don't get taught enough about it at school.

b People's failure/inability to understand the importance of recycling waste is the result/consequence of a lack of environmental awareness/knowledge and insufficient education/teaching on the subject.

2 In 1–4 in Exercise 1, there are more verbs in the b versions than in a, and more nouns in the a versions than in b. What other differences do you notice between the language used in informal and formal registers?

The **a** sentences are more informal. The following features are more characteristic of an informal style: contractions, phrasal verbs, fewer subordinate clauses, more use of active than passive sentences.

Go back to page 23.

Reading and Use of English Part 2 Open cloze

What to expect in the exam

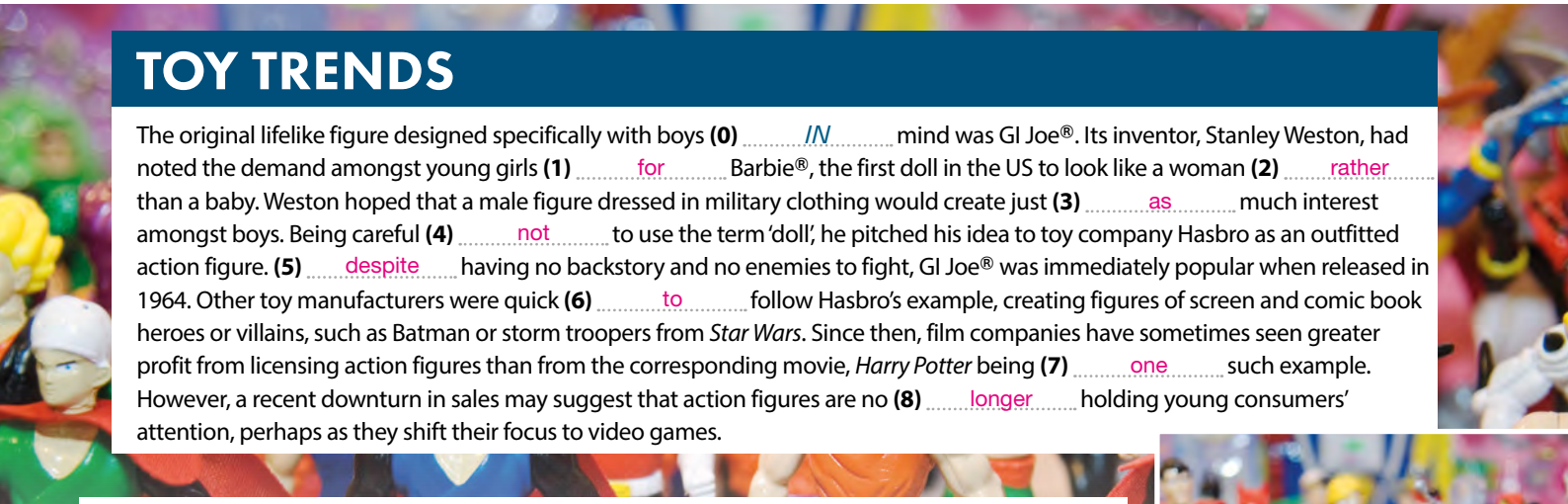
- The open cloze is a short text with eight gaps, each of which requires one word.
- The main focus is on grammatical words, e.g. prepositions, relative pronouns and conjunctions.

1 Read the following text, ignoring the gaps for the moment. What can you find out about *Barbie*®, *GI Joe*® and *Harry Potter*?

2 Read the text again and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

1

Barbie® was the first doll to be produced that didn't look like a baby. She looked like a woman. *GI Joe*® was a similar-sized doll but male, wearing military clothing; an 'outfitted action figure'. *GI Joe*® wasn't based on anyone from a TV series or movie, but he was still very popular. There are similar action figures of characters from the *Harry Potter* movies, and these have made more money for the film companies than the films themselves made.



TOY TRENDS

The original lifelike figure designed specifically with boys **(0)** *IN* mind was GI Joe®. Its inventor, Stanley Weston, had noted the demand amongst young girls **(1)** *for* Barbie®, the first doll in the US to look like a woman **(2)** *rather* than a baby. Weston hoped that a male figure dressed in military clothing would create just **(3)** *as* much interest amongst boys. Being careful **(4)** *not* to use the term 'doll', he pitched his idea to toy company Hasbro as an outfitted action figure. **(5)** *despite* having no backstory and no enemies to fight, GI Joe® was immediately popular when released in 1964. Other toy manufacturers were quick **(6)** *to* follow Hasbro's example, creating figures of screen and comic book heroes or villains, such as Batman or storm troopers from *Star Wars*. Since then, film companies have sometimes seen greater profit from licensing action figures than from the corresponding movie, *Harry Potter* being **(7)** *one* such example. However, a recent downturn in sales may suggest that action figures are no **(8)** *longer* holding young consumers' attention, perhaps as they shift their focus to video games.



3 **SPEAK** Work in pairs. Compare your answers with your partner. Point out words and ideas in the text that provided you with clues.

4 **SPEAK** Work in pairs. What toys were your favourites when you were a child? Why did you like them?

Language focus Nouns in formal English

1 Look at the underlined nouns in sentence A from *Toy trends*. Which words in sentence B do they relate to?

A A recent downturn in sales may suggest that action figures are no longer holding young consumers' attention, perhaps as they shift their focus to video games.

B Sales have recently fallen, which may suggest that young consumers aren't interested in action figures any more, perhaps because they're focusing on video games instead. *downturn* – fallen; *attention* – interested; *focus* – focusing

2 In what other ways is sentence B different from sentence A? *recently* replaces *recent; any more* replaces *no longer; because* replaces *as; instead* conveys some of the meaning of *shift*

3 Is the use of nouns generally more frequent in formal written English or conversational English? *Use of nouns is generally more frequent in formal, written English.*

4 Go to **Ready for Grammar** on **page 214** for rules, explanations and further practice.

5 **SPEAK** Work in pairs. Talk about some of the following situations with your partner:

- a time when you expressed your dissatisfaction with a service or product
- a time when you had to conceal your disappointment about a gift you received
- a time when your failure to recognise someone or remember their name caused embarrassment
- a time when you should have taken more responsibility for something
- a time when you noticed a big improvement in your English
- a time when you started gaining independence.

Writing Part 2 Review

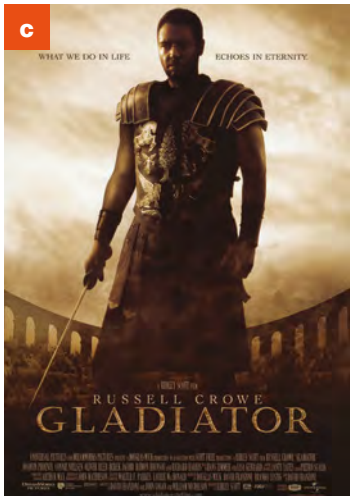
a



b



c



d



1 **SPEAK** **Work in pairs. Discuss the following questions about the film or TV series in photographs a–h.**

1 What do you think each of these series or films (a–h) might be about? Have you watched any of them?

2 Which series or films would you be most likely to watch? And least likely? Why?

2 **Read the following Part 2 task and the model answer on the series *Stranger Things*. Is the review generally positive, negative or balanced?**
The review is very positive – especially in paragraphs three and four.
You see the following announcement in an online magazine called *Moviesite*.

Moviesite News Reviews More

History makes a comeback

The theme for next month's reviews is television series that are set in the past.

Send us a review of a television series you have watched that is set in the past. What did you learn from watching it? How do you think the series could have been better? Would you recommend it to others?

Write your review.



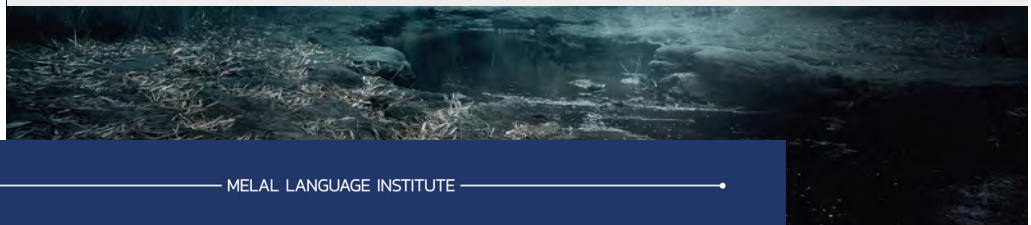
★★★★★ *Posted August 23rd*

Stranger Things takes us back to the early 1980s. The narrative begins in 1983, in a quiet Indiana community called Hawkins. A 12-year-old boy is cycling back to his house at night, through the woods, and close to a secret government research centre. When he never makes it home, his friends and family set out to find him. Coinciding with his disappearance is the arrival of a young girl with unearthly powers, and a monster constantly lurking in the shadows.

The series is packed with references to the popular culture of the period. In between scenes of horror, we see what fashions and hairstyles were current, and what music and movies kids were into. We are offered an insight into the gender norms of the era: mothers made dinners, fathers went out to work. The fact that everyone has to rely on faulty landlines in an emergency also makes you appreciate your smartphone that much more!

It is hard to say what the directors could have done to make *Stranger Things* a better viewing experience. The show is genuinely creepy, and the acting of the young cast is absolutely superb. The concept of the small-town cop trying to get to the bottom of a mystery with no support from his department is hardly original, but makes sense given he is facing a supernatural enemy.

The series manages to brilliantly combine the elements of horror, complex emotions, and nostalgia. If you want to be thoroughly entertained and terrified at the same time, I would say this is the series for you.



Writing

1 This writing task gives students the opportunity to practise a review. Note that they will have further practice of this genre in Units 6, 8, 9 and 11. There is also a model answer for a review in the **Ready for Writing** section. Give students a minute to look at the pictures. Then put them in pairs and ask them to discuss the questions. Have students share answers with the class. This might be a good time to discuss the value of watching TV series in English. If your students already do this, you could talk about the pros and cons of watching TV with or without subtitles.

2 Students read the review on their own. The review is clearly positive, but encourage students to explain why with reference to specific opinions expressed or language used.

Sample answer

Review: Anne with an E

Anne with an E is based on the book Anne of Green Gables. It is set in Canada in the 1900s. The story is about a young girl Anne Shirley. She is an orphan and she is adopted by Matthew and Marilla Cuthbert. The story is about Anne's life, her dreams, her problems and friendships. However, in the TV series, it is also how it is to live in a small town in Canada, and what people's mentality was like at this time.

I think the series must be different to the original book because some themes are from a modern outlook. From the series, we can understand some every day things, like the clothes people have worn, typical meals, the typical school lessons. Also the differences between rich people's lives and poor people's lives.

But on top of this, the series shows the prejudices. For example, Anne is a friend of a girl called Ka'kwet, from a native tribe, but other people in Avonlea are scared about the tribe and avoid contact. There is also some episodes concentrated on social expectations of women and how they must follow social rules.

To make the series better, I would suggest the filmmakers had made Anne's character less exaggerated at times. But generally speaking, the series is an extremely good one. I strongly recommend it to people which like a good story, great acting, and a deep message about imagination's power.

Examiner comments

Content: Generally good realisation of task. What the writer has learnt from watching the series is discussed in some depth. The writer also makes a clear recommendation. A point about how the series could be improved is made, although this point is not as expanded as it could be.

Communicative achievement: The conventions of review writing are used to convey simple and complex ideas effectively. Register is semi-formal, which is appropriate for a review.

Organisation: Simple cohesive devices are mostly used effectively throughout the review and the writer makes good use of paragraphs.

Language: There are a number of errors which suggest a lack of control, e.g. *it is also how it is to live*, *the clothes people have worn*, *There is also some episodes*, *people which like a good story*. However, none of these seriously obscure communication. The review includes some appropriate vocabulary – *based on*, *set in*, *themes*, *filmmakers*

Mark: Pass

3 In *Ready for C1 Advanced*, students are often expected to analyse and evaluate model answers in order to discover important features of a particular written genre. This *inductive approach* to writing involves deeper processing, which aids both understanding and memory. This of course takes more time than simply giving students the information, but it is a good investment in the long run. When students 'interrogate' a model answer as they do in this section, it does more than familiarise them with a specific genre of writing; it also makes them think about what makes good writing effective.

Answers

All the points in the task are covered. The purpose of each paragraph is:

1 *to provide a brief outline of what the series is about*

2 *to answer the question 'What did you learn from watching it?'*

3 *to answer the question 'How do you think the series could have been better?'*

4 *to answer the question 'Would you recommend it to others?'*

4–5 The present simple is used to make the story seem more engaging and dramatic. It is often used when describing the plot of books, films, plays, etc. However, we do not always use the present simple in reviews. If you have access to technology, you could display the model review on page 24 and underline the following examples. Elicit or provide explanations for why these tenses are used.

Answers

1 *A 12-year-old boy is cycling back to his house at night.* The present continuous is used to explain the general background before the main events of the story begin.

2 *We are offered an insight into the gender norms of the era: mothers made dinners, fathers went out to work.* The past simple is used because the writer is describing a real situation/activity in the past.

3 *It is hard to say what the directors could have done to make* Stranger Things *a better viewing experience.* This modal form is used to refer to past possibility. The writer is saying that the directors probably could not have done anything better, because the series is so good.

6 To streamline this exercise, you could put the students in pairs and have one student find adverb-adjective pairs and the other find adverb-verb pairs. If you are able to display the model answer, you could invite two students to come up to the board and underline the collocations: adverb + adjective: *genuinely creepy*, *absolutely superb*, *hardly original*; adverb + verb: *constantly lurking*, *brilliantly combine*, *thoroughly entertained*. Explain to students that we use adverbs like these to give emphasis and improve the overall style of the review.

7 This exercise is meant to provide students with useful language for reviews. If students include these adjectives in their own reviews, it will make their writing sound more sophisticated. Clarify the meaning of the words as necessary and check the pronunciation of *clichéd* /ˈkliːʃeɪd/, *predictable* /prɪˈdɪktəbl/ and *sentimental* /ˌsentɪˈmentl/.

8–9 This exercise raises students' awareness of more language common to film reviews. Students should again be encouraged to incorporate this language into their own writing. Give students the chance to compare their answers with a classmate before checking their answers. Exercise 9 could be done in open class.

10 Refer students to the **How to go about it** box. The way this box is organised calls attention to an important aspect of exam writing: there is a lot to think about in the planning stage. For most students, thorough planning results in a much better final piece of writing, so it's worth spending time in class training students to do this.

Teaching tip

Recent technological advances have made it possible to give students feedback on their writing in new ways. One example is screencasting. Whereas a screenshot is a snapshot of a computer screen, a screencast is a video recording of the activity on a computer screen. Free screencasting applications let you record voice narration of yourself giving feedback to accompany the video, where the student can see you underlining parts of the text or making corrections while you talk. Once you get used to the technology, this way of giving personalised feedback is often much faster than making written comments. Also, many students find it really engaging.

3 What is the purpose of each paragraph? Are all the points in the task covered?

4 Most of the review is written in the present simple. Why is this?
To make the story seem more engaging and dramatic. It is often used when describing plot.

5 Find an example of the present continuous, past simple, and a past modal form. Why are these forms used?

6 Find three adverb–adjective pairs and three adverb–verb pairs in the review. What effect do the adverbs have?

7 Decide whether the adjectives below are positive or negative. Write + (positive) or – (negative) next to each adjective.
Positive = action-packed, compelling, credible, entertaining, gripping, impressive, moving, stunning

action-packed clichéd compelling credible entertaining gripping implausible impressive moving overhyped predictable sentimental stunning tedious

Negative = clichéd, implausible, overhyped, predictable, sentimental, tedious

8 Complete the sentences with the correct form of a verb from the box.

advise appreciate discover face find follow gain give hire open overlook rely set take tell watch

1 The story ___opens___ with hero Vikesh fighting his arch-rival, Ajay. What ___follows___ is a series of flashbacks that reveal the reason for their mutual hatred.
2 It was interesting to ___discover/appreciate___ more about Aisha's motives. As the story unfolds, you begin to ___appreciate/discover___ why she regarded everyone as a threat.
3 Unfortunately, the film ___relies___ too heavily on special effects rather than character development, so I would probably ___advise___ viewers to give it a miss.
4 ___told___ through the eyes of a young soldier named Jamie, the story is ___set___ during the civil war.
5 Tom's attempt at an Australian accent was laughable. It would have been far better to ___hire___ a genuine Australian actor to ___take___ on the lead role.
6 The show is definitely worth ___watching___ for the acting alone. Like most viewers, you will probably ___find___ yourself binge watching the whole series.
7 It is possible to ___gain___ a deeper understanding of what it was like to ___face___ prejudice in those times.
8 It is hard to ___overlook___ the holes in the plot; if the writers had ___given___ more thought to story development, perhaps viewers would have been more convinced.

9 Which sentences in Exercise 8 could be used to

a give an overview of plot or theme? 1 and 4
b say what you have learned? 2 and 7
c suggest what could have been better? 5 and 8
d show whether or not you would recommend the series? 3 and 6

10 Now write your own answer to the task in Exercise 2 in 220–260 words.

How to go about it

Plan your review:

- Choose and make notes about something you are very familiar with. In this case, it is a TV series, but for other reviews it may be a book, film, product or service.
- Check that your notes address all the questions in the task.
- For reviews of TV series, films and books, plan when you might use the present simple and continuous, and when it would be better to use past forms.
- Think about the tone of your review. Readers tend to pay more attention to reviews that are balanced, or at least not too extreme.

Write your review:

- Set your review out in four paragraphs.
- Use an appropriate number of adverb–adjective and adverb–verb pairs.
- Ensure you make your opinion clear. There is always an element of evaluation in a review – your readers need to know whether a TV series/film/book is worth seeing, or whether a product/service is worth using.









2 REVIEW

Reading and Use of English Part 1 Multiple-choice cloze

How to go about it

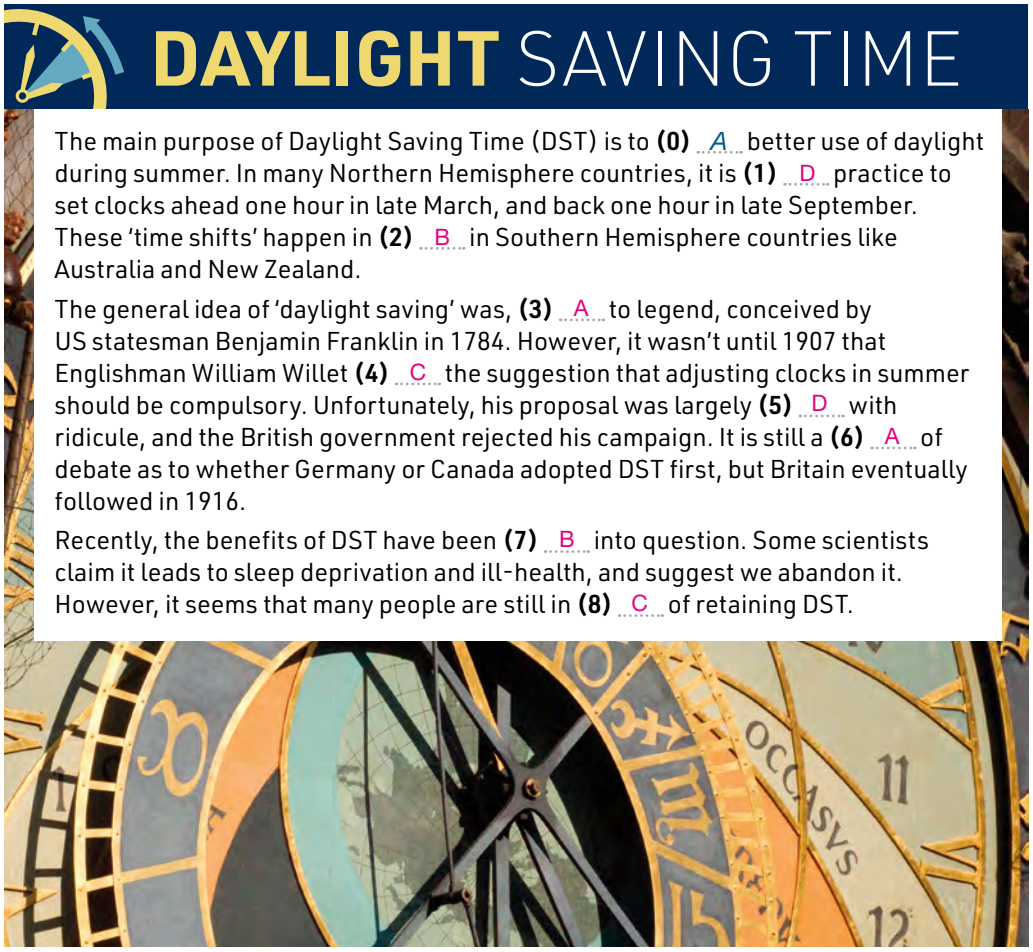
- Read the title and the text to get an idea what the text is about.
- Consider all the options (A–D) before deciding on an answer. Look for key words before or after each gap to decide whether it is testing:
  - collocation (common noun and verb pairs)
  - fixed expressions
  - complementation (when words are followed by a specific preposition or the gerund/ infinitive).

What to expect in the exam

- Part 1 is a short text which has eight gaps (plus an example). Each gap represents a missing word or short phrase. Following the text are eight sets of four words or phrases.
- You choose the word or phrase from each set which fills the gap correctly.
- Some questions test meaning at a phrasal level, and others test meaning at sentence or paragraph level.

1 **Read the text below quickly, ignoring the gaps. What are the main points the writer makes about Daylight Saving Time?**

2 **For questions 1–8, read the text and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).**



DAYLIGHT SAVING TIME

The main purpose of Daylight Saving Time (DST) is to **(0)** A better use of daylight during summer. In many Northern Hemisphere countries, it is **(1)** D practice to set clocks ahead one hour in late March, and back one hour in late September. These 'time shifts' happen in **(2)** B in Southern Hemisphere countries like Australia and New Zealand.

The general idea of 'daylight saving' was, **(3)** A to legend, conceived by US statesman Benjamin Franklin in 1784. However, it wasn't until 1907 that Englishman William Willet **(4)** C the suggestion that adjusting clocks in summer should be compulsory. Unfortunately, his proposal was largely **(5)** D with ridicule, and the British government rejected his campaign. It is still a **(6)** A of debate as to whether Germany or Canada adopted DST first, but Britain eventually followed in 1916.

Recently, the benefits of DST have been **(7)** B into question. Some scientists claim it leads to sleep deprivation and ill-health, and suggest we abandon it. However, it seems that many people are still in **(8)** C of retaining DST.

0	A make	B have	C get	D take
1	A regular	B ordinary	C familiar	D common
2	A backwards	B reverse	C contrary	D opposite
3	A according	B owing	C belonging	D referring
4	A set down	B backed up	C put forward	D worked out
5	A observed	B seen	C approached	D met
6	A matter	B point	C concern	D problem
7	A drawn	B called	C raised	D brought
8	A preference	B agreement	C favour	D approval

1
The purpose of Daylight Saving Time is to allow people to make the most of long summer days.
1784 was the first time that the general idea of daylight saving was suggested.
1907 was when William Willet wanted the British government to pass a daylight saving law, but the government rejected his proposal.
It was either Germany or Canada that first adopted a daylight-saving system.
Nowadays, some scientists want to get rid of Daylight Saving Time because they think it negatively impacts on health. However, other people want to keep it.

Language focus Talking about the past

Write one of the auxiliary verbs from the box in the first gap and an appropriate verb in the correct form in the second gap. Use each auxiliary verb once only.

did has had have have been having was ~~were~~ would

0 The phone rang just as we *were* *leaving* the house.
1 It was the first time I had been/gone/travelled/worked/lived abroad.
2 Having achieved/fulfilled/realised his ambition, he promised to spend more time with his family in the future.
3 Since I've known him, he has worn that suit only twice.
4 He was to have played in the final, but he was injured in a league match.
5 It has been two years since I was last taken out to dinner by my partner.
6 When we were little, my dad would often read/tell us a story at bedtime.
7 I'd like to have been given/granted a second chance, but it wasn't possible.
8 I wasn't allowed to see the film, but they did let me read the book.

Vocabulary Changes

1 Decide whether the meaning of the two verbs is more or less the same or if it is different. Explain any differences in meaning.

0 transfer money / convert money
Different. When you transfer money, you move it from one account to another. When you convert money, you change it from one currency to another.
1 adjust to university life / adapt to university life
2 adjust a piece of clothing / alter a piece of clothing
3 convert the whole top floor into a studio flat / transform our old garage into a lovely studio flat
4 change your ways / modify your behaviour
5 change your ways / change your tune
6 vary the menu / adapt the menu
7 change sides / switch sides
8 switch to the euro / convert into euros

2 Match each of the verbs in the box with the group of words (1–5) which collocate with it.

adjust convert modify switch vary

1 vary the menu / your routine / in size
2 convert to Islam / dollars into euros / the loft into a bedroom
3 adjust your belt / the straps on a bag / the seat on a bike
4 switch TV channels / university courses / from dictatorship to democracy
5 modify your language / your views / a piece of equipment

Writing Part 2 Proposal

A TV company is planning to produce a series called *The People Who Made a Difference*. They are asking viewers to send in proposals suggesting a historical figure from their country to feature in the series. In your proposal, you should briefly describe the historical figure you are suggesting, explain how they made a difference, and say why you think other viewers might find them interesting.

Write your proposal.

Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.

For more information on writing proposals, see page 196.

Vocabulary 1

1 Same: both mean 'to get used to a new situation by changing your behaviour and/or the way you think'.

2 Different: If you *adjust* a piece of clothing, you move it slightly and correct its position so that it is in the right place or more comfortable, e.g. *He looked in the mirror and adjusted his tie*. If you *alter* a piece of clothing, you make changes to it so that it fits better, e.g. *The jeans I bought are a bit too long, so I've asked my mum to alter them slightly*.

3 Different: *convert* means to change something in order to use it for a different purpose; *transform* means to change something in a way that makes it much better.

4 More or less the same: both express the idea of changing the negative aspects of your behaviour in order to make it more acceptable. *Modify* usually suggests that these changes have been small.

5 Different: If you change your tune, you behave differently or express different opinions when your situation changes, e.g. *He always used to be criticising management, but he soon changed his tune when he got a promotion.* (See 4 for *change your ways*.)

6 Different: If a restaurant *varies* the menu, it changes it regularly. If a restaurant *adapts* the menu, it makes changes to it to suit a particular situation or group of people, e.g. vegetarians, children, a wedding party.

7 Same: both can have the meaning of no longer sharing the opinions of the people or group you previously supported.

8 Different: If a country switches to the euro, the euro is adopted as the official currency of that country, replacing the previous one. If someone converts money into euros, they change a certain amount of the money of their own country into euros in order to use it, for example, on holiday or on a business trip.

2 REVIEW

Pronunciation Consonant sounds: /tʃ/, /dʒ/, /ʃ/ and /ʒ/

1 Match the generations (1–4) to the dates (a–d) they were born. Use the infographic on the left to help you.

1 Gen X	a 1946–1964
2 iGen/Gen Z	b 1965–1980
3 Millennials	c 1981–1996
4 Baby boomers	d 1997–2012



2 Read these statements about the different generations and their buying habits, and complete each gap with a word from the box. The first one has been done for you.

change decisions ~~detached~~ issues knowledge pleasure range research shopping socialise suggestions usually

1 Most Baby boomers are *detached* from social media. People in this age range are usually very careful with money.
2 Generation X consumers are more open to suggestions from online sources and will make buying decisions only after doing some research.
3 Millennials get most of their knowledge about products from social media. They will socialise with friends in a particular coffee bar because that is the place to be seen, not because the coffee there gives them more pleasure than elsewhere.
4 Gen Zs are completely at ease with online shopping. They are very aware of environmental issues such as climate change and are influenced by good causes in marketing campaigns.

3 2.3 Listen and check your answers to Exercise 2.

4 Put the words from Exercise 2 into the correct column according to the sound they include. Some words can go in two columns. The first one has been done for you.

/tʃ/ church	/dʒ/ judge	/ʃ/ share	/ʒ/ television
detached change, research, suggestions, challenge, cheeky, pushchair	change, knowledge, suggestions, range, generous, major	issues, shopping, socialise, impartial, patience, population, Russian, social, special	decisions, pleasure, occasionally, usually

5 SPEAK Work in pairs. Take it in turns to read aloud the statements in Exercise 2. How true do you think the statements are?

6 Add the following words to the table in Exercise 4.

challenge cheeky generous impartial major occasionally patience population pushchair Russian social special

7 SPEAK Work in pairs. Take it turns to read these tongue twisters aloud.

1 Which shirt should Churchill wear and should he change his shoes?
2 Shaun pushed his cheeky children in their special pushchair.
3 The judge is occasionally generous, and she's generally impartial and just.
4 The ageing population is a major social challenge.
5 Our Russian teacher Sasha shows no patience and she shouts.

8 SPEAK Create your own tongue twister with some of the sounds in this section. You can use words from Exercises 4 and 6, or your own.

28

Pronunciation

1 Students complete the exercise. Check answers as a class. Ask what generation they and their parents belong to.

2–3 2.3 Give students the opportunity to pair check quickly before playing audio to check the answers.

4 Put the table up on the board and elicit the answers. Identify which of the consonant sounds are problematic for your students. Do some choral and individual drilling of words containing difficult sounds.

5 Provide on-the-spot correction of the target consonant sounds. In open class, invite a few students to share their opinions of the statements.

6 Elicit the words to the table on the board and do more choral and individual drilling where necessary.

7–8 Elicit or explain the idea of tongue twisters. Ask students for examples from their first languages. Monitor and support with the target consonant sounds while students do Exercises 7 and 8. You may wish to use **Consonant sound snap** on the Teacher's Resource Centre at this point.

READY FOR USE OF ENGLISH

Introduction

In the **Reading and Use of English** paper, you have 90 minutes to complete eight different tasks. In this unit, we will look at the first four tasks. We will look at Parts 5–8 on pages 61–68.

Reading and Use of English Part 1 Multiple-choice cloze

1 **SPEAK** **What effects do you think noise might have on the behaviour of birds that live in towns and cities? Read the text below, ignoring the gaps, and compare your ideas.**

The text says that urban birds' songs are becoming shorter and louder. They sing more at night and leave out lower-pitch notes.

2 **For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).**



SINGING in the city

City centres have long been **(0)** *B* to many bird species, like the sparrow, blackbird and pigeon. However, in recent decades, noise pollution has begun to **(1)** B a real threat to their survival. This is because birds use song for a range of purposes, such as finding a mate and **(2)** A of dangers in the immediate area.

Now, thanks to a number of international studies, it has **(3)** C to light that urban birds are adapting the volume and length of their song to combat against the noise of their urban environment. Some species have started to sing at night, rather than during the day, since noise **(4)** D are lower then. Furthermore, there is mounting **(5)** A that birds are deliberately producing more higher pitch notes as lower ones can too easily be **(6)** C out by traffic.

It **(7)** B to be seen whether these adaptations help or **(8)** B urban birds' chances of survival, and how they may evolve differently to rural populations of the same species.

0	**A** habitat	**B** home	**C** residence	**D** shelter
1	**A** set	**B** pose	**C** issue	**D** form
2	**A** warning	**B** announcing	**C** signalling	**D** alerting
3	**A** appeared	**B** arrived	**C** come	**D** shown
4	**A** levels	**B** heights	**C** amounts	**D** degrees
5	**A** proof	**B** support	**C** evidence	**D** belief
6	**A** flattened	**B** drowned	**C** balanced	**D** cancelled
7	**A** waits	**B** remains	**C** continues	**D** expects
8	**A** hinder	**B** deter	**C** obstruct	**D** inhibit

3 **Work with a partner. Decide whether each option from Exercise 2 was correct because**

a it forms part of a verb-noun collocation.

b it forms part of a set phrase or phrasal verb.

c it works grammatically e.g. with a preposition or *to/ing* forms.

3
0 home to = b, set phrase (or correct preposition)
1 pose a threat = a, verb-noun collocation
2 warn of = c, correct preposition
3 come to light = b, set phrase
4 noise levels = b, a noun-noun phrase (or collocation)
5 growing evidence = b, set phrase (c – note that 'growing support' is a set phrase too, but we usually say 'there is growing support for something).
6 drowned out = b, phrasal verb
7 remains to be seen whether = b, set phrase
8 hinder = b, set phrase 'help or hinder'

READY FOR USE OF ENGLISH

Introduction

The Use of English section of the Reading and Use of English paper is the part of the *C1 Advanced* exam where students are specifically tested on vocabulary and grammar. Note that for this part of the exam, it is particularly important to focus on answers students get wrong. These can often help you diagnose specific weaknesses your students have with grammar or lexis, which you can then focus on in future lessons.

Reading and Use of English

1 Exercise 1 models an important exam strategy: reading the whole text quickly for gist before looking at the options. If they are tempted to look, students can cover the options while they skim the text. While some questions test at a phrasal level, there are some that test meaning at sentence level or beyond.

2–3 Set a time limit of no more than five minutes for the task. Discuss any answers that are still unclear, explaining why one word fits better than another.

Reading and Use of English Part 2 Open cloze

Don't forget!

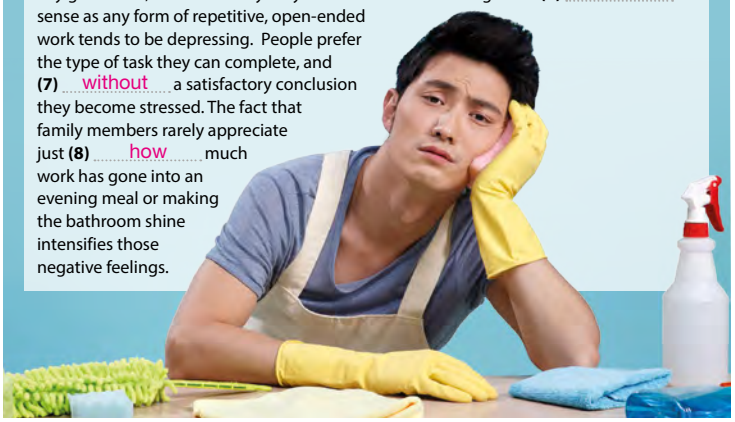
For Parts 2, 3, and 4 of the Reading and Use of English paper, write your answers in CAPITAL LETTERS when you transfer them to the answer sheet in the exam.

1 Read the following text, ignoring the gaps for the moment. According to the text, why is housework so depressing? Housework is depressing because it is repetitive and there is no end to it.

HOUSEWORK GETS YOU DOWN

It probably won't come **(0)** *AS* a surprise to learn that household chores can make us miserable. In fact, **(1)** according to a recent survey, when it comes to couples sharing domestic chores, women still take more responsibility for keeping things reasonably clean and tidy **(2)** than their male partners. And with an increasing number of women in full-time jobs, many **(3)** no longer have the will or the energy to keep their homes in the spotless state their grandmothers might have done. Finding themselves **(4)** under constant pressure, many women must wonder when the housework will end.

There is even evidence **(5)** to suggest that the more housework people of any gender do, the more likely they are to suffer mood swings. This **(6)** makes sense as any form of repetitive, open-ended work tends to be depressing. People prefer the type of task they can complete, and **(7)** without a satisfactory conclusion they become stressed. The fact that family members rarely appreciate just **(8)** how much work has gone into an evening meal or making the bathroom shine intensifies those negative feelings.



2 For questions 1–8, read the text again and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Use the questions and advice in the box to help you.

How to go about it

1 _____ *to* is a two-word preposition, used for saying where information or ideas come from.
2 Read the whole sentence carefully. The clue you need is much earlier on in the sentence.
3 Look at the surrounding context. Do women still have the will or energy to do lots of housework?
4 Which preposition is often used before *pressure*?
5 Why is a relative pronoun not possible here?
6 Which common verb often collocates with *sense*?
7 Another way of writing this sentence would be *If people don't have a satisfactory conclusion, they become stressed.* What conjunction can you use in the gap instead of *don't have*?
8 Think of words that commonly go before *much*. Then use the context to confirm the right choice.

30

Reading and Use of English

1 Students need to get into the habit of skimming a text quickly, so give a time limit of no more than one minute for this gist task. Discuss the question as a class.

2 Refer students to the **Don't forget!** box. Remind them that correct spelling is important. Then focus students on the tips for each answer in the **How to go about it** box. Stronger students may want to attempt the task without this help. Go through the answers in open class. Note that the focus of this task is either grammatical (auxiliaries, verb tenses/forms) or lexico-grammatical (phrasal verbs, words within fixed phrases).

Reading and Use of English Part 3 Word formation

What to expect in the exam

Part 3 contains a text with eight gaps, each of which has to be filled with the correct form of a word given in capital letters. The missing words can be nouns, adjectives, adverbs and verbs. Sometimes the word you write will need to be in the plural, and sometimes a negative form is required. The meaning of the text surrounding the gaps will help you to decide. In the example **(0)** below, an adjective is required to go in front of and describe 'decision-making'.

1 **SPEAK** **What do you know about the game Monopoly®? What do you think it can teach people?**

2 **For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).**

MONOPOLY

As a young child, I had no experience of **(0)** *FINANCIAL* decision-making. Any coins I **(1)** uncovered from beneath the sofa were swiftly taken off me. My mother, deaf to all of my **(2)** objections, would quickly deposit them into my piggy bank. Then, when I turned 10, I began playing Monopoly®. I didn't care that the cash was fake; in my first few games I spent it **(3)** enthusiastically and without care. Not **(4)** surprisingly, I quickly went bankrupt.

This, however, made me realise the value of **(5)** strategic planning, and I began to do better. Although Monopoly® always caused a loud **(6)** disagreement in my family, my parents regarded it as an extremely **(7)** educational tool. Certainly, counting the notes improved my maths skills.

Over the years, the Monopoly® board itself has **(8)** undergone few changes. Although versions like *Game of Thrones* or *Minions* are available, 'Go', 'Free Parking' and 'Jail' squares are still standard. But how will the introduction of debit cards and electronic banking devices affect players' spending decisions?

FINANCE
COVER
OBJECT

ENTHUSIASM
SURPRISE
STRATEGY

AGREE
EDUCATE
GO

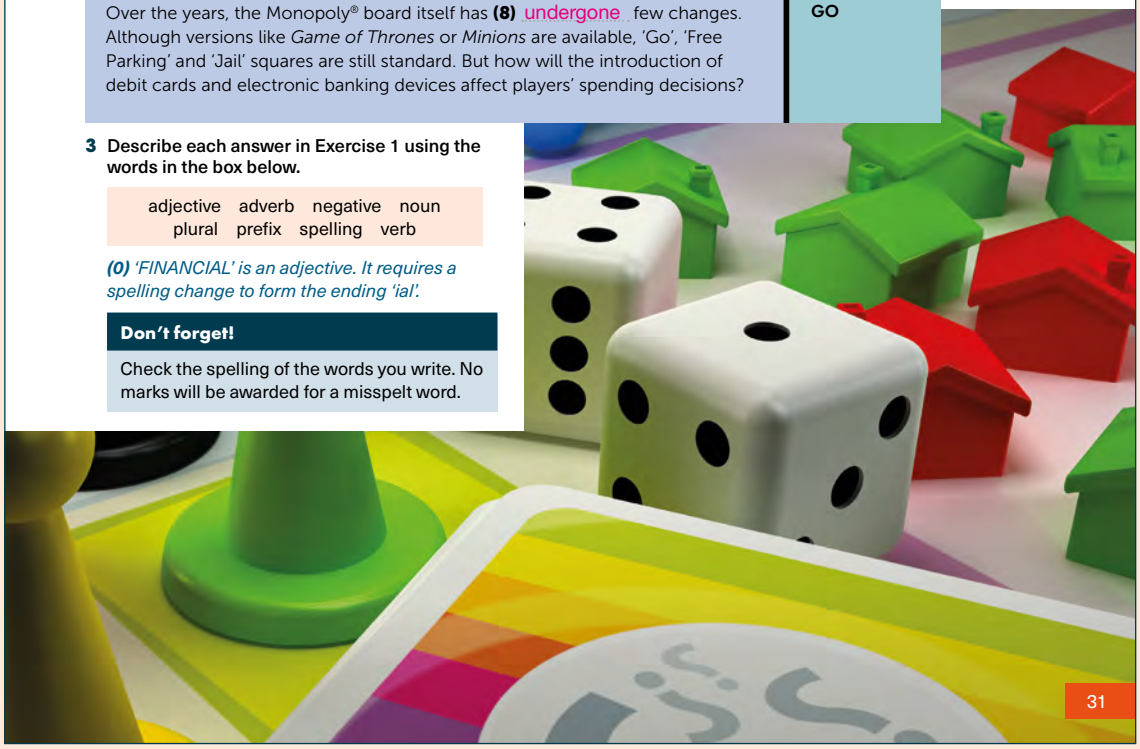
3 **Describe each answer in Exercise 1 using the words in the box below.**

adjective adverb negative noun
plural prefix spelling verb

***(0)** 'FINANCIAL' is an adjective. It requires a spelling change to form the ending 'ial'.*

Don't forget!

Check the spelling of the words you write. No marks will be awarded for a misspelt word.



3
1 uncovered is a verb. The prefix 'un' makes it negative.
2 objections is a plural noun.
3 enthusiastically is an adverb. There is a spelling change: 'm' at the end of 'enthusiasm' is replaced with a 't'.
4 surprisingly is an adverb.
5 strategic is an adjective.
6 disagreement is a noun.
7 educational is an adjective.
8 undergone is a verb. The prefix 'under' changes the meaning to 'experience'.

uncovered
objections
enthusiastically
surprisingly
strategic
disagreement
educational
undergone

Reading and Use of English

1 Focus students on the **What to expect in the exam** box. Note that it is particularly common for students to make errors with negative or plural words. This is often due to students choosing the form of the word without thinking about the meaning of the text beyond sentence level. Discuss the **SPEAK** question in open class. If students are unfamiliar with Monopoly®, briefly explain the object of the game and its rules.

2–3 Set a short time limit for this task, no more than five minutes. Tell students to make sure to guess if they don't know the answer. Before feedback, refer students to the **Don't forget!** box and ask them to double check their spelling. Tell students to create a new *Word formation* page in their vocabulary notebooks and record any new forms of words. Exercise 3 could be done in open class or in pairs.

Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

What to expect in the exam

- Part 4 requires you to use a range of structures to express ideas in different ways. You are tested on your knowledge of both lexis and grammar.
- The key word might be part of a collocation, a phrasal verb or a set phrase. It might relate to a particular grammar point or it could be a synonym or antonym of a word in the first sentence.
- When you complete each gap, pay attention to the correct use of verb patterns, prepositions, negatives, conjunctions and so on.
- Answer the questions in italics after each pair of sentences before you complete the task. Questions like these will not appear in the exam.

1 We don't know if the chemical can harm bees, so further testing is required to find out.

HARMFUL

Further testing is required to find out whether the chemical may be **harmful** to/for bees or not.

What part of speech is 'harmful'? And what preposition does it take?

What phrase does 'whether' often form part of?

2 It is Charlotte's responsibility to ensure the contracts are signed on time.

CHARGE

Charlotte is in **charge** of making sure the contracts are signed on time.

What is another way to say 'to be responsible' for something at work?

What verb often goes in front of 'sure'?

3 I think this report needed to be written more carefully.

CARE

You should have taken more **care** when/while you wrote this report.

Is the speaker referring to past, present or future?

What verb often collocates with 'care'?

4 Since the director could not speak at the awards ceremony himself, one of the actors took his place.

BEHALF

One of the actors made a speech on **behalf** of the director at the awards ceremony.

What noun is formed from the verb 'speak'?

What two prepositions go on either side of 'behalf'?

5 You should reduce the amount of sugar in your diet if you want to stay healthy.

BACK

You had better cut **back** (on) the amount of sugar in your diet if you want to stay healthy.

What's another common way to say 'you should'?

What phrasal verb means 'to reduce'?

6 I regret not concentrating more on what the teacher said during my French lessons.

ATTENTION

I now wish I had paid more/greater **attention** to the teacher during my French lessons.

What structure comes after 'wish' to refer to a past regret?

Which verb often collocates with 'attention'?

What preposition follows 'attention'?

32

Reading and Use of English

Students read through the rubric and **What to expect in the exam** box. Remind students that in Reading and Use of English Part 4 they are awarded two points, so this Use of English task is worth a total of 12 points, while the other three Use of English tasks are only worth 8 points each. Explain that it is possible to get one of the two points if part of the answer is right, so it is important to guess even if they are not sure of the full answer. Set a longer time limit for this task than you did for the other three Use of English tasks. However, students should spend no more than 10 minutes on it. Encourage fast finishers to double check whether they have used the key words, as transforming the sentence without them is a surprisingly common mistake in this task. During feedback, make note of any areas of grammar (passives in question 1; modal verbs in question 3) or lexis (phrasal verbs like *cut back on* in question 5) that your students need more work on. Think about how to include extra practice with this language in future lessons.



KEY LANGUAGE

Present and future conditionals
Hypothetical situations
Information and research
Adjectives

PRONUNCIATION

Sentence stress

EXAM PRACTICE

Reading and Use of English Parts 2, 3, 4 & 7
Writing Parts 1 & 2
Listening Parts 1 & 3
Speaking Parts 1 & 2

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

1 Which social media app in your country has become very popular recently? Why?
2 How do you prefer to stay in touch with your friends?
3 How much do you rely on the internet to do research for your work or studies?
4 Do you think it is a good idea to get the daily news through social media?
5 In your opinion, how important is it to find out what's happening in other countries?

This unit deals with the themes of apps, research, technology and health. Students discuss hypothetical situations and are also introduced to the genre of report writing.

Read the unit objectives to the class.

SPEAKING Part 1 Interview

Refer students to the picture and ask what they think the two people are looking at. Ask students if they are interested in technology and how they use it on a daily basis. Ask if they think technology will become an even bigger part of our lives in the future and if so, how. Then move on to the questions. Have students work in pairs to discuss them. Monitor their conversations and provide support as necessary. In open class, ask a few students to share any interesting ideas that came up during their conversations.

Note that the *C1 Advanced* Speaking Part 1 is designed not to be challenging but rather as a social exchange that allows candidates to settle before facing the more specific speaking tasks that come later. That said, it is still a good idea to give students a fair amount of practice with the type of questions that come up in Speaking Part 1 because this will help students start the test feeling comfortable and confident. This will improve their performance in the more challenging tasks to follow.

ONLINE MATERIALS

School survey (**Teacher's Resource Centre**)
No regrets? (**Teacher's Resource Centre**)
Unit 3 Test (**Test Generator**)
Unit 3 Wordlist (**Student's/Teacher's Resource Centre**)
Unit 3 On-the-go-practice (**App**)

3 GATHERING INFORMATION

Reading and Use of English Part 7 Gapped text

1 **SPEAK** During a typical day at work or college, in what ways do you multi-task? What kind of things distract you while you're working or studying?

2 You are going to read an article on neuroscience and technology. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

How to go about it

- First, read through the base text and identify the main points.
  For example, for this text, identify the different effects of multi-tasking through modern technology on the human brain.
- Read paragraphs A–G and underline content which seems to extend, exemplify or contrast with the main points in the base text.
  *For the text **Technology and the brain**, the content has been underlined for you.*
- After you have chosen a paragraph for each gap, check the extra paragraph does not fit anywhere.

Technology and the brain

In this era, when technology is developing at a breath-taking rate, we're constantly required to do several things at once. Here we discuss the impact of technology on our efficiency.

Thanks to modern technology, our brains are busier than ever before. We're assaulted with facts, pseudo facts and rumour, all posing as information. At the same time, we are all doing more. Thirty years ago, travel agents made airline and rail reservations, salespeople helped with choosing goods in shops, and professional secretaries and typists helped deal with correspondence.

1 C

Neuroscientists are increasingly voicing concern, however, that this practice actually makes us demonstrably less efficient. Although people think they are expert jugglers, they're actually just switching from one task to another very rapidly. This has been found to increase the production of both adrenaline and the stress hormone cortisol, which can overstimulate your brain and cause mental fog. To make matters worse, the prefrontal cortex – an area which plays a significant part in directing focus and pursuing goals – is also attracted to novelty.

2 E

This wasn't the case in the old days. When all phones were wired to a wall, there was no expectation of being able to reach people at all times and get an immediate response. But with smartphones, it is taken for granted that people can be contacted by text, instant messaging or email, regardless of whether they're in a meeting or desperately trying to meet the deadline for a project.

3 B

Indeed, it turns out that the knowledge of an unread email sitting in your inbox while you're trying to concentrate on a task can reduce your effective IQ by 10 points. In other words, the sense of a backlog building up contributes to a state of information overload. Yet another problem with multi-tasking is its impact on acquiring new knowledge.

4 G

And this isn't the end of the negative impact that multi-tasking can have on your brain. It also requires you to make an endless series of choices: Do I answer this text message or ignore it? How do I file this email? Do I continue what I'm working on now or take a break?

5 A

This inevitably leads to poorer outcomes when we must determine the right course of action for something that has real importance. So why do we allow our concentration on priority activities to be interrupted in this way? Part of the problem is that nowadays the medium for any kind of interaction is the same. Until recently, each of the many different modes of communication we used signalled its relevance, importance and intent.

6 F

Similarly, phone calls were typically used to transact different business from that of letters. But now emails and texts are used for all of life's messages. We compulsively check them in part because we don't know whether the next one will be for leisure or amusement, an overdue bill, a 'to do', a query ... something you can do now, later, something life-changing, something irrelevant. No wonder we are suffering from information overload!

Lead-in

Books closed. On the board, write or project the following 10 words and phrases from the reading text:

adrenaline *smartphones* *unread email*
unanswered messages *concentration*
information overload *impulse control* *the brain*
watching TV *mental fog*

Put the students into pairs and ask them to predict the topic of the reading task. Ask them to share their ideas in open class, and then reveal the topic: *multi-tasking*. Ask students if they are familiar with the term and whether they have a similar term in their L1. As a class, discuss whether multi-tasking is healthy or unhealthy and why.

Reading and Use of English

1 These questions could be added to the end of lead-in above. Another question to add could be: *In what ways does modern technology encourage multi-tasking?* During this type of open class discussion, it's a good idea to board any interesting C1 level language that comes up, because it will help students know when they have used a good piece of language. It also creates opportunities for students to learn from their classmates.

2 Students read the rubric. Check their understanding of *neuroscience* (the scientific study of the nervous system). Refer students to the **How to go about it** box. Make sure to explain that there is a seventh paragraph that does not fit anywhere. This serves as a distractor. Give the students a couple of minutes to read the text for gist. While they read, ask them to note any ideas in the article that came up during the lead-in. Then do the first gap together as a class. As this is the first time students will be doing a gapped text reading in this course, key information before and after the missing paragraphs has been underlined. Encourage students to use this to help them find the missing paragraph. When you check the answer, elicit or explain that the word *that* in paragraph C refers to the underlined section of the text above the first gap, and that *multi-tasking* in paragraph C is referred to as *this practice* after the first gap. Tell the class that on the *C1 Advanced* exam, they will need to pay close attention to this sort of detail in order to do well on the task. If students find this first gap challenging, you could do the second one together as well. At this point in the lesson, you could decide whether or not to employ one or both of the following ideas for differentiation: Eliminate the distractor (paragraph D); Go around and correct students' answers individually as they go along. This will prevent the potential 'domino effect' inherent to this task: if students get the first answers wrong, it will make it much more difficult for them to get the remaining questions right, because the correct options for those gaps are already taken.

Teaching tip

In general, the more students read, the better they will do on the Reading and Use of English paper. One way of encouraging your students to read more in English is to set up a reading circle. The students could all agree to read the same book, but in practice it is often easier for each student to choose their own book. Students read their books independently of the teacher, but it's a good idea to set aside some time in class periodically for students to discuss what they are reading. Make sure students don't choose a book that is too hard. It will be demotivating. Also, encourage students to read for general, overall meaning, and above all to read for information and enjoyment. They shouldn't feel obliged to look up every word they don't know. That kind of close reading is better suited to the classroom.

Extra activity

Ask students to bring in English articles printed from the web. Alternatively, print out different articles yourself from the internet or photocopy newspaper and magazine articles. Have each student choose an article and cut it up into five pieces, cutting at paragraphs. They then swap the cut up articles and try to place them in the correct order.

3 Students discuss the questions in pairs. Then lead an open class discussion about the degree to which they agree with the writer about the potential threat of multi-tasking to our mental health. Encourage students to support their opinions with reasons and examples, either from the text or their own lives.

Vocabulary

1 Tell students they are going to look at some vocabulary related to information and research. Before they do the exercise, give students a few minutes to look up any of the words in the box they are less familiar with. Alternatively, if you have access to technology, you could look up any unknown words as a class using the online dictionary, displaying it with a projector or on a smartboard. Students work individually to complete the exercise. Give them time to quickly pair check before going over the answers as a class.

2 Students discuss the statements in pairs. Circulate and monitor the students' use and pronunciation of the target vocabulary. It might be helpful to board some useful functional language for agreeing and disagreeing, e.g. *I see what you mean, but have you thought about … I couldn't agree with you more. I think it depends …*

3 Refer students to the **Additional materials** on page 204 (see below). Students complete the exercise and share answers with the class.

You may wish to use the **School Survey** on the **Teacher's Resource Centre** at this point.

Teaching tip

Before you teach new vocabulary, try to anticipate the words your students might have trouble pronouncing and think about how you could help them pronounce these words better. For example, Italian students will not usually have trouble with the /v/ sound, but Spanish-speaking students might, because this sound does not exist in their L1. In this case, you could first raise your students' awareness of how the problematic sound is pronounced (in this case, putting your upper teeth on your lower lip). Then give them some practice saying words from the exercise containing the sound (*privacy*, *prove* and *uncover*) slowly and carefully. After saying them as individual words, students could then practise pronouncing these words within example sentences.

Extra activity

An alternative way of doing the **SPEAK** task would be to set up mini debates with mediators. Put students into groups of three and give them one of the statements in Exercise 1. Then assign roles: Student 1 agrees strongly with the statement, while Student 2 strongly disagrees. Student 3 acts as a mediator. The mediator first listens to the arguments made by Students 1 and 2 and takes notes. Then, in a second stage, the mediator works together with the other two students to find common ground between their points of view. Note that during this stage, Students 1 and 2 will have to 'come out of their corners' and work with the mediator to try to identify potential areas of compromise.

Vocabulary Information and research

SPEAK **Work in pairs to discuss these questions.**

1 Do news channels and newspapers provide **accurate, comprehensive** information?
2 Do you think information on the internet today is **clearer** or more **misleading** than in the past?
3 Would you agree that the subjects you were taught at school are or will be **relevant** to your life?
4 How **significant** is research into space exploration, longevity, GM foods?
5 What would be a **valuable** research project for your government to invest in?

Go back to page 35.

A While these may appear trivial, it turns out that they are just as demanding on our neural resources as bigger ones. And one of the first things we lose when our brains lack energy is impulse control; something essential when it comes to making informed and logical decisions.

B Certainly you can choose to ignore these attempts to get your attention. However, findings from a recent study have shown that simply having the opportunity to multi-task is detrimental to cognitive performance.

C All of that we can now do for ourselves via our smartphones, while simultaneously keeping up with our friends, careers and favourite TV shows. Our smartphones have facilitated a 21st-century mania for cramming a lot into every spare moment of downtime; a habit we call multi-tasking.

D On the other hand there is the social expectation that an unanswered message feels insulting to the sender. It's a perfect recipe for addiction: you receive a message, and that activates your novelty centres. You respond and feel rewarded for having completed a task.

E This means that its attention can easily be hijacked by the constant influx of notifications that flood our daily lives – most of which demand some sort of action. Share this link to a video of a baby panda, answer this query from a co-worker, or complete this brief survey.

F If a loved one corresponded with you via a poem or a song, even before the message was apparent, you had a reason to assume something about the nature of the content and its emotional value. If that same loved one corresponded instead via a court document, you would have expected a different message before even reading it.

G If students, for example, study and watch TV simultaneously, the information from their schoolwork goes into the striatum. This is a region of the brain specialised for storing new procedures and skills, not facts and ideas. Without distraction, it heads to the hippocampus, where it is organised in a way that makes retrieval easier.

3 SPEAK Work in pairs. What are the writer's main concerns about modern technology and the use of smartphones? To what extent do you agree with these concerns?

Vocabulary Information and research

1 Complete the sentences with a noun and a verb from the box in the correct form.

compile determine findings hypothesis misinformation privacy prove put forward sources uncover

1 ___Findings___ of a recent psychological study ___prove___ beyond doubt that women are better than men at multi-tasking.

2 Reporters should be obliged to reveal their ___sources___ if they ___uncover___ corruption.

3 It is an invasion of ___privacy___ when government agencies ___compile___ data on ordinary citizens by reading their emails.

4 Social media has made the spread of misinformation worse, and made it harder for people to ___determine___ the truth.

5 The ___hypothesis___ that scientists ___put forward___ about humans being able to travel in time one day simply isn't plausible.

2 SPEAK Discuss the statements in Exercise 1 with your partner. Which of them do you agree or disagree with? Why?

3 Turn to the Additional materials on page 204 for further practice.



Word formation Adjectives

1 **In the article 'Technology and the brain' which suffix was added to all of the following nouns to create adjectives?**

emotional detrimental logical

2 **Use the suffixes in the box to change each word below to an adjective. The same suffix is needed for all three words in each group, though spelling changes may be required.**

-able -ative -ent -ial ~~-ic~~ -less -ory -ous -y

0	allergy	*allergic*	art	*artistic*	drama	*dramatic*
1	approach	approachable	apply	applicable	believe	believable
2	argument	argumentative	inform	informative	provoke	provocative
3	introduce	introductory	contradict	contradictory	prepare	preparatory
4	chat	chatty	mud	muddy	rock	rocky
5	luxury	luxurious	mystery	mysterious	adventure	adventurous
6	end	endless	price	priceless	sleep	sleepless
7	persist	persistent	appear	apparent	obey	obedient
8	manager	managerial	influence	influential	territory	territorial

3 **Complete the sentences with the appropriate form of the word in capitals at the end of the line. The word you need may be an adjective or an adverb. A negative affix (*un-*, *in-*, *-less*, etc) may also be needed.**

0 I don't understand how he got the job. He's far too *incompetent* to be put in charge of a school. **COMPETENCE**

1 Her work has been acclaimed for its sensitivity of style and imaginative use of imagery. **IMAGINE**

2 Her performance at work was considered **un**satisfact**ory** and her contract was not renewed. **SATISFY**

3 The game becomes progressive**ly** harder as you move through the levels. **PROGRESS**

4 The assistants in Gamidges are unhelpful and **dis**courte**ous**. I shall shop elsewhere in future! **COURTESY**

5 My grandfather was extremely knowledge**able** about astronomy; the planets were his great passion. **KNOWLEDGE**

6 We strayed from the path and got hope**lessly** lost. **HOPE**

7 Although several companies made substan**tial** losses, the market as a whole was buoyant. **SUBSTANCE**

8 The bookcase was placed strategi**cally** near the door to hide a huge crack in the wall. **STRATEGY**



Word formation

1 It might be worth starting this section with a quick review of the word formation section in Unit 1, on Student's Book page 9. There students looked at how suffixes can be added to verbs to create nouns. Here they will examine how suffixes can be added to nouns to create adjectives. To add a bit of fun to Exercise 1, you could turn it into a race. The first student to scan the article and underline the three adjectives (*emotional*, *detrimental*, *logical*) is the winner.

2 It would be helpful to put students in pairs for this task. Note that for this type of exercise, it can be quite time consuming to elicit the answers one by one to the board. Consider either displaying the answers, if you have access to technology, or directing students to the **Answer key**, where they can quickly check their answers themselves. In the pronunciation section in Unit 1, students saw how sometimes word stress can shift when certain suffixes are added. Draw students' attention to examples of this in this exercise: *argument* /ˈɑːgjumənt/ and *argumentative* /ɑːgjuˈmentətɪv/; *mystery* /ˈmɪstri/ and *mysterious* /mɪˈstɪəriəs/; and so on. You could also call attention to spelling changes, like the doubling of final consonants in *chatty* and *muddy*.

3 Students work individually to complete the exercise. Remind them that a negative prefix or suffix (*un-*, *in-*, *-less*) may be needed. Correct in open class.

Teaching tip

Encourage students to create a special section of their vocabulary notebooks dedicated to word formation, where they can record and revise new forms of words. Here are a couple of ideas for organising this section:

- Small mind maps (also called spider diagrams) with the stem word in the middle of circle and the new forms of the words around it.
- A table with columns for different word classes: adjectives, adverbs, nouns, verbs, etc. Students put the stem word in the appropriate column and add the new form of the word in its appropriate column. Note that with this system, students don't have to try to fill in every column with every possible form of the word, just the new one(s) they want to remember.

Extra activity

To revise or further consolidate the new items from this Word formation section, invite the students to choose words they would like to practise and write questions to discuss with their classmates. Model a few example questions, e.g. *On a rainy day, where do you put your muddy boots when you get home? Do you think English grammar gets progressively easier or harder as you move from a beginner to an advanced level?* If students write their questions on cards, you could save them and then recycle the activity as a warmer or filler later on in the course.

Listening

1 Explain that scientists from around the world set up stations in Antarctica to carry out studies. Focus students on the picture. Ask what they think the people there might be researching. Then refer them to the **What to expect in the exam** box.

2 ▶ 3.1 Check students' understanding of the tips in the **How to go about it** box. If you think some students will find the task challenging, you could eliminate one or more of the wrong answers. You could also let them read the **Audioscript** (see below).

3 Students discuss the questions in pairs or small groups.

AUDIOSCRIPT

Listening Part 1 Multiple choice

▶ 3.1

I = Interviewer M = Moya D = David

I: My guests today are Moya Cutts and David Wallace, two meteorologists who have worked in Antarctica. Welcome.

M: Hello.

D: Hi.

I: It can't be easy living in Antarctica. What kept you motivated, Moya?

M: Well look, who wouldn't grab the chance to see Antarctica for themselves? The environment's so stunning and pristine. You've got the penguins and the albatross! If you look at our website later, you'll see some great photos. Generally, visitors aren't allowed near protected species, so we're privileged to be able to see them. Sure, the winters can seem long, but if you feel down, the team'll support you. And we're all trying to achieve the same thing – to produce good science. I was always thinking there's more we can accomplish as a group. That's what drove me. It's a challenge, of course. You're in constant darkness for a good part of the winter. And if the snowstorms are bad, you stay inside.

Ex 2 Q1

I: With the recruitment process, is there a standardised way to see whether you have the right aptitude for the job?

M: A psychometric assessment? Not that I'm aware of. Generally, you go in front of a panel of interviewers and have a long chat. It's nerve-wracking at first, but they've all been through the challenges of Antarctica themselves, so they can judge how well people are going to do, and so that approach works. It's just really important to know what's lying ahead of you.

Ex 2 Q2

D: Actually, at my interview, I thought I was applying for a 16-month stretch, but at the end they said, 'We'd like you to go for 34.' I was not expecting that! But they obviously believed I'd be up to the task, and definitely all those questions give both sides the information they need. Plus, I firmly believe that if you don't seize an opportunity, you end up regretting it. So, yes, that was that.

I: And David, how did you deal with months on end of darkness?

D: You get yourself into a routine pretty fast. When you first get there, there are lots of activities to take part in. Like, you make presents for each other on Midwinter's Day, or do the best you can. You're pretty much confined to the station by that point, as the outside temperature is minus 50 to 60 degrees. That's when you think, 'Can I get through this?' And the other ten people at the station are all thinking the same. Sometimes just the sound of someone walking down the hall will tell you whether they need to be left alone or whether they need company and a cup of tea. You just have to figure out how to get on with everyone. You go, 'OK, now I can put up with anything.' I guess it's something that changes you. You won't still be that same person your friends and family used to know.

Ex 2 Q3

I: So after that, how do you return to normal society?

D: It's rather like culture shock. I spent all that time with just ten people, and you have to pull your weight – not just with your specific job, but with the demands of communal living. So when I returned to London, I sort of expected everyone to be friendly and helpful – which they weren't. I'd happily start a conversation with anyone I'd meet. A few times, in a café, I found myself taking plates back to the kitchen. I'd have to remind myself that wasn't expected any more.

Ex 2 Q4

I: And Moya, what about the research you were doing? You were in charge of the weather balloon, I believe.

M: That's right. I spent a lot of time looking into the sky. It's perfect because there's no light pollution to interfere with observations. And now I can identify every possible cloud type there is. So, first thing every day I'd go out and release the balloon. What's nice is you know other people all over the world are doing the same thing – doing their bit to help forecast the weather, and that connects you, even if you're thousands of miles apart. That said, you can't wait to come inside again!

Ex 2 Q5

I: And then, what you do at the scientific station gets compared to satellite data?

M: Exactly. Sometimes when people ask me what I do, they're surprised the weather in Antarctica affects the weather across the world. And also that people like us still go out and send up weather balloons … something meteorologists have been doing since the late 1800s. But from the balloons we get information on atmospheric pressure, temperature, humidity, and wind speed – things that can lead to dramatic weather events. We use those measurements to help establish the accuracy of the satellite data we're sent. It doesn't always seem to match up. So then the challenge is to work out why the differences occur.

Ex 2 Q6

I: Will you ever return?

M: If I went back, it would be for a shorter period of time.

D: Same here.

I: Moya and David, thank you.

Listening Part 3 Multiple choice

1 **SPEAK** Look at the photo below of Antarctica. What might the people be researching?

2 **3.1** You will hear part of an interview in which two meteorologists called Moya Cutts and David Wallace are talking about their work in Antarctica. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

What to expect in the exam

This paper always contains six multiple-choice questions about a conversation or interview between two or more speakers. The recording lasts approximately four minutes. After you hear the instructions, you have 70 seconds to read through the task.

1 What kept Moya motivated during her stay in Antarctica?
- A her wish to protect the local ecosystem
- B the desire to push her own limits
- C her appreciation of the unique scenery
- (D) the idea of working towards a common goal

2 When asked about the recruitment process, Moya and David both suggest
- A it is less stressful than candidates might imagine it to be.
- B it can never fully prepare candidates for the Antarctic experience.
- (C) it is a reliable way to evaluate the suitability of candidates.
- D it may discourage some candidates from going to Antarctica.

3 Working through long periods of winter darkness led to David
- (A) becoming better equipped to deal with difficult situations.
- B recognising that he was not as creative as he thought.
- C developing an awareness of things he undervalued at home.
- D becoming a better judge of other people's character.

4 In response to the question about 'returning to normal society', David reveals that
- A it was natural for him to share his thoughts.
- B it was a relief to be able to talk to other people.
- (C) it was hard for him to break certain habits.
- D it was overwhelming to be amongst a crowd.

5 Moya says that being in charge of the weather balloon
- A inspired her to take on some additional studies.
- (B) gave her a sense of belonging to a community.
- C was more of a demanding role than she expected.
- D allowed her time and opportunity for self-reflection.

6 In Moya's opinion, the use of satellites for weather observation
- (A) can complement a traditional approach.
- B should be limited until technology improves.
- C has reduced the need for human involvement.
- D may create public concern about weather patterns.

How to go about it

- Underline key words in the question stems. In this way, you can listen for the answer during the recording, and then match this to the closest option.
- The options paraphrase and report ideas from the recording, e.g. in 1A, *her wish to protect the local ecosystem* might be paraphrased as *I hope I can help save the local environment.*

3 **SPEAK** Would you be willing, like Moya and David, to spend months away from 'normal society'? What might affect your decision?

Should there be any kind of restriction on human access to Antarctica? Why/Why not?



Language focus Present and future conditionals

1 **Match each of the conditional sentences from the Listening task with one of the explanations a–c.**

Zero conditional: If the snowstorms are bad, you stay inside. c

First conditional: If you look at our website later, you'll see some great photos. b

Second conditional: If I went back, it would be for a shorter period of time. a

a an imaginary situation in the present or future

b a possible future situation and its probable result

c a situation which is generally true

2 **Look at the following alternative structures to those used in two of the above examples. How do these changes affect the possibility of the event occurring?**

If you happen to look at my website later, you'll see some great photos.
It makes the event seem less likely or more of a chance possibility.
If I were to go back, it would be for a shorter period of time.
It makes the event seem less likely.

3 **In some situations *if* can be followed by *will*, *would* or *going to* in the same clause. Match each of the functions in the box with one of the sentences 1–5, according to the idea expressed in the *if* clause.**

insistence intention ~~polite request~~ refusal result willingness

0 If you'll come this way, Ms Taylor will see you now. *polite request*

1 If you will keep eating chocolate, it's no wonder you're feeling ill! insistence

2 If you won't turn your music down, we'll just have to call the police. refusal

3 If it'll help you relax, I'll get you a drink or something. result

4 If we're going to go for a walk, I think we should leave now. intention

5 If you would just let me explain, I'm sure you'd change your mind. willingness

4 **Go to Ready for Grammar on page 218 to check your answers to Exercises 1–3 and for further rules, explanations and practice.**

5 **Complete the following questions using your own ideas.**

1 Suppose you could time travel, _____?

2 If you succeed in the Advanced exam, _____?

3 If I were to tell you that _____?

4 Imagine that you _____?

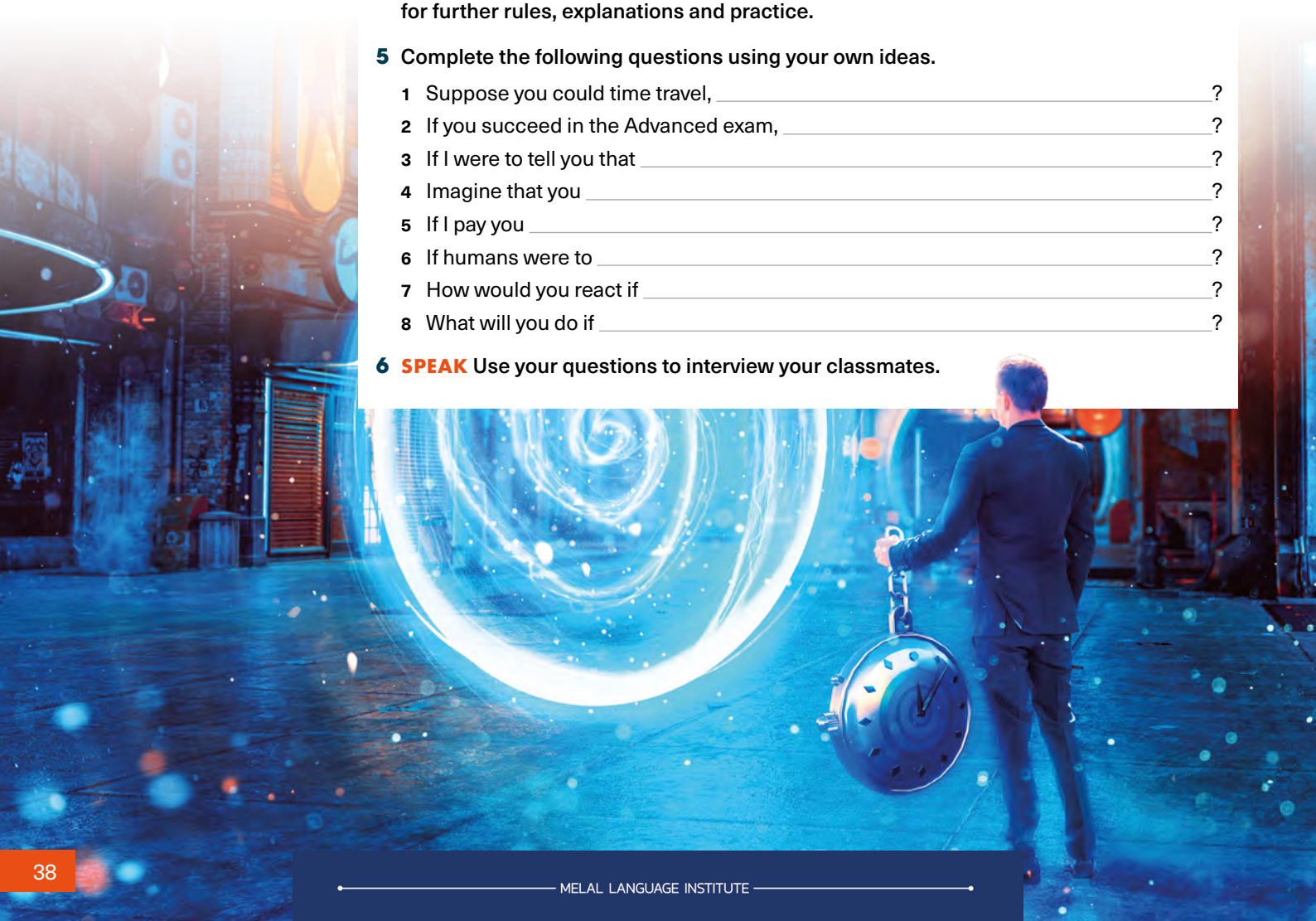
5 If I pay you _____?

6 If humans were to _____?

7 How would you react if _____?

8 What will you do if _____?

6 **SPEAK Use your questions to interview your classmates.**



Language focus

1 This first exercise checks students' understanding of basic conditional sentences before they see more advanced-level variations of these in Exercises 2–5. If you are not teaching this grammar on the same day as the listening on page 37, you could personalise the exercise by doing it with books closed. Board example sentences for the zero, first and second conditionals about your own life and elicit explanations a–c.

2–4 Students work their way through the guided discovery exercises individually and then check their answers by reading the **Ready for Grammar** section (see below). Resolve any remaining doubts about this grammar before having them to do controlled practice Exercises 1–2 on page 219 (see below).

5–6 While students do the **SPEAK** task in pairs or small groups, circulate and provide on-the-spot correction of the target grammar. An alternative way of doing this task would be to have students all stand up and do it as a mingle activity.

READY FOR GRAMMAR

3 Present and future conditionals

1 Zero conditional: *if* + present simple, present simple
- We use the zero conditional to talk about situations which are always true.
  If *I* ***eat*** *too much spicy food, I start to feel ill.*

2 First conditional: *if* + present simple, *will/going to/may/might/could* + infinitive
- We use the first conditional to talk about possible future situations and their probable results.
  If *you* ***don't water*** *that plant soon, it'****ll die****.*
- *if* + *should* / *happen to* / *should happen to* makes the event seem more unlikely or more of a chance possibility
  If *I* ***happen to see*** *Mr Dee there, I'****ll ask*** *him for you.*
- A more formal variation is to begin with *should*.
  Should *you wish to change your holiday arrangements, we will do all we can to help.*

3 Second conditional: *if* + past simple, *would/might/could* + infinitive
- We use the second conditional to talk about imaginary, unlikely or impossible situations in the present and future.
  If *I* ***had*** *an extra pair of hands, then I* ***could help*** *you!*
- *if* + *were to* + infinitive makes the event seem more unlikely.
  If *you* ***were to walk*** *in that direction for another thousand miles, you'****d*** *eventually* ***arrive*** *in Warsaw.*
- A more formal variation is to begin with *were*.
  Were *they to break the contract, we would, of course, take legal action.*
- *Suppose/Supposing/Imagine* can be used instead of *if*, particularly in speech.
  Supposing *you ran out of money, what would you do?*

4 *If* can be followed by *will*, *would* or *going to* when making polite requests or describing the result of a course of action.
If *you* ***would take*** *a seat for a moment, I'****ll tell*** *Mr Graydon you're here.*
If *it* ***is going to be*** *more profitable for the company, then I think we should do it.*

---

3 Present and future conditionals

1 For sentences 1–6, choose the correct alternative in italics.

1 If it *weren't* / *hadn't* / *wouldn't* for my broken leg, I'd think about entering the London Marathon again.
2 It's very unlikely you'll see her at the concert, but if you *happen* / *should* / *were* bump into her, give her my regards, won't you?
3 *Supposing* / *Provided* / *Unless* you came face to face with a bull: what might be the sensible thing to do?
4 If you just let me explain, I'm sure you *must* / *might* / *would* change your mind.
5 *Unless* / *As long as* / *Imagine* we have sufficient funds, we expect to begin the expedition early next year.
6 Does anyone *imagine* / *happen* / *suppose* to know what time Rob Jackman is giving his presentation?

2 Choose the correct option, a or b, to complete the sentences.

1 Unless action is taken immediately, the situation ___.
(a) will surely get worse b wouldn't get better
2 As long as Rick remains as team leader, morale ___.
a is low amongst the staff (b) will continue to drop
3 ___ that game till 2am every night, of course you'll feel tired!
(a) If you will play b If you are to play
4 ___ that promotion, I assume there'd be a pay rise.
a If I would accept (b) If I were to accept
5 ___ here a moment, I'll get someone to help with the luggage.
a Should you happen to wait (b) If you wouldn't mind waiting
6 Provided your visa is valid, you ___.
(a) can continue to stay in the country b will keep on staying in the country

Go back to page 38.

Speaking

1–2 Before doing this section, you could see how much students remember about Speaking Part 2 by asking questions like, *In this task, do we talk about two of the pictures or all three?* (Two.) Focus their attention first on the **Don't forget!** box. Then have them read and do the exercise in the **Useful language** box. Check answers in open class. Encourage students to choose one of sentence stems 1–4 from the **Useful Language** box to try to use when they do the task. Put the students in pairs and assign them the role of either Student A or B. While they do this **SPEAK** exercise, instead of monitoring for language-related errors, focus on how students handle the task, i.e. how well they compare the photos and speculate about what is happening, how well they develop their answers with examples and reasons, etc. Write down successful and less successful examples of this to share with the class afterwards. After giving feedback, if time allows, get students to repeat the task. Students A and B could switch roles, if they wish, or describe a different combination of pictures.

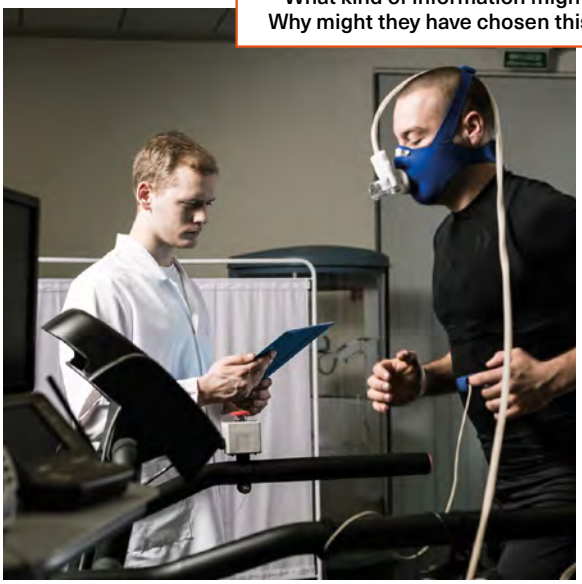
Speaking Part 2 Long turn

Look at the pictures below. They show people who are trying to obtain information in different ways.

Student A: Compare **two** of the pictures and say what kind of information the people might want to obtain, and why they might have chosen this way to obtain it.

Student B: When your partner has finished talking, say which of these ways might provide the more reliable information.

What kind of information might these people want to obtain?
Why might they have chosen this way to obtain the information?







Go back to page 39.

Speaking Part 2 Long turn

1 **SPEAK** **Look at the pictures. They show people who are carrying out some research. Before you do the task below, read the *Don't forget!* and *Useful language* boxes.**

Student A: Compare **two** of the pictures and say what the people might be researching and what difficulties they might have to overcome.

Student B: When your partner has finished talking, say which research you think might be the most useful.

2 **SPEAK** **Now change roles. Go to the Additional materials on page 200 and do the Speaking Part 2 task.**

Don't forget!

Do not simply describe the photos. Use language of comparison and speculation to talk about what is happening in the photos and what the similarities and differences are.

Useful language

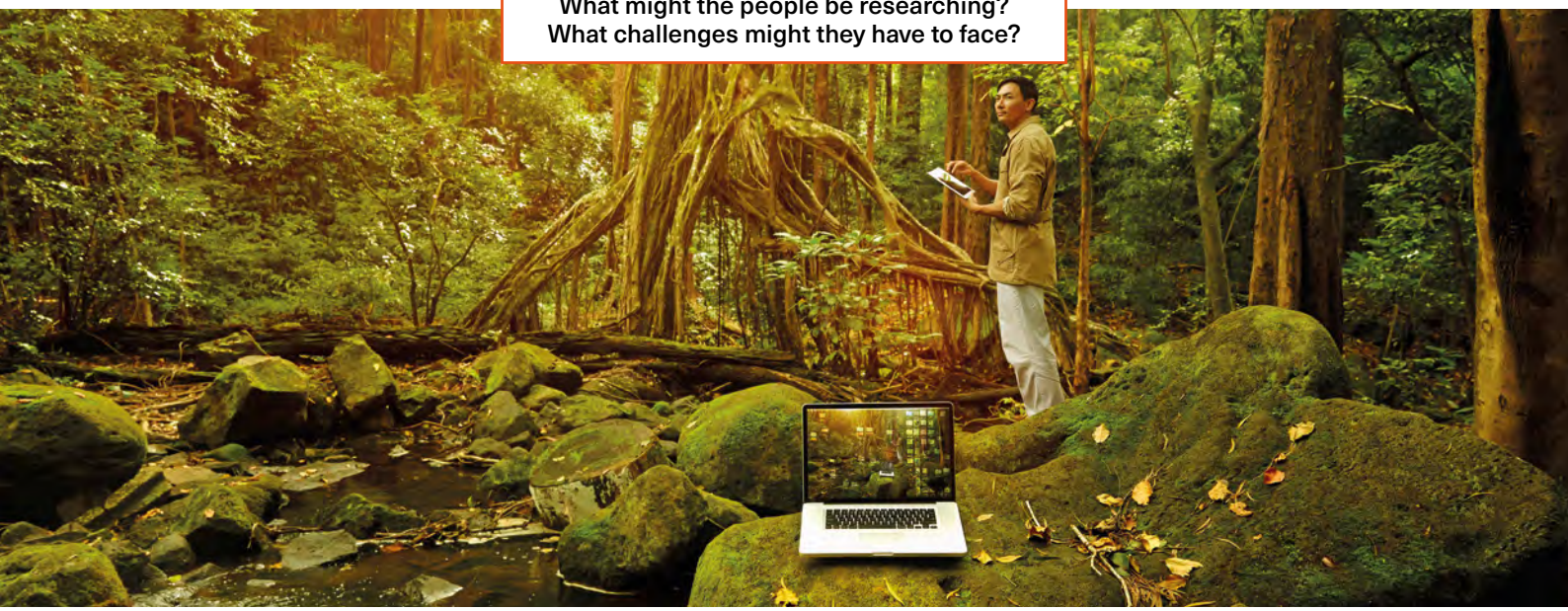
Student B

Develop your answer by giving examples of situations or reasons for your opinions.

Choose the correct alternative.

1 In *regards*/*terms* of which research I think might be the most useful, I'd say that ...
2 The *obvious*/*main* choice for the most useful research project is ...
3 The most useful research would, *no*/*without* a doubt, have to be ...
4 It's impossible to *nominate*/*determine* which research project would be most useful as ...

What might the people be researching?
What challenges might they have to face?







Listening Part 1 Multiple choice

Don't forget!

For questions like 'Both speakers feel that ...' or 'The speakers agree that ...', choose the option that paraphrases something the first *and* second speaker says.

1 **3.2** **You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

Extract One

You hear part of a radio discussion in which two writers are talking about their books.

1 How does the man feel about the last book he wrote?

A relieved that it has now been completed

(B) sorry that its scope could not be wider

C uncertain that it will have wide appeal

2 The woman says that using the internet for research purposes

(A) has generally made things easier for writers.

B is a rather unreliable way of obtaining information.

C merely supports traditional methods of investigation.

Extract Two

You hear two game designers talking about their work.

3 When beginning work on a new game, the first designer

A confers with others in the field.

B focuses mainly on character development.

(C) decides on an overall objective first.

4 Both speakers say that the best game designers

(A) have a wide range of interests beyond gaming.

B work with their fan base constantly in mind.

C experiment with multiple genres within the industry.

Extract Three

You overhear two university students talking about choices they have made.

5 The man has decided to go to Greece in order to

A take some time to reflect on his career choices.

B carry out some research for his university course.

(C) take part in a project that needs volunteers.

6 What does the woman regret doing?

(A) starting a job as soon as her studies were over

B choosing a career that was not fulfilling

C failing to take her studies seriously enough

2 **SPEAK** **Work in pairs. Discuss the following questions.**

1 What makes some video games better than others? What might be some future developments in the gaming industry?

2 How do you think universities might have changed in the last fifty years? Are these changes for the better or the worse?



Listening

1 3.2 Tell the students they are going to do a Listening Part 1 task, but first you want to see how much they remember about this exam task. Put students in pairs. Ask one student to turn to page 7 and quiz the other student on the information in the **What to expect in the exam** and **How to go about it** boxes. Model one question in open class, e.g. *What should you underline in the options?* (Key words). Then ask students to open their books to page 40 and read through the task. Refer them to the **Don't forget!** box. Note that students often find this particular type of question tricky and may need extra support at first. Play the audio twice. Check answers in open class. Alternatively, you could first ask students to check their answers individually with the **Audioscript** on page 241 (see below) and then discuss their answers with a classmate, justifying their answers with specific sections of the **Audioscript**. Quickly confirm their answers in open class and resolve any remaining doubts about the correct answers.

2 Students discuss the questions in pairs. Then, in open class, ask a few students to share what they discussed.

Teaching tip

When we do a listening task in class, we usually just push play and then stop the recording at the end of the task. Why not give students the ability to stop and rewind the recording? They won't be able to do this in the exam, of course, but at the beginning of the course it can be liberating for students to take control of a listening task. This way the class can explore the recording together, listening to certain parts as many times as they need to, and together find their way to right answer.

AUDIOSCRIPT

Listening Part 1 Multiple choice

3.2

M = Man W = Woman EM = English man

AM = American man

Extract 1

M: The last book I wrote was something my publisher asked me to write – about the River Thames, and its history – not exactly a passion of mine. I'm still not entirely sure why the publisher approached me, but I could imagine how other people might be interested, so I signed up. And once I'd got into it, I found the whole thing quite intriguing. I'd rather not have had to limit our investigation just to the inner city, but there's only so much you can pack into 400 pages. Now it's finished, I have to say I rather miss working on it. Do you enjoy the research side of things?

Ex 1 Q1

W: Not so much, but now I can use the internet, of course.

M: Indeed, but can you trust what you read?

W: The way I see it, the internet's given authors access to limitless knowledge – and all from the comfort of our own home. If only we'd had it when I was starting out. It would have saved me countless trips to the library and a lot of time and effort. Sure, you have to check and cross reference things, but I can live with that.

Ex 1 Q2

Extract 2

EM: If you only hang out with other game designers, if gaming is your entire world, that's actually going to work against your development. The people on top in this profession are the ones with … I'd call it, an 'insatiable curiosity' for, say, history, science, music – that kind of thing. Anyway, when I'm starting out on a new game, I'll work out what the goal is. That's my priority. So, for example, for my last game it was the idea that humans are a part of nature, not separate, and I'll go from there. The people and the overall image come later down the line.

Ex 1 Q4

Ex 1 Q3

AM: I probably have a similar approach and I agree that whatever you're designing – be it a first-person shooter, action-adventure, role-playing, whatever … if you want to become one of the great game designers, you need to have a great deal of general knowledge and an enquiring mind. A good grasp of behavioural psychology is also essential. Without this, you won't convince anyone, and playing a game without conviction is rather pointless.

Ex 1 Q4

Extract 3

M: I don't know if you've heard, but I'm off to Greece once the term finishes. I'm joining up with this team of archaeologists – they need people to do the physical stuff – the digging, I mean. It won't be paid, but it'll give me some real experience in the field – even if it's not strictly relevant to the courses I'm taking next year. And it'll make a change from the tedious kind of jobs I normally end up doing during the holidays.

Ex 1 Q5

W: Well, I imagine you'll really get a lot out of it. After I finished my first degree – and we're talking, er, at least ten years ago now, I got offered a position with a really prestigious firm of architects. I felt I couldn't say no, especially because we were all still waiting for the exam results to come out. And it was good there, but I still wish I'd given myself the chance to consider something else. Well, that's why I've come back to university, I suppose.

Ex 1 Q6

Language focus

1–4 In this unit, students have already looked at conditional sentences for discussing situations in the present and future. You could quickly review this grammar by boarding a few questions containing variations of zero, first and second conditionals. Invite them to discuss the questions in pairs. Students then open their books to page 41. They work their way through the guided discovery questions individually. Then give them time to discuss their answers with a classmate before they check their answers by reading the **Ready for Grammar** section (see below). Alternatively, you could take students through these exercises one by one in open class, clarifying the grammar and answering students' questions as you go. Direct students to the controlled practice exercises on page 219 (see TB42). Note that Exercise 1 uses a Reading and Use of English Part 4 style exercise, because this is the part of the exam where students are most likely to be tested on this grammar.

6–7 You could model this **SPEAK** task by writing a dialogue yourself before class, which you could perform with a confident student in open class. Put the students in pairs and give them time to think of ideas and write their dialogues. Monitor and check their use of the target language, providing on-the-spot error correction as necessary. Encourage students to ad-lib their dialogues a few times, trying out new ideas, before writing down a final version. Students rehearse their dialogues with their partners before performing it for another pair. The pair of students listening could note down the conditional sentences they hear.

You may wish to use **No regrets?** on the **Teacher's Resource Centre** at this point.

READY FOR GRAMMAR

3 Hypothetical situations

Past tenses can be used to talk about unlikely, imaginary or impossible situations in the present, past or future.

- *wish* / *if only* + past perfect can be used to express wishes, regrets and criticisms about the past.

  I wish / If only I hadn't eaten *my dinner so quickly. I've got indigestion now.*

  Note that *wish* + *would* is used to express irritation at someone's bad habit or at an annoying situation.

  I wish you wouldn't *eat with your mouth open!*

  I wish the bus would *be on time for once!*

- *should* + perfect infinitive can also be used to express regrets and criticisms about the past.

  We ***should have brought*** *an umbrella.*

  You ***shouldn't have spoken*** *to him like that.*

- Third conditional sentences (*if* + past perfect, *would/might/could* + perfect infinitive) can be used to speculate about how things might have been different in the past.

  If *you* ***had been paying*** *attention, you* ***might have understood*** *what I was saying. (You weren't paying attention, so you didn't understand.)*

  If it hadn't been for *that traffic jam on the motorway, we* ***would have got*** *here on time. (Because of the traffic jam we arrived late.)*

  A more formal variation is to omit *if* and begin with *had*.

  Had *she known about his criminal past, she would never have employed him.*

- Mixed conditional sentences can be used to speculate about how a different situation in the past might have had different results in the present

  If *you* ***hadn't stayed*** *up to watch the film last night,* ***you wouldn't be*** *so tired now.*

  or, alternatively, how changes to a present situation might have influenced the past.

  If *I* ***weren't*** *so broke at the moment, I* ***could have bought*** *you something decent for your birthday.*

Language focus Hypothetical situations

Wish / If only and alternatives

1 **Look at the extracts from Listening Part 1 and answer the questions.**

> *If only we'd had (the internet) when I was starting out (as a writer) ...*

1 Did the woman have the internet when she began her career as a writer? no
2 How does she feel about that? She regrets it.

> *I still wish I'd given myself the chance to consider something else (instead of becoming an architect).*

3 Did the woman consider doing something else other than working in architecture? no
4 How does she feel about that? She regrets it.

2 **Read the sentences. Then choose the correct words to complete the rules in the box.**

She'd prefer to have travelled on her own.
I'd like to have come, but I'm too busy these days.
He'd rather/sooner have seen the film by himself.

Wish / If only alternatives

If the subject is the ___same___ in both parts of a sentence introduced by *would prefer* or *would like*, a perfect infinitive (___to___ + ___have___ + past participle) is used when referring to the past.

When we use *would rather* or *would sooner*, the word ___to___ is omitted.

Past conditionals

3 **Match each sentence beginning (1–6) with an appropriate ending (a–f).**

1 If she hadn't found his name on the internet, __c__
2 Had I known it was going to rain so heavily, __f__
3 If it hadn't been for her quick thinking, __a__
4 If I didn't have three kids and rent to pay, __e__
5 If they hadn't lost their last two matches, __b__
6 If I got into trouble at school, __d__

a she could have had a serious accident.
b they'd be top of the league now.
c they might never have seen each other again.
d my parents used to stop my pocket money.
e I'd have given up this job a long time ago.
f I would have taken my waterproofs.

4 **SPEAK** **Work in pairs. Compare your answers to Exercise 3 and answer the following questions.**

1 Which sentences are third conditionals? sentences 1, 2 and 3
2 Which sentences are mixed conditionals? sentences 4 and 5
3 Which sentence uses the past simple to refer to past time? sentence 6

5 **Go to Ready for Grammar on page 218 to check your answers to Exercises 1–4 and for further rules, explanations and practice of hypothetical past situations.**

6 **Work with a partner. Write a dialogue which includes at least three hypothetical structures. Choose one of these situations:**

- You are both in the middle of a terrible trip.
- You are both in some kind of trouble at work.
- You have organised a surprise party for a friend, but things aren't working out as you'd hoped.

7 **SPEAK** **Join with another pair and roleplay your dialogue from Exercise 6.**

Writing Part 2 Report

1 **SPEAK** **Read the Part 2 task below. Discuss the purpose of orientation week and say what you think the experience of new students might be like.**

You have just completed the orientation week of a study programme in an English-speaking country. In preparation for a meeting between new students and the programme organiser, the organiser has asked you to write a report. In your report, you should explain in what ways your experience has been positive so far, outline any issues you have had, and suggest changes for future orientation weeks.

Write your report in 220–260 words.

2 **Read the plan below. How suitable is it? Does it address all the points in the task? Discuss your ideas with a partner.**

1

Possible answer

The purpose of orientation week is to familiarise new students with the college/university campus, to show them the facilities, such as the library and resource centre, to encourage them to join social groups, etc. Some students might find orientation week exciting and informative, but for others it can be a little overwhelming at times.



Report plan

I chose this college because of its great reputation

Tour of campus buildings

Certainly helped to be shown around in person

Useful app too – shows you where classes are located / quickest route

Signing up for sports and social clubs

People on stalls were friendly/encouraging – provided good information

Introduction to library

Was impressed with the new technology / range of resources

Librarian gave very useful introduction – how to find online articles

Recommendations

Would be good to meet more of the staff during the first week.

Who is my student counsellor, for example?

2

It's clear that the student is going to respond to the points in the task about 'positive experience' and also 'suggest changes'. It's less clear whether they plan to mention 'any issues'. The headings show that the writer has thought about the overall organisation of the report. They have also noted down some examples – *shows you where classrooms are located / how to find online articles* – which are details the target reader would find helpful.

3 **Now read a full sample answer. Discuss with your partner which of the statements about the sample answer you agree or disagree with.**

a The programme organiser is well informed, and all the content is relevant.

b The writer has omitted some information required for the task.

c The writer has extended their points by giving reasons and/or examples.

3

Statements **a** and **c** seem fair enough. Statement **b** is less accurate, as the writer has addressed all the points in the task, explaining in which ways their experience has been positive so far, mentioning an issue and suggesting changes for future orientation weeks.



Writing

1 This writing task gives students the opportunity to plan and write a report. They will have further practice of this genre in Units 5, 8 and 10. Note that students are likely to be less familiar with this genre than others found in Writing Part 2 and will therefore need a bit more guidance with it than, say, the email. Elicit or explain what an *orientation week* is and ask students to say what they would expect to see and learn there. Organise the students into pairs. Allow time for them to read and discuss the task instructions. In open class, ask students to identify the three points in the task: 1) ways your experience has been positive, 2) explain any issues and 3) suggest changes.

2 Give the students time to read the plan individually before comparing their ideas with a classmate. Explain that the writer has done a good job of thinking of relevant ideas for ways the experience has been positive and suggestions for changes, including detailed examples of both. However, it's less clear whether they will mention 'any issues'. This would be a good moment to stress the importance of including all the points from the task. If you do so, it's relatively easy to get top marks for *content* (1/4 of your mark), which can help pull up your overall mark if you score lower in *language* or one of the other three subscales.

3 After students have discussed the questions in pairs, elicit that statement b is not entirely accurate, as the writer has in fact mentioned all three points, including one issue they had (lack of opportunity to meet tutors and administration officers).

Extra activity

For reports, students will need to learn how to write headings. These are not only meant to divide a piece of writing but also to guide the reader through it. A good heading is clear and concise, giving the reader a basic idea of what the section contains at a glance. One simple way to practise writing headings is to rewrite a sample report without them. (One could be taken from the **Ready for Writing** section or the **Answer key**.) Students write their own headings and then compare theirs with the headings in the original sample report.

READY FOR GRAMMAR

3 Hypothetical situations

1 For 1–7, complete the second sentence so that it has a similar meaning to the first sentence.

1 If only I'd gone to France instead.
I'd sooner have gone to France (instead).

2 I do think you might have phoned earlier.
I wish you'd/you had phoned earlier.

3 We don't think you should have done that.
We'd rather you hadn't done that.

4 Don't you regret not going to university?
Don't you wish you'd/you had gone to university?

5 If only you'd mentioned it before!
You should have mentioned it before!

6 Do you wish you had stayed longer?
Would you like to have stayed longer?

7 Can you please stop texting while I'm talking to you! It's so annoying!
I wish you wouldn't text while I'm talking to you!
[note this is expressing annoyance with a present habit]

2 Rewrite the sentences in 1–6 using conditional structures.

0 We didn't get back in time to see him. It was a real shame.
If only we'd got back in time to see him.

1 He didn't revise for his exams. He regrets this now.
He wishes he'd revised for his exams.

2 I didn't take any books with me on holiday. I got really bored. If I'd taken a few books with me on holiday, I might not have got bored.

3 My parents bought me an iPod®. An iPad® would have been better. I'd rather my parents had bought me an iPad® (than an iPod®).

4 I couldn't see the film on TV last night. That was a pity – I really wanted to. I'd really like to have seen the film on TV last night.

5 My French isn't very good. That's probably why I didn't get the job. I might have got the job if my French wasn't so bad / was better.

6 They showed us all their holiday photos. I was hoping to watch the football. I'd rather have watched the football than looked at all their holiday photos.

Go back to page 41.

Writing

4–5 These exercises raise students' awareness of words and phrases commonly found in reports. When they come to write their own reports, encourage students to refer to this sample report and include this lexis in their own writing, as appropriate. Students work in pairs or individually to complete the exercise. Check answers as a class. Clarify the meaning of any items students are less familiar with, for example, *adopted measures* (rules that can be put into place).

6 Direct students' attention to the **How to go about it** box. Give the students time to write a plan for their essay, using the one on page 42 as model. Encourage them to think of headings for each section. The final writing could be done in class or set for homework.

Teaching tip

Though some students might prefer it, handwritten writing can be hard to read and easy to misplace. If the option is available to you, you could ask your students to type up their writing and submit it via email. This allows you to correct and save thier writing in an organised way. You can slso easily find and refer to writing done earlier in the course and compare it to a student's current writing, making it easier to assess progress. Encourage students to keep an organised record of their writing themselves. In general, students find it motivating to contrast a report they wrote at the start of the course with one written closer to the end. They can see just how far they have come!

Sample answer

Introduction

The aim of this report is to provide an overview of my experience of orientation week at Kingsland Language School. In particular, it will describe in which respects orientation week has been a positive experience. It will also consider aspects of orientation which were somewhat disappointing and propose measures that could be adapted to improve the situation.

First day interview

I was made to feel very welcome by the person who interviewed me because even though I knew that the aim of the interview was for her to assess my English abilities, I felt reassured by her friendly manner. She took time to go through my test with me, and carefully explain how students were placed in different classes.

The Learning Centre

I was particularly impressed with our introduction to the Learning Centre, and its state-of-the-art facilities.

Social Programme

The Social Programme leader seemed very knowledgable about places of interest in the area, and I really appreciated the fact that we were given a map showing the local cultural attractions as well as affordable places to eat out. On the other hand, the session felt rather rushed, and it was not clear how and when we would be able to make bookings for events.

Recommendations

All in all, orientation week offered some valuable opportunities to settle in to school life. However, in my opinion, the school should provide some more information online about the social programme, including a schedule of planned events, pricing and times when the social programme office is open.

Examiner comments

Content: The task has been completed reasonably well. The student has clearly addressed the three elements of the task (the positives, any issues, and recommendations), and gone into some detail in the section on 'First day interview' and 'Social Programme'. The section on the Learning Centre could be extended, and more information provided.

Communicative achievement: The target reader would be fairly well informed. The register is appropriately formal throughout.

Organisation: Report features are included and the writing is appropriately paragraphed. However, sentences are sometimes too long; they would benefit from more punctuation or could be turned into shorter sentences more appropriate for the genre of report writing: e.g. *I was made to feel very welcome by the person who interviewed me because even though I knew the aim of the interview was for her to assess my English I felt reassured by her friendly manner. / The Social Programme leader seemed very knowledgeable about places of interest in the area and I really appreciated the fact that we were given a map showing the local cultural attractions as well as affordable places to eat out.* The use of the phrases *on the other hand* and *in my opinion* are more suitable to a discursive composition.

Language: There is evidence of a range of vocabulary and tenses in use, with good use of adjectives and adverbs. There are a couple of language errors: misspelt word *knowledgable*, and the use of *adapted* instead of *adopted* to form the collocation with *measure*. However, these do not impede communication.

Mark: Good pass

Report on orientation week

The aim of this report is to (1) outline my experience of orientation week; in particular, to (2) say in which ways it has been most beneficial. It will also (3) comment on areas which were less positive and suggest (4) steps to resolve these.

Tour of campus buildings

The tour was *e*xtremely **well organised**, and we were able to see all of the main sites. This certainly made the idea of finding our way around campus less daunting. The guides were *cl*early **knowledgeable** and willing to answer our questions, giving us a real insight into college life. The college app was very useable and was *par*ticularly **effective** in identifying classrooms and routes. However, it would have been beneficial to meet tutors and administration officers. Unfortunately, this was not part of the orientation.

Sports and social clubs

The information available at the different stalls was *tr*uly **comprehensive**, and we were encouraged to sign up for a range of activities and clubs. There certainly seemed to be 'something for everyone'.

Introduction to the library

The technology and range of resources available left a very good impression on all of us. Furthermore, the senior librarian's talk on finding online articles was *hi*ghly **informative**.

Recommendations

Being able to meet academic staff before the course starts would be very welcome. If it were possible, I would suggest students are given the opportunity to meet tutors sometime towards the end of orientation week. Even if it weren't possible to meet them on a one-to-one basis, it would be *imm*ensely **helpful** to have a group meeting.

4 **Look at the underlined words and phrases (1–4) in the first paragraph of the sample answer. For each one, choose two words or phrases (a–h) from the box below that could be used in its place in a formal report.**

a) potential improvements 4 b) suggest which aspects have been 2 c) consider 3
d) summarise 1 e) measures that could be adopted 4 f) provide an overview of 1
g) assess 3 h) describe in which respects it has 2

5 **It is important to use a range of language in your answer. Complete the adverbs, shown in *italics* in the sample answer, which go with the adjectives in bold.**

6 **Now write your own answer to the Part 2 task in Exercise 1.**

How to go about it

Read the task carefully so you are aware of your target audience. In other words, know who you are writing for, as this will affect your choice of register.

- Make notes for each of the two or three requirements within the task. If you don't address all of them, it may affect your marks for Communicative achievement.
- Decide how you will organise your ideas into paragraphs.
- Note down any useful language you can add to your report.
- Write your report using a consistently formal style, with a heading and subheadings.

For more information on writing reports, see page 197.

3 REVIEW

Reading and Use of English Part 3 Word formation

Don't forget!

- You may need to write the negative or plural form of a word.
- Check the spelling of your answers. No marks are given for a word which is misspelt.

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Why toys can't be trusted

Smart toys now come in a **(0)** *VARIETY* of shapes and sizes. Although a top-of-the-range robot may be **(1)** unaffordable to people on an average wage, they can still buy toys that are able to respond in a **(2)** comparatively natural way to their children's questions. The toys lack the inbuilt technology to respond **(3)** independently, but their microphones record and transmit anything a child says to a server farm for analysis by speech algorithms. From here, a suitable reply can be sent back. However, privacy activists are **(4)** increasingly voicing their concerns about a range of **(5)** controversial issues.	VARY AFFORD COMPARE DEPEND INCREASE CONTROVERSY
Firstly, they point out that it is a terrible **(6)** invasion of privacy when parents can read a transcript of a recording. Secondly, they worry that manufacturers are making the recordings of children **(7)** accessible to third parties – corporations who could use the data in a way that was **(8)** advantageous to them. There is also the issue of hacking. Only by making privacy preferences easier for children to activate can we reassure them that their favourite teddy isn't secretly spying on them.	INVADE ACCESS ADVANTAGE

Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).



PICK A NUMBER

I very **(0)** *MUCH* resent having my privacy invaded, but I would never **(1)** go out of my way to make the lives of others difficult, **(2)** even if they do interrupt a semi-final of the football World Cup. **(3)** It was for this reason that I did not hang up as I heard the market researcher announce she was conducting a survey on behalf of my insurance company. **(4)** Having recently received settlement for a minor road accident, I supposed I was simply somewhere on a list of computer-generated phone calls, and just happened **(5)** to pick up the receiver before hundreds of other insurance claimants.

I started off with good intentions and did my best to provide her **(6)** with answers that accurately reflected my opinion. These were to be on a scale of 1 (extremely dissatisfied) to 10 (extremely satisfied). **(7)** However, by question number nine – 'How satisfied were you with the time it **(8)** took to process your claim?' – I had lost both interest and patience and resorted to calling out the numbers on the backs of players' shirts as they appeared on my television screen.

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Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

0 If the bank refuses to lend us money, we might have to ask your parents instead.

REQUEST

If the bank turns ..... *DOWN OUR REQUEST FOR* ..... a loan, we might have to ask your parents instead.

1 Having a holiday together was a mistake because we argued all the time.

NEVER

I wish ..... we had never gone ..... on holiday together because we argued all the time.

2 You were not supposed to tell anyone about my news!

SECRET

I'd rather ..... you had kept my news secret ..... instead of telling everyone!

3 Although I wanted to quit eating sugar gradually, my doctor told me to stop immediately.

PREFER

I ..... would prefer to have given / would have preferred to give ..... up sugar gradually, but my doctor told me to stop immediately.

4 I would find Andy more attractive if he didn't laugh at strange things.

SENSE

If it were ..... not for his strange sense of ..... humour, I would find Andy quite attractive.

5 If you should ever come to France, please feel free to visit us.

HAPPEN

Please feel free to visit us ..... should/if you happen to come / if you should happen to come ..... to France.

6 The most likely reason for the scientists getting the conclusion wrong is that they were not thorough enough with their research.

PROBABLY

If their research had been more thorough, the scientists ..... would probably not have / probably would not have come/jumped ..... to the wrong conclusion.

How to go about it

- Read both sentences and decide what information is missing in the second. How can the key word supply it?
- Be accurate. If the key word is a verb, does it take a preposition? Is it followed by a gerund or infinitive?
- If the key word is a noun, you may need to think of the verb that collocates with it.

Writing Part 1 Essay

Your class has just listened to a radio discussion on the role of libraries in society. You have made the notes below:

The role of libraries in society:

- providing learning resources
- hosting community events
- offering different classes

Some opinions expressed in the debate:

'At the library, you can access any information you need.'

'People enjoy meeting up at their local library.'

'Taking a language or an art class at the library can be fun!'

Write an essay for your tutor discussing two of the roles of libraries in society in your notes. You should explain which role is more significant, giving reasons to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.

For more information on writing essays, see page 192.

3 REVIEW

Pronunciation Sentence stress

1 **3.3** **Only some of the words in a sentence are stressed, as shown in 1–8. Listen and repeat the sentences, taking care to stress only those words marked with a square (▪).**

1 If you'd lent me your bike, I would have got there sooner.
2 If you will keep talking, it's no wonder you can't concentrate.
3 How am I supposed to help you, if you won't answer your phone?
4 If you would just let me explain, I'm sure you would change your mind.
5 If it weren't for my savings, I wouldn't be able to survive.
6 If only it would rain; the grass in my garden is completely dry.
7 Had you been paying attention, you might have understood my instructions.
8 I wish I could've gone to the concert with you.

2 **In 1–4, decide whether each sentence is True or False. Use examples from Exercise 1 to justify your answers.**

1 Content words, such as nouns, main verbs, adjectives and adverbs, are usually stressed.
2 Positive forms of auxiliary verbs are never stressed.
3 Negative forms of auxiliary verbs are never stressed.
4 Other grammar words (prepositions, articles, pronouns) are not usually stressed.

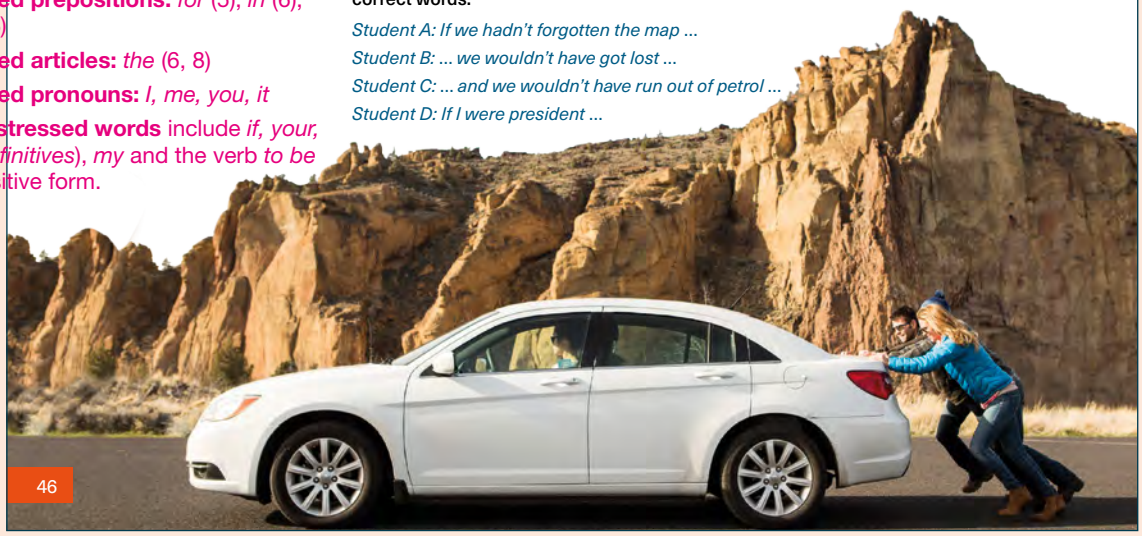
3 **SPEAK** **Work in pairs. Complete the sentences with a word or short phrase and practise saying them with the correct pronunciation.**

1 If people will follow the news all day long, it's no wonder they feel _____.
2 If smartphones had been invented a hundred years earlier, _____.
3 I wish people would stop _____. If they did, the climate might improve.
4 If only we had more information about _____; we might be able to _____.
5 If it weren't for the internet, we _____.

4 **SPEAK** **Compare your sentences with those of another pair of students. Do you agree or disagree with each other's sentences?**

5 **SPEAK** **Chain game. Work in large groups. Take turns to say the first clause of a conditional. The other students in the group have to take turns adding second clauses to the sentence for as many times as possible. The person who cannot think of a second clause must come up with a new first clause. Remember to stress the correct words.**

Student A: If we hadn't forgotten the map ...
Student B: ... we wouldn't have got lost ...
Student C: ... and we wouldn't have run out of petrol ...
Student D: If I were president ...



46

2

1 True

Stressed nouns: *bike, wonder, phone, mind, savings, grass, garden, attention, instructions, concert*

Stressed main verbs: *lent, got, keep, talking, concentrate, supposed, help, answer, let, explain, change, survive, rain, paying, understood, wish, gone*

The verb *to be* is not usually stressed, except in the negative form (*If it weren't for my savings*).

Stressed adjectives: *sure, able, dry*

Stressed adverbs: *sooner, just, only, completely*. The adverb *there* (1) is not stressed.

Question words, such as *How* (sentence 3), *What, Why, etc, are also usually stressed.*

2 False

Some are *not usually* stressed. Examples: *would* (1, 4, 6);

have (1, 7, and *'ve* in 8); *been* (7).

Note, though, the following exceptions: *will* in 2, where *will* means *insist on* (and the speaker is expressing annoyance); *had* in 7 for emphasis in an inversion. Also, modal verbs such as *might* (7) and *could* (8) are usually stressed.

3 False

Negative forms of auxiliary verbs are *usually* stressed: *can't* (2); *won't* (3); *weren't* (5); *wouldn't* (5).

4 True

Unstressed prepositions: *for* (5); *in* (6); *to*, *with* (8)

Unstressed articles: *the* (6, 8)

Unstressed pronouns: *I, me, you, it*

Other unstressed words include *if, your, to* (*with infinitives*), *my* and the verb *to be* in the positive form.

Pronunciation

1 In Unit 1, students looked at word stress. Here they focus on sentence stress. The two concepts are not dissimilar. In each word, certain syllables are stressed more than others; in each sentence, certain words are stressed more than others. This combination of stress and unstress is what creates the rhythm of English. An alternative approach to Exercise 1 would be to do it with books closed and the sentences on the board. Play the recording and have the students listen and mark the stressed words. Elicit and mark the stressed words on the board. Then, in pairs, students practise saying the sentences. Monitor their pronunciation.

2 After students have decided if 1–4 are true or false, give them time to check their answers with a partner, justifying their answers with examples from Exercise 1. At this stage, use the information in the **Answer key** to resolve any doubts about this feature of pronunciation before moving on to Exercises 3–5.

3–5 While students do the **SPEAK** exercises, monitor their pronunciation and provide on-the-spot correction.



ALL IN A DAY'S WORK

KEY LANGUAGE

Gerunds and infinitives
Comparisons
Point, use, purpose and *advantage*
Body and movement idioms
Phrasal verbs

PRONUNCIATION

Intonation: rising and falling tone

EXAM PRACTICE

Reading and Use of English Parts 4 & 6
Writing Parts 1& 2
Listening Parts 2 & 4
Speaking Parts 1, 2, 3 & 4

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

1 What kind of job do you think you will do in future?
2 Do you consider yourself to be an ambitious person?
3 Do you think it is better to work for a small or large company?
4 Is it a good idea for young people to work part-time while they study?
5 How important is it for people to have a job that they enjoy?

This unit deals with the themes of careers, and planning and preparing for them. Reading and listening tasks will help extend vocabulary associated with work-related issues. All the exercises are thematically connected. Featured grammar supports the speaking and listening tasks, and students have the chance to consolidate this new language through controlled and freer practice.

Read the unit objectives to the class.

SPEAKING Part 1 Interview

Focus students on the picture. Ask them to speculate what his job is (*most likely an archaeologist*) and the pros and cons of this line of work. Then move onto the questions. Since students have recently looked at sentence stress in the pronunciation section of Unit 3, you could start with books closed and dictate the questions. After students check their sentences against the ones in the book, elicit the stressed words in each question. Have them practise saying them with the correct sentence stress. Students discuss the questions in pairs. Round off the task with an open class discussion of the importance of work within the students' society/societies. Alternatively, you could introduce the question of how a good level of English fits into students' professional ambitions and goals.

ONLINE MATERIALS

Dictation challenge (**Teacher's Resource Centre**)
Dream job interview (**Teacher's Resource Centre**)
Unit 4 Test (**Test Generator**)
Unit 4 Wordlist (**Student's/Teacher's Resource Centre**)
Unit 4 On-the-go-practice (**App**)

4 ALL IN A DAY'S WORK



Vocabulary *Point, use, purpose* and *advantage*

1 **Use the words in the box to complete these statements. Change the form when needed.**

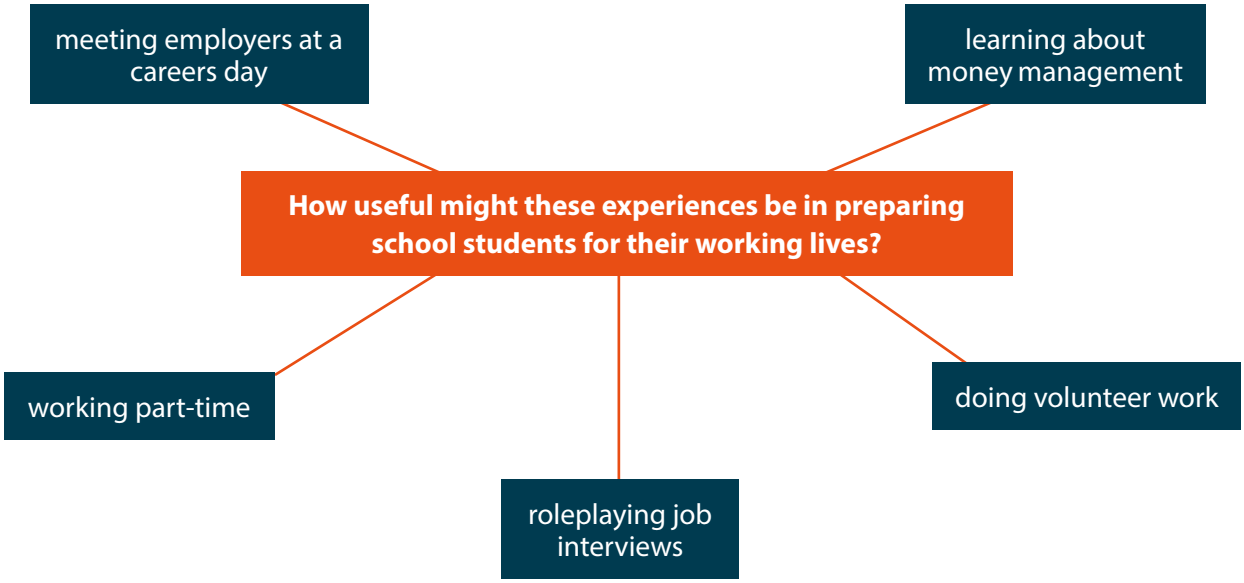
advantage purpose point use

1 **It's to your** advantage **to** make as many contacts as possible. It'll make it easier to get a job.
2 Doing an unpaid internship **seems a bit** pointless/useless if you ask me. I'd much rather just get an entry-level paid job.
3 It's normal to start questioning your purpose **in life** when you're young – it's the reason why you're here!
4 I'm useless **at** anything to do with finance and money management. Maths was never my strong subject.
5 Being shy definitely **puts you at a** disadvantage in a job interview. But it's important to make eye contact at least.
6 Companies have dress codes **for a** purpose, so employees should stick to them.
7 I think anything you learn at school will eventually **come in** useful one day.
8 **There comes a** point **in life when** you have to start standing on your own two feet.
9 I didn't **make** good use **of** my time at school. I wish I'd studied a bit harder.
10 I don't really **see the** point/use **of** learning to code as a school subject because technology is constantly changing.
11 Students should **take full** advantage **of** online business networking sites.
12 Vocational jobs such as teaching and nursing give people **a clearer sense of** purpose.

2 **SPEAK** **Work in pairs. Discuss to what extent you agree or disagree with the statements in Exercise 1. Give reasons for your answers.**

Speaking Part 3 Collaborative task

1 **SPEAK** **Work in pairs. Here are some things that school students can do to help them prepare for their working lives.**



Lead-in

Board the word *success*. Lead an open class discussion by asking students the following questions: *What does success mean to you? How important is it to be successful? Is it possible to have too much success in life? What do you think is more important, to succeed in your personal life or your professional life?*

Vocabulary

1 You may want to start by eliciting the pronunciation of *advantage* /ədˈvɑːntɪdʒ/ and *purpose* /ˈpɜːpəs/. Students do the exercise in pairs and then check their answers with a classmate. To save time correcting this exercise, you could display the answers or direct students to the **Answer key**.

2 As students discuss the statements, monitor and give support as necessary. It could be useful to board some linking words and phrases for giving reasons, e.g. *since*, *owing to*, *due to the fact that*, *because of* + noun. Finish the exercise with open class feedback.

Speaking

1–2 As a class, discuss what interaction looks like when it is collaborative. Remind students there are two phases to Speaking Part 3: the discussion phase, where candidates use the prompts to discuss the question, and the decision phase, where candidates are asked a second question requiring them to negotiate towards a decision. Students can look at the **Useful language** box before they do the task. Alternatively, they could look at it afterwards and discuss where they could have used this language, if they haven't done so already. They could then repeat the task and try to include as much of the useful language as they can.

3 Direct students to the **Additional materials** (see TB49). In this part of the speaking exam the examiner may direct questions only to one candidate or ask candidates to discuss the answer to a question together with their partners. Monitor students' conversations and make note of examples of successful and less successful language to explore later during a feedback stage.

AUDIOSCRIPT

Listening Part 4 Multiple matching

4.1

Speaker 1 I was told the best way to prepare for an interview is by checking out the company's website. Ex 2 Q1 The idea, of course, is that it proves you're keen on working for them because they can see you've done your homework. The trouble was that they hadn't done theirs – the web page hadn't been updated for over a year. That's not what you expect from professionals, right? So, I marched in there, certain I knew my stuff, but Ex 2 Q6 I was asking the panel about products they'd apparently stopped making. They must have thought I was weird. Having said that, I wasn't that impressed with them, either. Maybe it was a lucky escape.

Speaker 2 So I was up all night, in the living room, talking to the dog. Strange, I know, but the dog was the interviewer, and I was imagining the conversation we'd be having. Ex 2 Q2 I'm not sure that's what the writer of the article had in mind when she said, 'Rehearse the situation with a friend', but it seemed like a good idea at the time. Anyway, it was all a wasted effort, really. Ex 2 Q7 I overslept the next morning and by the time I got to their offices – looking and feeling like a total mess – the interviewer had already started interviewing someone else instead. So when I was eventually called in, my gut feeling was that I'd already missed my chance. That put me at a disadvantage, obviously.

Speaker 3 It wasn't exactly my dream job, but the money was decent. So I went to the interview and it was going OK until Ex 2 Q8 they asked for a bit more info about my degree. Turns out it didn't really fit with the job requirements. The interviewer continued chatting for a while and cracked a couple of jokes, but it was basically pointless. It was especially annoying because I'd bought a new suit. When I told Mum afterwards, she didn't exactly manage to hide her disappointment. Ex 2 Q3 She'd been on at me for weeks to do something about my anxiety, and had recommended these breathing exercises to calm me down before the interview started. But that wasn't the issue in the end.

Speaker 4 According to this so-called expert, Dr Benson, you're not to lean back in your chair, otherwise it gives the impression you're insecure and you're trying to cover it up. Ex 2 Q4 Leaning forward is what you're supposed to do. That and smiling, to project confidence. Well, I did that in the interview … so much so that my face began to ache. But to be honest I think the human resources person saw right through me. Ex 2 Q9 She said they were looking for lively, bubbly people for their sales team, and wasn't convinced I fitted the bill. To be honest, I was talked into applying by a friend who already worked there and was earning quite a bit. We both should have realised I'm not cut out for sales work.

Speaker 5 I thought my preparation would come in useful but the interviewer put me right off. Ex 2 Q10 It felt like an interrogation, like he was trying to catch me out, and so I struggled to respond. I felt sick about the whole thing afterwards, I can tell you. And I needed that job to help pay off my student debt. So much for the advice from the careers office. Ex 2 Q5 They'd said it's helpful to picture the interviewer in the bath, playing with a plastic duck! That'd make the interviewer seem more human and less intimidating. But sitting there, across the table, that advice went right out of my head. I was just counting the seconds till I could leave.

Listening

1 Students discuss the questions in pairs. Feedback in open class.

2 4.1 For varying levels of support, you could consider the following ideas for differentiation: Eliminate some or all of the distractors – in column 1: B, C, E. In column 2: A, E, H. Alternatively, give students one of the answers for each speaker, e.g. answers to questions 1, 3, 5, 7, 9. Higher-proficiency students could attempt the task without this support.

3 You could model this exercise by telling students about an interview you had. It might be particularly interesting to talk about one that didn't go very well!

Speaking Part 4 Further discussion

Discuss the following questions.

1 What do you think people gain from doing volunteer work?
2 Some people stay with the same company for many years. Why do you think this is?
3 Do you think it's a good idea for young people to travel before they settle into a career?
4 Some people believe that job satisfaction is more important than a high salary. Do you agree?
5 Sometimes work can take over people's lives and leave them no time for personal interests or a social life. Why do you think this is?

Go back to page 49.

READY FOR GRAMMAR

4 Gerunds and infinitives

A The infinitive with *to* is used:

- to express purpose.
  *I went out **to get** some fresh air.*
- after some adjectives.
  *It's not **easy to find** work these days.*
- after *to be*, to give orders or express arrangements.
  *You're **to stay** here until I get back.*
- after *would hate/like/love/prefer*.
  ***Would you like me to do it** now?*
- after *agree*, *appear*, *arrange*, *ask*, *attempt*, *choose*, *decide*, *demand*, *deserve*, *expect*, *help*, *hesitate*, *hope*, *learn*, *manage*, *offer*, *prepare*, *pretend*, *refuse*, *seem*, *threaten*
  *If you need any help, don't **hesitate to contact** me.*
- after the following verbs + object: *advise*, *allow*, *ask*, *challenge*, *enable*, *encourage*, *expect*, *force*, *help*, *intend*, *invite*, *order*, *persuade*, *recommend*, *remind*, *teach*, *tell*, *urge*, *warn*
  *My family **encouraged me to go** to university.*
  If *advise* and *recommend* are used without an object, the gerund is used.
  *I **recommended applying** to King's College.*
- after *ability*, *attempt*, *capacity*, *chance*, *decision*, *desire*, *determination*, *effort*, *failure*, *intention*, *need*, *opportunity*, *permission*, *plan*, *proposal*, *refusal*, *right*, *tendency*, *way*, *willingness*.
  *Her **refusal to accept** his ideas led to his **decision to resign**.*

B The bare infinitive (without *to*) is used:

- after modal verbs.
  *I **shouldn't eat** this really, but I **can't resist** it.*
- after *had better*, *help*, *let*, *make*, *would rather/sooner*.
  *We'**d better go** home now – it's very late.*

In the passive, *make* is followed by the infinitive with *to*.
*We **were made to do** all the dirty jobs.*

C The gerund is used:

- as the subject, object or complement of a clause or sentence.
  ***Playing** golf is fun, but I find **watching** it rather boring.*
- after prepositions.
  *We thought **about going** to France this year.*
- after *have difficulty/problems*, *there's no/little point*, *it's no good/use*, *it's (not) worth ...*
  ***It's no use asking** him – he won't know the answer.*
- after *admit*, *adore*, *advise*, *anticipate*, *appreciate*, *avoid*, *can't help*, *can't stand*, *consider*, *delay*, *deny*, *detest*, *dislike*, *enjoy*, *feel like*, *give up*, *imagine*, *involve*, *keep*, *mind*, *miss*, *postpone*, *practise*, *prevent*, *propose*, *put off*, *recommend*, *resent*, *resist*, *risk*, *suggest*.
  *I **resent having** to do all the housework myself.*
- after the following verbs + the preposition *to*:
  to adapt/adjust to, *admit to*, *confess to*, *get round to*, *get used to*, *look forward to*, *object to*
  *She **confessed to being** surprised by her success.*

If the subject of the main verb and the gerund is different, an object (pronoun) or possessive adjective is used.
*I couldn't **imagine him eating** something like this.*
*We **appreciate your coming** to tell us so quickly.*

2 Now decide together which experience would most help a student build their self-confidence in readiness for work.

Useful language

Habitual behaviour: *It's pretty normal for 16-year-olds in my country to have part-time jobs. / I used to help out at my local animal shelter.*

Hypothetical situations: *If schools focused on money management, it would probably help some students with budgeting.*

Asking questions about the five things to discuss:

Do you think this one would be helpful at all?

What do you think students might gain from ... + ing?

3 Go to the Additional materials on page 201 and do the Speaking Part 4 task.

Listening Part 4 Multiple matching

1 SPEAK Work in pairs. What advice would you give to someone going for a job interview?

2 4.1 You will hear five short extracts in which people are talking about interviews they attended.

TASK ONE

For questions **1–5**, choose from the list (**A–H**) the advice each speaker received before attending the interview.

TASK TWO

For questions **6–10**, choose from the list (**A–H**) the problem each speaker encountered during the interview.

While you listen you must complete both tasks.

A use body language to your advantage
B arrive early for the interview
C wear clothes that are appropriate for the role
D show you have done some research
E avoid asking about salary early on
F practise the interview beforehand
G imagine the interviewer in an amusing situation
H try to control your nerves

Speaker 1 D 1
Speaker 2 F 2
Speaker 3 H 3
Speaker 4 A 4
Speaker 5 G 5

A becoming suddenly unwell
B mentioning irrelevant information
C not having the right persona
D arriving late for the interview
E feeling inferior to another applicant
F lacking the right qualification
G failing to answer the questions well
H being offered less pay than expected

Speaker 1 B 6
Speaker 2 D 7
Speaker 3 F 8
Speaker 4 C 9
Speaker 5 G 10

3 SPEAK Work in pairs. Tell your partner about an academic or job interview you have had. Say how you prepared for it, what you remember about the interview, and what the outcome was.



Language focus Gerunds and infinitives

Review

1 Match the underlined verbs in sentences 1–8 with the reasons why they are in the gerund or the infinitive (a–h).

1	The best way <u>to prepare</u> for an interview is ...	g
2	... by <u>checking</u> out the company's website.	d
3	They can <u>see</u> you've done your homework.	f
4	You're not <u>to lean</u> back in your chair.	a
5	<u>Leaning</u> forward is what you're supposed to do.	b
6	She'd recommended these breathing exercises <u>to calm</u> me down.	e
7	She didn't exactly manage <u>to hide</u> her disappointment.	c
8	It's helpful <u>to picture</u> the interviewer in the bath.	h

a Here, the verb *to be* + infinitive is used to give an instruction.
b The verb is the subject of the sentence, so the gerund is usually used.
c This particular main verb is always followed by the infinitive.
d All prepositions take the *-ing* form of a verb.
e This is an example of the infinitive of purpose (*to = in order to*).
f Modal verbs are followed by the infinitive without *to*.
g This noun is often followed by the infinitive form.
h Clauses with *to be* + adjective are followed by the infinitive.

Nouns followed by the infinitive

2 Use the information in the informal sentence a to complete the formal sentence b with words from the box. You should use each word only once.

ability attempts determination effort tendency willingness

1 a It's very obvious that he really wants to get on in the company, and he's done a lot to get over his shyness.
b He has shown a clear determination to make progress in the company, and he has made a great effort to overcome his shyness.

2 a She usually thinks it's her fault if work doesn't get done on time, even though I've tried to tell her several times it's not true.
b She has a/an tendency to blame herself if deadlines are not met, despite my various attempts to persuade her otherwise.

3 a The best things about her are that she's prepared to take on new challenges and she can handle stressful situations.
b Her greatest strengths are her willingness to accept new challenges and her ability to cope with pressure.

3 Go to Ready for Grammar on page 220 to check your answers, and for further rules, explanations and practice.

4 SPEAK Work in groups. Talk to each other about something you

- would miss being able to do if you lived abroad.
- are planning to do in the next few months.
- often forget to do.
- always have difficulty doing.

Writing Part 2 Formal email or letter

What to expect in the exam

In Part 2, you may be asked to write an email or letter. The level of formality will depend on your reason for writing and the target reader.

1 Read the Writing Part 2 instructions and the sample answer. Identify the two key task requirements, and underline parts of the email where the writer has addressed these. Then compare your ideas with a partner.

You see the following announcement from a local events centre.

VICTORIA EVENTS CENTRE

A premier events venue hosting conferences, concerts and exhibitions

We are offering places on our work experience programme next month. If you are interested in applying for a place, send us an email outlining any relevant skills and qualities you have, and explaining what you hope to gain by attending the programme.

Write your email in reply.

Language focus

1 Books closed. On the board, write: *The students enjoy doing speaking activities. The teacher is always willing to help. You mustn't eat in class*. Ask students which of the underlined words is an infinitive with *to* (*to help*), bare infinitive (*eat*) and gerund (*working*). Tell students that in this lesson you will be looking at some rules for when to use these verb forms. Elicit any rules they remember. Books open. Students complete the exercise individually or in pairs. Note that this first exercise is designed to give the teacher an idea of how much students already know about how to use this grammar, so take note of anything they find challenging here.

2–3 Exercise 2 moves into more formal uses of infinitives that students may be less familiar with at this level. Check the meaning of the words in the box before the students do the exercise. Students then work individually or in pairs to complete the exercise. As students finish, direct them to the **Ready for Grammar** section (see TB49 and below). An idea for an extension activity would be to set up a grammar jigsaw, where different students read different sections of the grammar explanations, for example, Student A reads about infinitives and Student B reads about gerunds. Then pair up the students and have them explain what they learned. In open class, clarify any remaining doubts about this grammar point before moving on to the controlled practice exercises (see below and TB51).

4 Before the students do the task, give them some preparation time. Encourage them to ask each other follow up questions related to their statements, so the interaction develops into more of a conversation. During the task, go around the class and monitor, providing on-the-spot correction of the target language. Any other non-impeding errors can be noted down and discussed later in a feedback stage.

You may wish to use **Dictation challenge** on the **Teacher's Resource Centre** at this point.

4 Gerunds and infinitives

D The following verbs can be followed by the gerund or the infinitive with *to* with no change in meaning:

begin, *can't bear*, *continue*, *hate*, *intend*, *like*, *love*, *prefer*, *start*

*She suddenly **started singing/to sing**.*

E The following verbs can be followed by the gerund or the infinitive with *to,* but with a change in meaning:

forget, *mean*, *regret*, *remember*, *stop*, *try*

- The infinitive is used with *remember*, *forget*, *regret* and *stop* when the act of *remembering*, etc comes first. The gerund is used when it comes second.

  *I must **remember to post** this letter later.*

  *I distinctly **remember posting** the letter yesterday.*

  *Her car broke down and no one **stopped to help** her.*

  *I've **stopped eating** chocolate.*

  When *regret* is followed by the infinitive with *to*, it is normally used with verbs such as *say*, *tell* and *inform*. This use is formal.

  *We **regret to inform** you that your application has been unsuccessful.*

- *try* + infinitive with *to* means *attempt. try* + gerund means *experiment with*.

  *Please be quiet – I'm **trying to sleep**.*

  *If you can't sleep, **try using** earplugs.*

- *mean* + infinitive with *to* means *intend*. *mean* + gerund means *involve*.

  *I've been **meaning to write** to you for ages.*

  *Changing jobs also **meant changing** house.*

- *need* + gerund expresses a passive meaning, while *need* + infinitive with *to* has an active meaning.

  *The plant **needs watering**. / I **need to water** the plant.*

- *require* + gerund expresses a passive meaning. *require* + a direct object is followed by the infinitive with *to*. A passive form is also commonly used.

  *The document **requires formatting**.*

  *We **were required to fill** in a form.*

Nouns followed by the infinitive

Some abstract nouns can be followed by a *to*-infinitive.

*She has a **tendency to put** herself down during interviews.*

*The **decision to move** overseas was a difficult one.*

4 Gerunds and infinitives

1 **There is a mistake in one sentence in each pair. Find the mistake and correct it.**

0 a You can't help ~~to feel~~ feeling sorry for John, losing his job like that.
b The company says it'll help him to find another job.

1 a I've been made to feel welcome in my new job.
b They let me ~~to~~ leave early so I can pick up my son.

2 a It's taken me time to adjust to ~~share~~ sharing a desk.
b I still can't get used to sharing a desk.

3 a It's not worth ~~to make~~ making an effort in a poorly paid job.
b And there's certainly no point taking work home.

4 a We appreciate your agreeing to give a talk.
b We would like you ~~are~~ to be our guest for dinner.

5 a As soon as I get to work all the phones start ringing.
b They don't stop ~~to ring~~ ringing all day.

6 a I don't mind ~~to go~~ going to the office meal tonight, ...
b ... but I really don't feel like making a speech.

7 a I advised him to buy a new suit for his interview.
b I also recommended ~~to have~~ him to have / recommended having / recommended (that) he (should) have a haircut.

8 a We were to have received a pay rise this year.
b Management have admitted to ~~have broken~~ breaking / having broken their promise to increase salaries.

Writing

1 As an alternative lead-in to this writing section, take two sample emails from the **Answer key** or the **Ready for Writing** section, one formal and one informal, but don't tell students which is which. Organise the class into pairs. Give each pair a copy of the two emails. Students discuss which is more formal and why. Books open. Refer students to the **What to expect in the exam** box. Note that in the *C1 Advanced* exam, the instructions do not specifically tell candidates if they have to write a formal or informal email; they are expected to know which kind to write based on the target audience.

Skills/qualities: *I regularly support/assist with the set-up of cultural events at my college*; *following the instructions of the event co-ordinator and reporting back*; *use/exploit my initiative*; *combine/collaborate closely with my peers*; *negotiate/compromise solutions*

How writer will benefit: *It would provide/supply me with a clearer insight into how large-scale events are managed.*; *I could learn more from the senior staff about the contemporary artists that are being exhibited.*

2–3 These exercises encourage students to notice a variety of formal language they could use in their own writing. Formal emails tend to be quite formulaic, so many of the words and phrases could be used in letters of application related to any number of other contexts. Students work individually to complete Exercises 2–3. Check answers as a class.

4 Refer students to the **How to go about it** box. Encourage them to consult page 194 for more information about formal letters/emails. You might want to suggest lower-proficiency students write one about Victoria Events Centre on page 50, as the model answer will provide them with some support, in terms of language, structure, etc.

READY FOR GRAMMAR

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between three and six words, including the word given.

0 She will often panic if there is a problem.
TENDENCY
She _has a tendency to_ panic if there is a problem.

1 I was surprised when he said he wouldn't work overtime.
REFUSAL
His _refusal to work overtime came_ as a surprise to me.

2 Don't bother to read that book.
WORTH
It _isn't worth reading_ that book.

3 Vicky's not interested in applying for the leadership position.
DESIRE
Vicky _has no desire to apply_ for the leadership position.

4 He tried very hard to stop eating junk food.
EFFORT
He _made a big effort to give_ up eating junk food.

5 I'm very grateful that you came at such short notice.
APPRECIATE
I really _appreciate you[r] coming / appreciate it that you came_ at such short notice.

6 I found it impossible not to laugh when he said that.
HELP
I _couldn't help laughing_ when he said that.

7 If you don't leave now, you'll miss the bus.
BETTER
You _had better leave now so you_ don't miss the bus.

8 I find it difficult to remember names.
DIFFICULTY
I _have (some/great) difficulty remembering_ names.

9 My parents made us apologise to our neighbours for breaking their window.
MADE
We _were made to say_ sorry to our neighbours for breaking their window.

10 She complained about the bad treatment her brother had received.
BEING
She objected _to her brother being_ treated so badly.

Go back to page 50.

Re: Application for place on work experience programme

Dear Mr Hagen

I am writing to **express/discuss** my interest in a place on the work experience programme currently offered by the Victoria Events Centre.

As a young, highly motivated arts student, I regularly **support/assist** with the set-up of cultural events at my college. While this sometimes involves following the instructions of the event co-ordinator and reporting back when work is complete, I also need to **use/exploit** my initiative. Recently, for example, I was asked to design and upload a poster to advertise an exhibition of paintings. I also need to **combine/collaborate** closely with my peers in order to **negotiate/compromise** solutions for issues that arise.

I believe the experiences outlined above have not only **boosted/enhanced** my interpersonal skills, but also allowed me to **develop/build** strong organisational skills. These abilities would be very useful when dealing with the general public and **answering/responding** to enquiries at the Victoria Events Centre.

Attending a work experience programme at the centre would be a fantastic experience for two reasons. It would **provide/supply** me with a clearer insight into how large-scale events are managed. At the same time, I could learn more from the senior staff about the contemporary artists that are being exhibited.

I can assure you that I would be willing to do any task required of me. I consider myself to be conscientious, approachable, and a team player, and would **welcome/desire** the opportunity to contribute to the success of the V.E.C.

Thank you in advance for your consideration.

Regards

Irina Gramova



2 **Complete the formal underlined phrases by choosing the most appropriate word in bold.**

3 **Find examples in Irina's email of these other features that make it fairly formal.**

1 Tentative language, e.g. *I believe,* *It would*
2 Use of nouns instead of verbs and adjectives, e.g. *my interest*, *a clearer insight; the set-up of; the opportunity to*
3 Use of passive, e.g. *currently offered by*, *I was asked*
4 Vocabulary, e.g. *arise* instead of 'happen', *assure* instead of *promise*; *consider* instead of *think*

4 **Either write your own answer to the task in Exercise 1 or do the task below.**

You see this announcement in an international college magazine.

VOLUNTEERS NEEDED FOR SCHOOLS

Our organisation runs volunteer programmes in different countries and we are looking for volunteers to teach English to young children in remote villages. Training is provided. You decide to apply to be a volunteer, outlining any relevant skills and experience, explaining what personal qualities you have that would make you suitable, and saying why this programme particularly appeals to you.

Write your letter.

How to go about it

Plan your letter, making sure your notes address all points in the task.

For this task, make a list of skills, experiences and personal qualities that would make you suitable as a volunteer. If necessary, you can invent these, bearing in mind the examiner is assessing you on range, accuracy of language, and effect on the target reader.

List some reasons why the programme is appealing to you, e.g. you have always enjoyed working with children, it would be a chance to experience a different culture.

You could also plan a couple of questions about the programme, e.g. location of the school, duration of the programme, what the training involves.

For more information on writing formal emails and letters, see page 194

Reading and Use of English

Part 6 Cross-text multiple matching

1 SPEAK Work in pairs. Discuss the following questions.

1 How interested would you be in starting up your own business?
2 What would it depend on?

2 Read the advice in the tip boxes on page 53. Then read the four texts below and do the following:

1 Say what the central theme of the four texts is.
Setting up a business as a young person
2 Underline the most relevant words in the questions in Exercise 3. Question 1 has been done for you.
3 Question 1 asks about 'work experience'. Find what is said about the value of 'work experience' in each text. The relevant part in A is underlined. Do the same for texts B, C and D.

WHEN IS THE **BEST TIME OF LIFE** TO SET UP A BUSINESS?

A



Eddie Weston

At what time of life should you start a business? According to statistics, the average age is 40. However, a recent report indicates that 15 per cent of tertiary level students intend to set up a company once they have graduated, and that approximately 52,000 undergraduates already run their own enterprise. These start-ups range from online gifts and fashion to games creation and AI-generated music apps.

Ex 3 Q2 It may sound counterintuitive, but the fact that most young entrepreneurs are a little naïve can be a good thing. If they understood the potential threats, it might scare them off. Instead, they are willing to have a go.

Ex 3 Q4 Even if their company does not turn out to be a success, they should realise their newly acquired knowledge and practical experience will stand them in good stead for a future venture. This is why it is pointless applying for positions that do not prepare them to be their own boss. Ex 3 Q1

B



Fang Chen

It is wonderful to see the entrepreneurial spirit alive and well in young people. Start-up articles often push

Ex 3 Q3 them in the direction of seeking a mentor – anyone with a long history of business success – but I cannot say I agree. As well-intentioned as a mentor may be, they will recommend sticking to a traditional workplace model. This may curb the enthusiasm of some young entrepreneurs, who have a different vision.

Ex 2 Q3 Furthermore, as business owners, young people will be responsible for things like human resources management and branding – responsibilities they are unlikely to have as recent graduates in someone else's company. For this reason, it is better to dive straight in and acquire the skills necessary to run their own Ex 3 Q1 business. In the event that things do not go as planned, so be it. They must recognise they are young enough to start afresh, and that it's all a process of trial and error. Ex 3 Q4

C



Biren Patel

There is obvious appeal in starting up your own business; you can be your own boss, there is the potential for making a tidy profit, the freedom to make your own choices. On the other hand, there seems little advantage in seeing your company go under; it can be a costly mistake and demotivating. This is why young

Ex 2 Q3 would-be entrepreneurs must avoid jumping in headfirst. Whether it's a job in a fast food restaurant or doing machine work in a factory, starting at the bottom will teach you the value of money, respect for co-workers

Ex 3 Q1 and management, how to manage customers and so on. The further you work your way up, the more skills you will acquire. At the same time, listen to those in senior positions; your chances of realising your start-up dream are higher when you surround yourself with the wisdom that comes from years in the industry. Ex 3 Q3

D



Sandra Giles

Ex 2 Q3 Ex 3 Q1 A typical job has little to offer the would-be entrepreneur, as it often requires an employee to repeat a limited number of tasks. In a start-up, however, a young person will, by necessity, be engaged in multiple roles per day, such as doing the accounts, enhancing product design and seeking new marketing

Ex 2 Q3 opportunities. There is no reason, then, to waste time in regular employment. Furthermore, because the business world is largely unknown, young people tend not to be held back by fear. As such, they are more

Ex 3 Q2 likely to take chances and succeed in getting their business off the ground. This is why people in their thirties or forties may contemplate the idea of a start-up, but do not often have the stomach for it. Working in young people's favour is their confidence and ambition, and a flexible lifestyle. It is fair to say that age will help not hinder their efforts.

Reading and Use of English

1 These questions could be discussed in pairs, after which a few students could share their ideas with the group. The questions could also serve as a starting point for an open class discussion of the topic.

2 This is the first time students are doing this exam task during this course, so it's worth spending some time familiarising them with the nature of the task. Start by asking students to read the tips boxes on page 53. As explained in the **What to expect in the exam** box, this task focuses on opinion and attitude, but this information is not always immediately evident. The texts provide information about the subject of the opinions and attitudes, but not the opinions and attitudes themselves. To identify them, students will have to 'read between the lines'. Note that the **How to go about it box** suggests reading the questions before reading the text, which is the opposite advice given for Parts 5 and 7 of the Reading and Use of English paper, where students are encouraged to read the text first for gist before looking at the questions.

Sample answer

Dear Mr Allis

I am writing in response to your advertisement for English teachers on your volunteer programme.

As you can see from my enclosed resume, I have a degree in English Literature and I also have a certificate in teaching English language to young learners. As regards experience, I have been teaching English to children in my hometown for several years. Their age range is from 5 to 13 years, and their abilities are all different. As their private tutor, I try to balance serious learning with some games and activities to keep them motivated. I believe that praise and positive words keep them interested and willing to work hard. Furthermore, some of my students do not know how to write in their own language, so I sometimes need to teach literacy and basic handwriting skills, too.

I believe I am a patient, enthusiastic teacher who gets a lot of satisfaction when her students succeed. I also think that I am flexible and open to new adventures. Working in a remote place would be a good challenge to me.

I wonder if you could tell me where your schools are located, how long a typical placement would be, and when the next programme starts? I am open to working anywhere and I could commit to working for you for up to 12 months.

I would really love the opportunity to take part in a programme like this as I would really like to make a difference in the life of young people and to help them achieve their goals.

Yours sincerely

Marissa Diaz

Examiner comments

Content: All content is relevant to the task and the reader would be fully informed. The writer responds to all three elements, and also asks some appropriate questions about the programme.

Communicative achievement: The writer effectively uses the conventions of formal letter writing to hold the reader's attention. The register is consistently appropriate and formal in tone. The letter would have a positive effect on the reader.

Organisation: The letter is well-organised and coherent. Each paragraph is concerned with one aspect of the task, which makes it easy for the reader to follow. Cohesive devices are used in a natural way.

Language: There is a range of vocabulary, including less common lexis, which is generally used in an accurate way and to good effect: I try to balance serious …; literacy and basic handwriting skills; I am open to working anywhere. A range of grammatical forms is used with control and flexibility: As regards experience, I have been teaching … for several years; I wonder if you could tell me where …; I could commit to working for you. Errors are minimal and have no impact on communication: a good challenge to me; in the life of young people.

Mark: Very good pass

3 Do question 1 as a class. If you have access to technology, project the texts and revisit the parts of texts B, C and D where they discuss the value of work experience. Explain that underlining relevant parts of the text is very helpful in all reading tasks, but in this one it is imperative. Students finish the task individually. Go through the answers as a class.

4 Students discuss the ideas in small groups. One idea for changing the dynamic a bit in group discussions like this one is to assign one student the role of 'note-taker', who jots down the main points or ideas discussed by their group. In a later stage, they can then use these notes to give the class a brief summary of what their group discussed.

Extra activity

Cross-text multiple matching lends itself well to a jigsaw reading. Assign students texts A, B, C and D to read individually. Then organise the class into groups containing a student who has read each of the four texts. Students take turns telling their classmates about what they read. Note that for a jigsaw task to be successful, students need to properly summarise the main ideas in their text, not simply paraphrase random information. To help students develop their ability to summarise, ask them to identify and circle the main ideas in the text and underline the examples or reasons supporting the main ideas. They could then compare with a classmate who has read the same text. During this stage, monitor and check to see whether students have indeed identified the main ideas. Then, with their partners, students think about how best to explain the main ideas in their own words before being regrouped for the final stage of the jigsaw, where they give the other students a brief summary of what they read.

Teaching tip

One nice way of extending the topic of a lesson is to assign students a web research task for homework. The idea is to ask students to find out more about the topic and report on what they learned in the next lesson. In this case, you could ask them to choose a young entrepreneur /ˌɒntrəprəˈnɜː(r)/ and ask them to take notes on their: a) innovative idea(s), b) business and c) success. At the beginning of the following lesson, students can discuss what they learned about their entrepreneur in small groups or in open class. Encourage them to find pictures or short videos to show their classmates.

READY FOR READING

Reading and Use of English Part 5 Multiple choice

Complete the verb + noun collocations using the correct form of a verb from the box. The second sentence should have the same meaning as the first.

cast ~~challenge~~ lend mock point question refute undermine

0 In his report, he disputes the belief that teleworking is more productive.
In his report, he *challenges* **the assumption that** teleworking is more productive.

1 The findings strengthen the theory that this is an ancient burial site.
The findings lend **support to the notion that** this is an ancient burial site.

2 New research makes the earlier study seem less valid.
New research casts **doubt on the validity of** the earlier study.

3 Young people are beginning to wonder if it's worth going to university.
Young people are beginning to question **the value of** a university education.

4 The professor reveals a fault in the government's arguments.
The professor points **out a flaw in** the government's arguments.

5 In her article, the journalist ridicules the view that travel broadens the mind.
In her article, the journalist mocks **the belief that** travel broadens the mind.

6 New unemployment figures weaken the assertion that the crisis is over.
New unemployment figures undermine **the claim that** the crisis is over.

7 The evidence proves the crater was not formed by a meteorite, as was suggested.
The evidence refutes **the suggestion that** the crater was formed by a meteorite.

Go back to page 62.

What to expect in the exam

- In the exam, there are four short texts on a similar theme, each produced by a different writer – usually someone with expert knowledge or experience. Sometimes the short texts may be extracts from reviews.
- There are four questions which test your ability to understand the opinion and attitude of each writer, and to see whether these are similar or different to the other writers.

  Note that 'different' in a question means 'opposite' or 'contradictory'.

How to go about it

- Read the instructions and the title carefully.
- Read the four questions and identify the key information to focus on.
- Quickly read each of the four texts to get an idea of what each one is about.
- Read each text more carefully to locate a reference to each of the four questions.
- Identify the opinion that each writer has on each question and compare it to that of the other writers.

3 **Read the four extracts on page 52 from articles on setting up a business. For questions 1–4, choose from the extracts A–D. The extracts may be chosen more than once.**

Which expert

has a different opinion from the others on the value of work experience before setting up a business? **1** C

shares an opinion with A regarding the awareness of risk among some young entrepreneurs? **2** D

expresses a different view to C about whether the advice of older people in business is useful to young entrepreneurs? **3** B

takes a similar view to B on how failure ought to be viewed by young business owners? **4** A

4 **SPEAK** **Discuss which ideas expressed by the four writers you agree or disagree with. Give your reasons.**



Listening Part 2 Sentence completion

1 **SPEAK** **Work in pairs. Discuss the following questions.**

1 What qualities and skills do you think an apprentice chef would need?

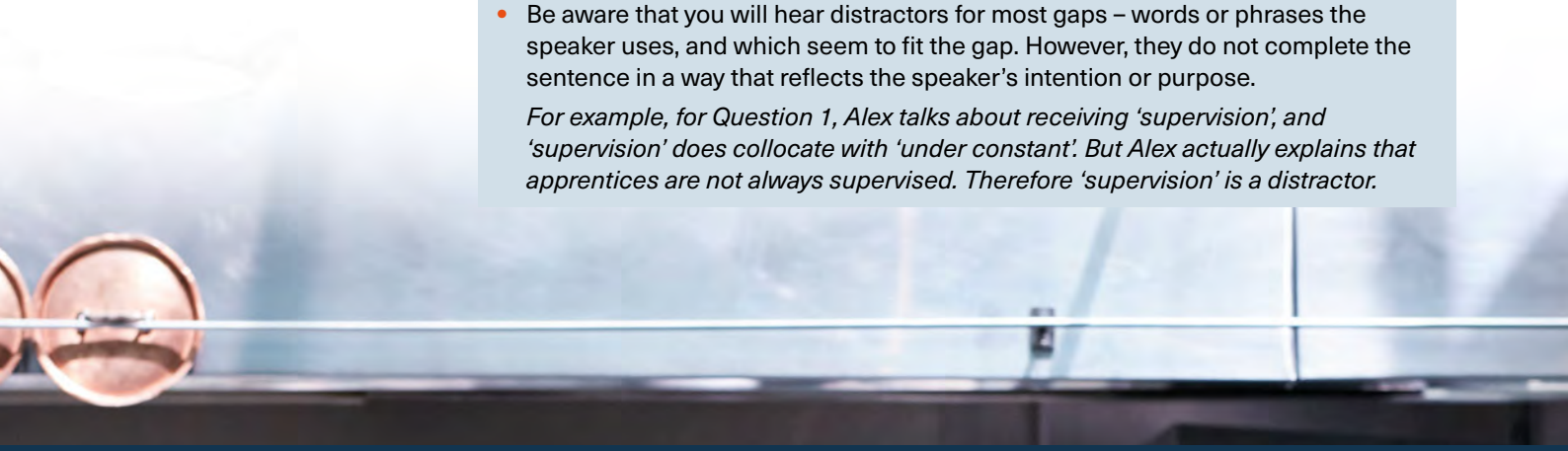
2 What might be the most difficult and rewarding aspects of their job?

2 **4.2** **You will hear a head chef called Alex Christakis giving a talk on training to be an apprentice chef. For questions 1–8, complete the sentences with a word or short phrase.**

How to go about it

- Read through all the questions and predict the type of information required before listening.
- Underline key words before or after each gap. Think how these might be paraphrased in the recording.
- Be aware that you will hear distractors for most gaps – words or phrases the speaker uses, and which seem to fit the gap. However, they do not complete the sentence in a way that reflects the speaker's intention or purpose.

  For example, for Question 1, Alex talks about receiving 'supervision', and 'supervision' does collocate with 'under constant'. But Alex actually explains that apprentices are not always supervised. Therefore 'supervision' is a distractor.



TRAINING AS AN APPRENTICE CHEF



Alex explains it is normal for apprentices to be under constant **(1)** pressure in a kitchen.

According to Alex, being a **(2)** team player is a key quality for all chefs starting out.

By their fourth week of training, Alex's apprentices must be able to prepare a simple **(3)** sauce.

Alex says that the best apprentices pay attention to **(4)** detail as they cook.

Alex uses the phrase **(5)** taste memory to show what apprentices must develop to keep producing a perfect dish.

In Alex's experience, apprentices really miss having a **(6)** social life after three months in the job.

Alex regrets not recording **(7)** recipes from his early years as a chef.

Alex is glad that there are many **(8)** (more) media opportunities for young chefs nowadays.

Listening

1 Ask students if they enjoy cooking and/or watch cooking shows. Have students discuss the questions in pairs and then ask them to share their ideas with the class.

2 4.2 Refer students to the **How to go about it** box. Give them time to go through the task and make predictions about what kind of information is missing. If your students found this task quite challenging the first time they did it in Unit 1, you could consider giving them the first letter of each answer or telling them the number of words in each answer. Students who already feel confident with the task could opt out of this extra support. Play the audio twice. Allow students to pair check before eliciting the answers in open class. As stated in the **How to go about it** box, students should expect to hear distractors for nearly every question. A very useful way of raising students' awareness of the use of distraction in this listening task would be to direct them to the **Audioscript** on page 242 (see below) and ask them to find and underline the following distractors for questions 1–8: *1 supervision, 2 food pioneer, 3 dish; menu, 4 focus, 5 (none), 6 (none), 7 (none), 8 newspaper interviews*. Note that it's a good idea to train students to be patient with this task. Teach them to listen to the end of what the person says instead of writing down the first word or phrase that fits in the gap. You could round off the task by asking students if they would like to work as a chef. Make sure they justify their answers.

AUDIOSCRIPT

Listening Part 2 Sentence completion

4.2

Hi. I'm Alex Christakis. I'm the head chef at The Bay. I've been cooking professionally as a chef for about sixteen years now. If you have a passion for food and you're thinking about doing an apprenticeship, the first thing I'm going to say is that it takes an enormous commitment. But if you're prepared to make that commitment, and **have the stomach for** hard work, it can be an absolutely amazing profession to work in.

So, what's it like to be an apprentice in a kitchen? Well, you're going to be busy all the time, throughout the shift you're working. The pressure never lets up – it's there from the moment you walk into the kitchen to the moment you go home. That's just the way it is, across the industry. You'll receive careful supervision, of course, but there are times when you'll just need to get on with things by yourself – without someone **keeping an eye on** you.

Ex 2 Q1

So there are several qualities I look for in chefs starting out in my kitchen. If you've ever watched those cooking school TV shows, you might have got the impression it's all about innovation and being some kind of food pioneer. The reality is … if you're not a team player, you're not going to survive the apprenticeship. If someone's struggling, you **cover their back**, and **lend a hand** when you can. And you hope that when you're up against it someone will **leap in** and help you. And that's the kind of attitude we want to see persist … no matter how high up the ladder you go.

Ex 2 Q2

For the first four weeks, it's small steps. Before an apprentice can even think about planning a whole dish or putting a menu together, they've got to start with the basics. So there's a lot of time spent measuring things out so everything is in the correct proportion. So when it comes to week four, the expectation is that each apprentice can make a sauce from scratch. Nothing fancy – butter, flour, milk … a little seasoning. There you go.

Ex 2 Q3

With the apprentices, there's some that make faster progress than others. The ones who stand out all tend to have the same thing in common. So yeah, what it all comes down to is detail. Focus on this, and you'll please your customers. The minute you start cutting corners, the dish is going to be a disappointment, and the sooner a chef realises this, the better.

Ex 2 Q4

As a chef, you want to be able to make the same perfect dish over and over again to the same high standard. That means acquiring what many of us in the trade refer to as 'taste memory'. It takes time; it's not as instinctive as you might think. But it's imperative for young apprentices to recognise flavour and flavour combinations, so they can make whatever adjustments are necessary. It's learning to **walk before you can run**.

Ex 2 Q5

Doing an apprenticeship is an intense experience. After around three months, our apprentices begin to realise that if you want to get ahead, it's all about making sacrifices. And one of the hardest things to give up for them is their social life. They see their mates in other professions heading out on a Friday or Saturday night, and it's tough, really tough, because that's when their shift starts in the kitchen. It can be easy to feel sorry for yourself at that point, but yeah, you just have to **get your head down**.

Ex 2 Q6

If I could go back in time and give myself some advice when I was an apprentice – and I **kick myself** all the time about this – I never bothered to write recipes down. And every now and then I have a flashback and I think 'I'd love to make that again' … and I look through my book – and no, it's not in there. So yeah, I wish I'd had more vision at that age. So, is it hard work? No question. Is it rewarding? Absolutely. Why wouldn't you want to do a job that allows you to travel the world, eat great food, and share a kitchen with some amazingly talented people? And, you know, these days, there are now more media opportunities than ever before, I mean, for young chefs to promote themselves. Fantastic. It's not the standard newspaper interviews like when I was starting out. You're young and the world's your oyster.

Ex 2 Q7

Ex 2 Q8

Vocabulary

1–2 Board the idiom *break a leg* and elicit its meaning. Discuss how the figurative meaning of *good luck* can't be determined from the individual words. Students do the exercise and check their answers in the Audioscript on page 242 (see TB54).

3 Ask the students if any of these idioms translate well into their first language(s) or if they have any other expressions that are used to describe the same ideas.

4–5 After students have written their advice individually, ask them to compare and discuss their suggestions in pairs. Conduct open class feedback.

Extra activity

Vocabulary development is not only learning new words, but also new combinations of words. To help students explore the hidden depths of familiar words, choose one of the body words from the vocabulary section, such as *eye*, and put it in the centre of the board. Starting with the idiom from the lesson, think of as many other words or combinations of words that come before or after it as possible. Then turn to the dictionary and look for yet more combinations. Arrange the word combinations into columns as illustrated below. Put students into pairs and assign each group a different word. Students can then share what they find.

keep	an					on	someone
roll	your						
get	some	shut					
get	a	black			eye(s)		
be	the	apple	of	someone's			
be		easy	on	the			
have	an					for	something

4 Comparisons

A The following structures and expressions can be used to talk about similarities and differences.

1 Comparing past with present

__Where once__ he was at the top of his game, he __now__ struggles to win.

We __now__ depend on technology __more than ever before__.

2 *The* + comparative, *the* + comparative is used when one thing is the result of another.

__The more__ he laughed, __the angrier__ she became.

3 *as* + auxiliary + subject

He __lived__ to a ripe old age, __as did__ his wife and children.

4 *Like* is used with nouns, pronouns or gerunds to make comparisons.

She ran __like the wind__ back to her flat.

Getting him to talk is __like getting__ blood out of a stone.

5 *As* + noun describes someone/thing's job, role or function.

Used her scarf __as a bandage__. *He's working __as a postman__.*

6 *As* is used with a verb phrase to make comparisons. *Like* is used informally, and is considered incorrect by some.

She believes, __as I do__, that the president is wrong.

7 *as* + adjective/adverb + *as* can be used to show similarities. *so* can be used instead of the first *as* in negative sentences.

He's __not so silly as__ he looks.

8 *so* can be used in the following structures.

He is known __not so much__ for his singing __as/but__ for his charity work.

__If__ you get a discount, then __so much the better__.

Nothing gives __so bad an impression as__ arriving late.

It is__n't__ quite __such a cold winter as__ last year.

B The following words and expressions can be used to modify comparisons.

1 With comparatives:

a bit, *a little*, *slightly*, *much*, *(quite) a lot*, *far*, *significantly*, *considerably*, *three times*, *a great deal*

I'm feeling __considerably better than__ I did yesterday.

2 With superlatives:

by far, *easily*, *by a long way*

China is the company's __largest__ market, __by a long way__.

She is __by far the most gifted__ musician in the band.

3 With *as ... as ...* :

not quite, *(not) nearly*, *almost*, *just*, *half*, *twice*, *three times*, etc, *nothing like*, *nowhere near*

She earns __twice as much as__ me and works __half as many__ hours.

4 With *the same ... as ...* :

not quite, *(not) nearly*, *almost*, *just*, *(very) much*

I have __much the same__ opinion __as__ my colleague.

5 Using *come a close second*:

The best part of the holiday was visiting the caves, but seeing the Roman ruins __came a close second__.

Vocabulary Body and movement idioms

1 Complete the idioms by choosing the correct word.

1 Thanks for **covering my** *back* / *neck* / *shoulder*! I'll never make that mistake again!
2 You've got some great ideas, but **you need to** *crawl* / *walk* / *step* **before you can run**.
3 **You'll** *hit* / *pat* / *kick* **yourself** if you don't take that opportunity!
4 The course is tough, but you just need to **get your** *eyes* / *head* / *nose* **down** and finish it.
5 I don't know if I'd **have the** *mind* / *stomach* / *heart* **for** doing that kind of work! Too risky!
6 Could you *keep* / *have* / *give* **an eye on** Eric? I'm not sure that we should trust him on his own yet.
7 We need to move around a couple of desks. Could you **lend a** *hand* / *back* / *shoulder*?
8 Check your facts first – don't just *run* / *fly* / *leap* **in** and make a fool of yourself.

2 Check your answers to Exercise 1 in the Audioscript on page 242.

3 Match the following definitions (a–h) to the idioms (1–8) in Exercise 1.

a to be very annoyed because you have made a mistake, missed an opportunity, etc 3
b to start doing something in a very enthusiastic way 8
c to take action to protect yourself or someone else against criticism, blame, or legal problems 1
d to have enough determination to do something unpleasant or dangerous 5
e to watch or look after someone or something 6
f to learn the basics before trying to do something more advanced 2
g to help with an action or enterprise 7
h to concentrate on the task you are currently doing 4

4 Choose four of the idioms from Exercise 1 to write advice to someone starting university or a new job.

5 SPEAK Work in pairs. Compare your sentences with your partner. Do you agree with each other's advice?



Language focus Comparisons

1 **Complete these extracts from the Listening with one word for each gap.**

1 There are **now** more media opportunities ___than___ **ever before**.
2 ___One___ **of the** hard**est** things for them to give up is their social life.
3 ___The___ **sooner** a chef realises this, ___the___ **better**.
4 It takes time; it's **not** ___as___ instinctive ___as___ you might think.

2 **Check your answers to Exercise 1 in the Audioscript on page 242.**

3 **Many words and phrases can be used to qualify comparisons. Choose the correct alternative in the following sentences.**

1 Flexible working hours are often *a great deal* / *a large amount* / *a high number* less important than a decent salary.
2 My brother works *a lot of* / *by far* / *far* more hours than is good for him.
3 This report contains *just* / *near* / *same* as many errors as the previous version.
4 I would only earn *slightly* / *little* / *bit* less in that part-time job than in my full-time one.
5 It's *more* / *much* / *very* wiser to hire someone with experience.

4 **Complete the sentences with *as* or *like*.**

1 Walking into the staff kitchen I noticed there was a strong odour, ___like___ the smell of milk that has gone off.
2 ___As___ a safety measure, please ensure that the machines are not left unattended.
3 They seemed ___like___ normal customers but, in fact, they were food health inspectors.

5 **Complete the sentences with *so* or *such*.**

1 It's not quite ___such___ a large project as I expected.
2 I'd never worked for ___so___ inspiring a person before.
3 The conference wasn't ___so___ well attended as we thought it would be.

6 **What do you notice about the types of words which follow *so* and *such*?**

6
So is followed by adjectives and *such* is followed by an indefinite article in the examples given in the Coursebook.

7 **Complete the sentences with a word from the box to form other expressions used for comparisons.**

as better close like long much near

1 She enjoyed a challenge, and **if** the problem was complex, then **so much the** ___better___.
2 John was **nothing** ___like___ **as** difficult as I'd been told and his work **nowhere** ___near___ **as** bad.
3 I was rather disappointed by the new logo, ___as___ **were** my co-directors.
4 The pay will be very ___much___ **the same** no matter where you start out.
5 This is the best candidate we've interviewed, **by a** ___long___ **way**.
6 Tania's speech was best, but Jayne's **came a** ___close___ **second**.

8 **Go to Ready for Grammar on page 222 to check your answers to Exercises 3–7, and for further rules, explanations and practice.**

9 **Choose three of the following topics. Make brief notes for each pair, thinking how you could compare them. Use some language from Exercises 1–7.**

- two restaurants you have eaten in
- two of your national or regional dishes
- two places you have been to on holiday
- two film actors
- two jobs you have done
- two pets you have had

10 **SPEAK** **Work in pairs. Take turns with your partner, explaining and asking about your chosen topics.**

Language focus

1–2 If you are not doing this language focus section on the same day as the listening on page 54, you could start the lesson with books closed. Create four sentences with the same gapped words as the example sentences, but personalise them to your students' context, e.g. *In Spain, there are now more opportunities to study at a bilingual state school* _____ *ever before*. Elicit the missing words in open class.

3–8 Students work through the exercises individually and then check their answers with a partner before turning to the **Ready for Grammar** section (see TB55 and below). Note that students may find using *like* and *as* particularly challenging, so this may be worth spending some extra time on.

9–10 Circulate and monitor students' use of the target language while they do this **SPEAK** task, providing on-the-spot error correction as necessary.

READY FOR GRAMMAR

4 Comparisons

1 In each of the following sentences one of the words is incorrect. Find the word and change it.

0 The food wasn't quite as bad as I expected and overall *did*
I enjoyed the meal, as ~~had~~ everyone else in my family.

1 By far the dullest job I've ever had was when I worked ~~like~~ as a security guard in a clothes shop in Macclesfield.

2 It wasn't so much Ralph's good looks which appealed to Eleanor ~~than~~ as his sense of humour.

3 Everyone said the listening exam was much more difficult than they thought it would be, but I didn't think it was anywhere ~~close~~ near as hard as the ones we'd done in class.

4 I much prefer our local supermarket to any of those huge out-of-town hypermarkets: apart from being a great ~~amount~~ deal more convenient, it's quite a lot cheaper, too.

5 I can't understand why the film was ~~such~~ so hugely successful: it wasn't nearly as good as his last one, yet it made five times as much at the box office.

6 The more freedom you give children and the fewer limits you impose on them, the more unruly they become, in much the same way ~~that~~ as certain types of plant, which will overrun a garden if they are not regularly cut back and held in check.

2 Complete the comments a student is making about pictures in a Speaking Part 2 task using one word in each gap.

In this photo, the man's using a camera to take photos of birds in his garden, so it's not quite **(1)** such a stressful situation as this one, where the woman's taking photos of crocodiles. I think that sooner or **(2)** later she might decide that the life of a wildlife photographer is far **(3)** too dangerous! Maybe she'll switch to a much **(4)** less risky activity, like taking photos of people's pets! On the other hand, that would be **(5)** nowhere near as interesting. But going back to the man in his garden, I think his mood would be very much the **(6)** same every time he took a photo. I'd say he's doing it for a hobby, not trying to make money out of it – so it doesn't matter if the photos turn out to be average.

Go back to page 56.

READY FOR READING

Reading and Use of English Part 8 Multiple matching

Complete the sentences with an adjective from the box. Use the collocates in bold to help you.

appreciative cautious disillusioned reluctant remorseful resentful resigned sceptical

1 Young people have become **increasingly** disillusioned **with** politicians, who they feel have done little to solve the problem of youth unemployment.

2 The defendant apologised for his crime and seemed **genuinely** remorseful **for** the suffering he had caused.

3 Sam had once again been overlooked for promotion and was **quietly** resigned **to** the idea that she would probably never gain a management position.

4 The marriage began to fail as Williams became **bitterly** resentful **of** his wife's success.

5 The staff are **highly** sceptical **of** the new director's claim that he can double profits within a year. It seems very unlikely.

6 Students are **understandably** reluctant **to** spend a lot of money on new books, so the second-hand bookshop near the university does good business.

7 We are **greatly** appreciative **of** all your hard work over the years and wish you all the best in your retirement.

8 Many children lack self-confidence and initiative as a result of parents being **overly** cautious **about** letting them play unsupervised.

Go back to page 68.

Lead-in

Display a picture of a student looking stressed out. Elicit some ideas for why they might be feeling stressed. Then say that this person is going to take the *C1 Advanced* exam and they are anxious about it. Pair up students and give them a few minutes to write down some advice for the student. After they share their ideas with the class, round off the task with a discussion of how best to deal with the stress of high-stakes exams. Make note of some of the best suggestions, so you can revisit this advice closer to the date of the official exam.

Speaking

1–2 Start by revisiting some of the advice and strategies for Speaking Part 2 by reading the following statements. Students tell you if they are true or false and why: 1 *Compare the photos and identify similarities and differences between them*. (True: but remind students to discuss the questions while they do so.) 2 *The examiner is only listening for fluency in this part, so using good grammar and vocabulary is not very important*. (False: in fact, accuracy is more important than fluency in general on the *C1 Advanced* exam.) 3 *You should speculate about what is happening in the picture instead of just describing what is happening*. (True). Focus students' attention on the **Useful language** box. Organise the class into pairs. Remind them that the student listening must also answer a question about the photos. Monitor, focusing on how well they compare the photos. After giving students feedback, allow them the opportunity to do the task again with the same or different pictures. Round off the task by asking students what they did better the second time.

You may wish to use **Dream job interview** on the Teacher's Resource Centre at this point.

Speaking Part 2 Long turn

1 Look at these pictures. They show people who are receiving some kind of training.

Student A: Compare **two** of the pictures, and say why the people might be receiving this training, and what the training might involve.

Student B: When your partner has finished talking, say who you think might benefit most from the training.

Why might the people be receiving this training? What might the training involve?







Go back to page 57.

Speaking Part 2 Long turn

1 **Look at these pictures. They show people experiencing stress at work.**

Student A: Compare **two** of the pictures, and say what might be causing the stress, and how the people might try to deal with it.

Student B: When your partner has finished talking, say in which situation the stress is likely to be worse.

Useful language

Comparative forms

Grammatical structures: e.g. adj + *er* + *than*, *as* + adj + *as*

Expressions: e.g. *by a long way*, *by far*, *a great deal more*

Giving yourself time to think

OK, I think I'll start with this photo. It looks quite intriguing/amusing/unusual.

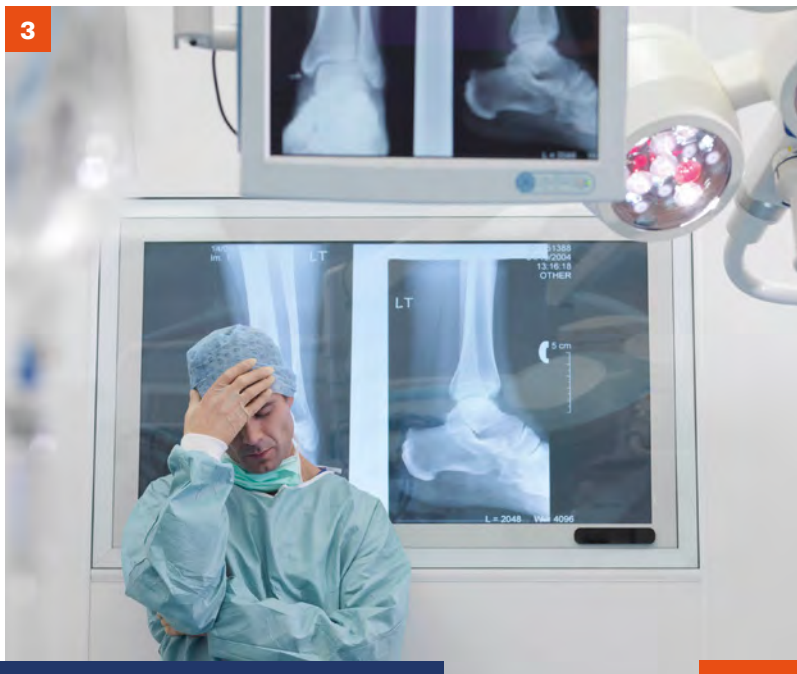
So if I have to talk about [question paraphrase], I think these two photos have a few things in common.

2 **Now change roles. Go to the Additional materials on page 201 and do the Speaking Part 2 task.**

What might be causing these people stress? How might the people try to deal with it?







4 REVIEW

Vocabulary Phrasal verbs

Complete the phrasal verbs from the Listening tasks in the unit, using the correct form of a word from the box.

catch check come cover cut let pay put see start talk turn

1 Check **out** the company's website to see where the head office is located.
2 I would be honest and not try to cover **up** your mistake.
3 A good interviewer will see right **through** anyone exaggerating their experience.
4 Lucy was talked **into** giving a farewell speech – she hates that kind of thing.
5 I'm not cut **out for** hiring and firing people. It's too stressful.
6 It's the long commute that put/puts me **off** applying for that job.
7 At the interview, it turned/came **out** that they wanted me to manage the whole team.
8 It's going to take ages to pay **off** such a large bank loan.
9 Paul was claiming expenses for meetings that didn't happen, but he was eventually caught **out.**
10 The pressure never lets **up** in this office, I'm afraid.
11 To be an effective manager, what it all comes **down to** is delegation.
12 When I was first starting **out**, I had no idea how rewarding the job would be.

Reading and Use of English Part 4 Key word transformation

Don't forget!
- Do not change the word given in capital letters.
- Write between three and six words.

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. There is an example at the beginning (0). Write your answer in CAPITAL LETTERS.

0 The man is armed and you should not approach him under any circumstances.
ACCOUNT
The man is armed and *ON NO ACCOUNT SHOULD* you approach him.

1 In the past, the commute to work was longer than now.
LONG
The commute to work does not take/last as long as it used to.

2 I've never had another project that has interested me as much as this one.
MOST
This project is by far the most interesting (one/project) (that) I've ever had.

3 The crisis has affected business so much that we may have to close down the company.
IMPACT
The crisis has had such an impact on business that we may have to close down the company.

4 Kristian remained optimistic despite things not going to plan during the meeting.
GO
Kristian remained optimistic even though things did not/didn't go as planned during the meeting.

5 Many companies don't make the most of their marketing opportunities.
ADVANTAGE
Many companies fail to take (full) advantage of their marketing opportunities.

6 I had expected the interview to be much worse than it actually was.
BAD
The interview was actually nowhere near as bad as I had expected.

Language focus Gerunds and infinitives

For 1–8, complete each of the gaps with the correct form of the verb in brackets.

1 I really don't feel at all like ___going___ (*go*) out tonight, so it's no use ___trying___ (*try*) ___to get___ (*get*) me ___to go___ (*go*) clubbing with you.

2 As soon as I stopped ___eating___ (*eat*) meat, I started ___trying out/ to try out___ (*try out*) loads of new recipes.

3 I couldn't help ___noticing___ (*notice*) you were wearing some beautiful suede boots. I hope you don't mind me ___asking___ (*ask*), but how much were they?

4 I'll try ___not to keep___ (*not keep*) you for too long. I wouldn't like you ___to think___ (*think*) I was wasting your time.

5 We really do appreciate you ___giving___ (*give*) up your valuable time ___to come___ (*come*) and ___talk___ (*talk*) to us today, Mr Wilson.

6 I distinctly remember Steve ___agreeing___ (*agree*) ___to help___ (*help*) us with the move today. He either forgot ___to set___ (*set*) his alarm, or he's found something better ___to do___ (*do*).

7 The police made several unsuccessful attempts ___to enter___ (*enter*) the building, and even firefighters had difficulty ___cutting___ (*cut*) through the thick metal door.

8 He advised me ___to claim___ (*claim*) compensation for unfair dismissal, but he suggested ___seeking___ (*seek*) legal advice first.

Writing Part 1 Essay

Your class has just watched an online discussion on the benefits of students taking a part-time job while they are studying. You have made the notes below:

Benefits of students taking a part-time job while studying

- earning money
- receiving practical experience
- developing self-confidence

Some opinions expressed in the discussion:

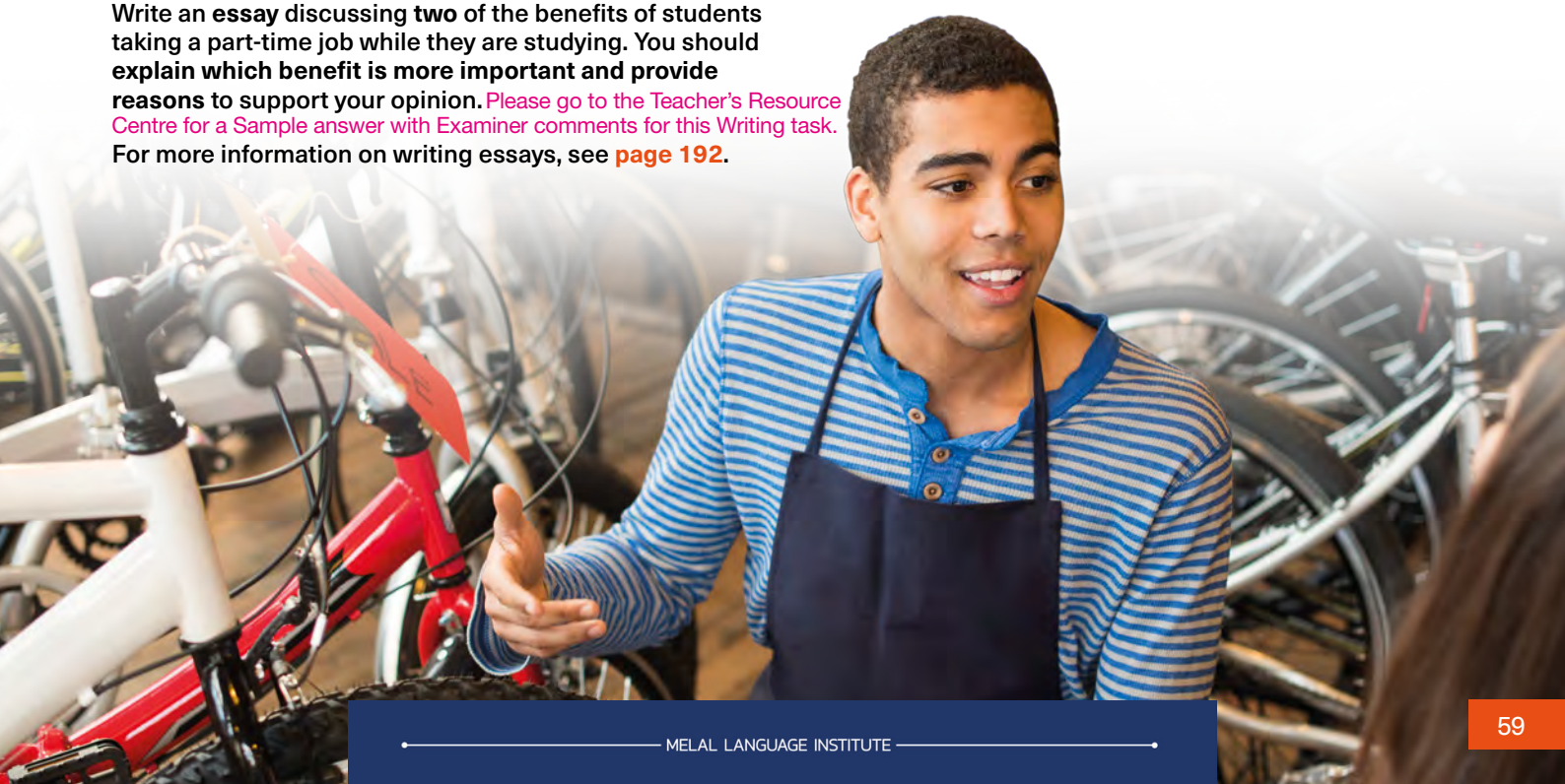
'Many students need the extra money when they're at college.'

'Students can get useful training in a part-time job.'

'Some jobs might make you feel less confident.'

Write an essay discussing two of the benefits of students taking a part-time job while they are studying. You should explain which benefit is more important and provide reasons to support your opinion. Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.

For more information on writing essays, see page 192.



4 REVIEW

Pronunciation Intonation: rising and falling tone

1 4.3 **Listen to two students doing the collaborative speaking task from page 48. The arrows indicate whether the speaker uses a rising or a falling tone. When do the speakers use:**

a rising tones? **b falling tones?**

A: It's fairly normal for teenagers to have part-time jobs in my country↗. They either work in shops↗, supermarkets↗, cafés↗ or restaurants↗. It's very good training↗.

B: Hmm, I can see that it might be good preparation for later↗, **but** it can have a negative effect on studies↘.

A: Not really↗. I work in a shop at weekends↗ and **although** it can be a bit distracting↗, I've never failed a single subject↘.

B: Well, in my country it's unusual for students to do paid work↗. We have to study really long hours↗, do lots of homework↗ and we have loads of exams↘. I couldn't imagine doing a part-time job↗.

2 Complete this information about intonation by choosing the correct alternative. Use the dialogue in Exercise 1 to help you.

Intonation: rising and falling tone

We often use a *rising* / *falling* tone at the end of a clause or sentence to show we want to keep speaking. When we want to signal that we have finished, we use a *rising* / *falling* tone.

When we are giving a list, our tone tends to *rise* / *fall* on each item until we reach the last one, where it usually *rises* / *falls*.

When we are contrasting two ideas, there is a *rising* / *falling* tone on the word or phrase which contains **information the speaker and listener share** (e.g. *it might be good preparation for later*) and a *rising* / *falling* tone on the word or phrase containing **new information introduced by the speaker** (e.g. *it can have a negative effect on studies*).

3 In 1–5, use arrows to indicate where the tone rises and where it falls.

1 He came home from work↗, grabbed a bite to eat↗, got changed↗ and left↘.
2 I agree it's a good job↗, but it's just not what I want to do for the rest of my life↘.
3 Even though we're not related↗, I still think of you as my brother↘.
4 During my gap year↗, I travelled round Europe↗, worked on a farm in Peru↗ and spent three weeks on a beach in Thailand↘.
5 We may not always see eye to eye↗, but I value your opinion above anyone else's↘.

4 4.4 **Listen and check your answers. Practise reading the sentences aloud.**

5 SPEAK Work in pairs. Take turns to choose a card. Speak in favour of one of the two options on the card, listing three or four ideas to support your view. Your partner will then speak in favour of the other option, also listing ideas to support their view. Develop the discussion, using sentences with *but* and *although* where appropriate.

Going to university OR Starting work straight after school	Working from home OR Working in a large office
Working in a multinational company OR Working in a small, local business	Having a well-paid but boring job OR Having a low-paid interesting job

1 Possible answer (For a more complete answer, see Exercise 2.)

a The speaker uses a rising tone for all items in a list except the last one, and at the end of other clauses and sentences in the middle of their turn.

b A falling tone is used on the last item in a list, and at the end of the speaker's turn.

Pronunciation

1–2 4.3 Intonation refers to the way the pitch of our voice rises or falls while we speak. Note that where it rises or falls is very important. Demonstrate this feature of pronunciation with books closed and the first two sentences from Exercise 1 on the board. Read the sentence a few times and then elicit where your pitch changes. Elicit or explain the fact that pitch changes always occur on the most prominent stressed syllable in a tone unit. Books open. Students complete Exercise 1. Check answers as a class. Students could then practise the dialogue in pairs, using the intonatio

3–4 4.4 Students could do this exercise in pairs or individually. After they have listened to the audio, you may want to have students double check their answers by directing them to the **Answer key**.

5 Before students do this **SPEAK** exercise, they could write down a few sentences and plan the intonation they would like to use. While you monitor, focus on the students' intonation, providing on-the-spot correction as necessary. Take note of any intonation patterns students are still struggling with in order to give them a bit more practise with these during a feedback stage.

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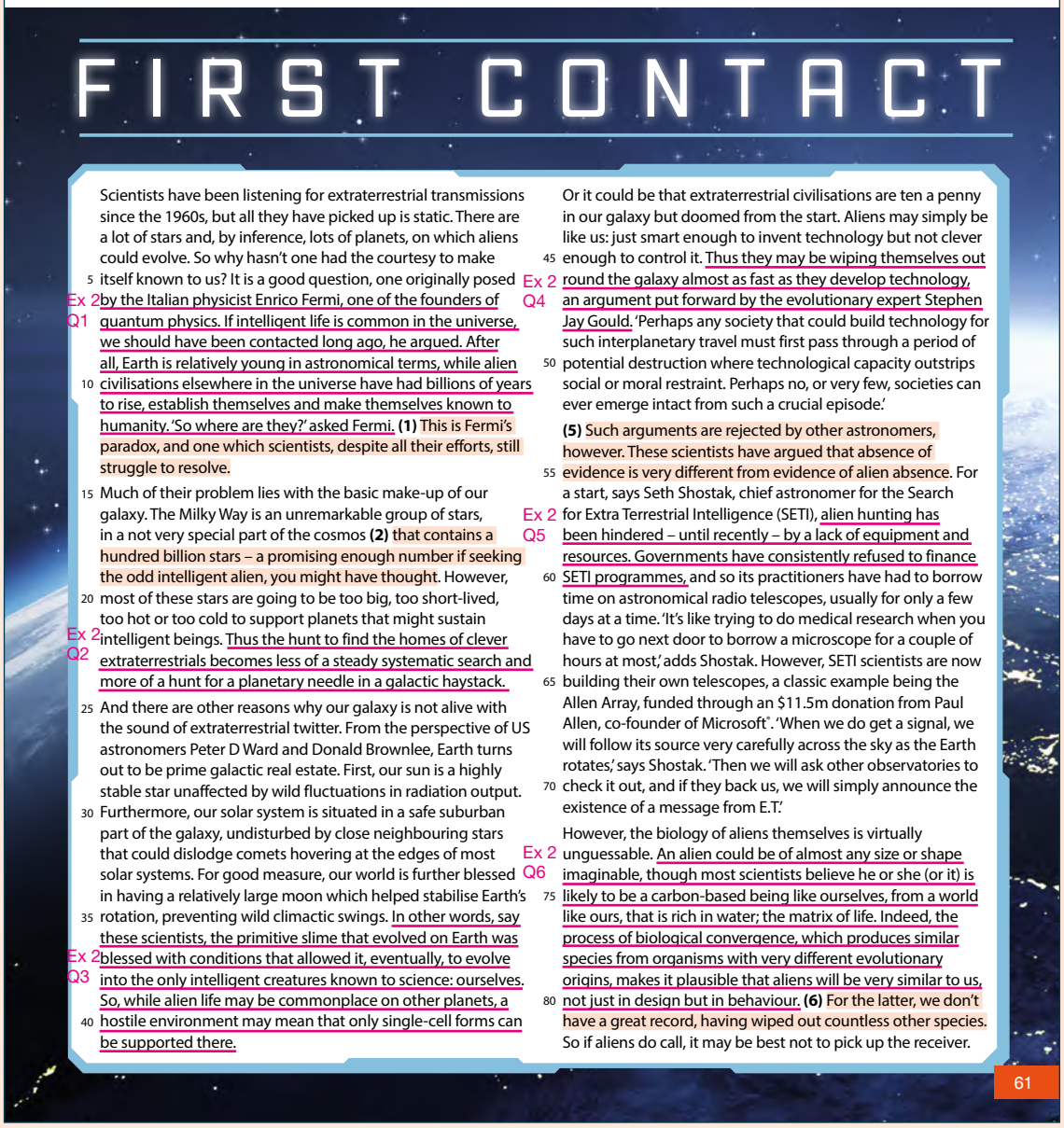
READY FOR READING

Introduction

This section focuses on techniques and approaches you should adopt in **Reading and Use of English Parts 5–8.**

Reading and Use of English Part 5 Multiple choice

1 **SPEAK** **Quickly read the article about researchers looking for signs of alien life. Does the article persuade you that aliens might exist? Why/Why not?**



FIRST CONTACT

Scientists have been listening for extraterrestrial transmissions since the 1960s, but all they have picked up is static. There are a lot of stars and, by inference, lots of planets, on which aliens could evolve. So why hasn't one had the courtesy to make itself known to us? It is a good question, one originally posed by the Italian physicist Enrico Fermi, one of the founders of quantum physics. If intelligent life is common in the universe, we should have been contacted long ago, he argued. After all, Earth is relatively young in astronomical terms, while alien civilisations elsewhere in the universe have had billions of years to rise, establish themselves and make themselves known to humanity. 'So where are they?' asked Fermi. **(1)** This is Fermi's paradox, and one which scientists, despite all their efforts, still struggle to resolve.

Much of their problem lies with the basic make-up of our galaxy. The Milky Way is an unremarkable group of stars, in a not very special part of the cosmos **(2)** that contains a hundred billion stars – a promising enough number if seeking the odd intelligent alien, you might have thought. However, most of these stars are going to be too big, too short-lived, too hot or too cold to support planets that might sustain intelligent beings. Thus the hunt to find the homes of clever extraterrestrials becomes less of a steady systematic search and more of a hunt for a planetary needle in a galactic haystack.

And there are other reasons why our galaxy is not alive with the sound of extraterrestrial twitter. From the perspective of US astronomers Peter D Ward and Donald Brownlee, Earth turns out to be prime galactic real estate. First, our sun is a highly stable star unaffected by wild fluctuations in radiation output. Furthermore, our solar system is situated in a safe suburban part of the galaxy, undisturbed by close neighbouring stars that could dislodge comets hovering at the edges of most solar systems. For good measure, our world is further blessed in having a relatively large moon which helped stabilise Earth's rotation, preventing wild climactic swings. In other words, say these scientists, the primitive slime that evolved on Earth was blessed with conditions that allowed it, eventually, to evolve into the only intelligent creatures known to science: ourselves. So, while alien life may be commonplace on other planets, a hostile environment may mean that only single-cell forms can be supported there.

Or it could be that extraterrestrial civilisations are ten a penny in our galaxy but doomed from the start. Aliens may simply be like us: just smart enough to invent technology but not clever enough to control it. Thus they may be wiping themselves out round the galaxy almost as fast as they develop technology, an argument put forward by the evolutionary expert Stephen Jay Gould. 'Perhaps any society that could build technology for such interplanetary travel must first pass through a period of potential destruction where technological capacity outstrips social or moral restraint. Perhaps no, or very few, societies can ever emerge intact from such a crucial episode.'

(5) Such arguments are rejected by other astronomers, however. These scientists have argued that absence of evidence is very different from evidence of alien absence. For a start, says Seth Shostak, chief astronomer for the Search for Extra Terrestrial Intelligence (SETI), alien hunting has been hindered – until recently – by a lack of equipment and resources. Governments have consistently refused to finance SETI programmes, and so its practitioners have had to borrow time on astronomical radio telescopes, usually for only a few days at a time. 'It's like trying to do medical research when you have to go next door to borrow a microscope for a couple of hours at most,' adds Shostak. However, SETI scientists are now building their own telescopes, a classic example being the Allen Array, funded through an $11.5m donation from Paul Allen, co-founder of Microsoft®. 'When we do get a signal, we will follow its source very carefully across the sky as the Earth rotates,' says Shostak. 'Then we will ask other observatories to check it out, and if they back us, we will simply announce the existence of a message from E.T.'

However, the biology of aliens themselves is virtually unguessable. An alien could be of almost any size or shape imaginable, though most scientists believe he or she (or it) is likely to be a carbon-based being like ourselves, from a world like ours, that is rich in water; the matrix of life. Indeed, the process of biological convergence, which produces similar species from organisms with very different evolutionary origins, makes it plausible that aliens will be very similar to us, not just in design but in behaviour. **(6)** For the latter, we don't have a great record, having wiped out countless other species. So if aliens do call, it may be best not to pick up the receiver.

Ex 2 Q1 Ex 2 Q2 Ex 2 Q3 Ex 2 Q4 Ex 2 Q5 Ex 2 Q6

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READY FOR READING

Introduction

This section guides students through Parts 5–8 of the Reading and Use of English paper. Note that time management is very important in this part of the exam. Students need to get comfortable doing the tasks fast. It's also important to remind them that they do not need to know the meaning of all the words in the text to get all the answers right. In reality, the sections of the text containing the answers often avoid the most difficult lexical items.

Reading and Use of English

1 Books closed. Board this question: *Do you think aliens might exist? Why or why not?* Students discuss the question in pairs. Books open. Students read the text individually for gist. Then, in the same pairs, they briefly discuss whether anything they read made them change their mind about the opinions they expressed earlier. To make students aware of the time pressure of the exam, give them no more than three minutes for this first gist reading task. They can time themselves if they wish.

What to expect in the Exam

1 D 2 C 5 A 6 A

What to expect in the exam

- In Part 5, the questions follow the same order as the information in the text, although the final question may test understanding of the text as a whole.
- The questions may test detail, but they also focus heavily on your understanding of attitude, opinion, purpose, tone and implication. They may also test text organisation features, such as comparison and exemplification.

Each highlighted section in the article on page 61 expresses an idea which might cause you to choose the wrong option for the question in brackets. As you answer questions 1, 2, 5 and 6, match the highlighted section to the distractor. Say why it is the wrong answer.

2 **Read *First contact* again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text. Underline the parts of the text which help you make your choices.**

1 The writer refers to physicist Enrico Fermi in order to
- A refute any claims that alien life forms have visited Earth.
- (B) highlight the nature of the challenge facing researchers.
- C show how alien life would be too remote to ever identify.
- D exemplify the kind of disputes arising between researchers.

2 When talking about the Milky Way, the writer puts forward the view that
- (A) the chances of finding alien life in our particular galaxy are minimal.
- B other galaxies have more potential to produce life than ours does.
- C the sheer number of stars that exist mean that alien life must also exist.
- D researchers should rethink their approach to exploring space for aliens.

3 In the third paragraph the writer draws a contrast between
- A conditions which will generate new life forms and those that will not.
- B the views held by certain people in space research and others in the field.
- (C) the way that life has developed on our planet and how it might develop on others.
- D beliefs that people held about the solar system in the past and in the present.

4 The writer uses the quote from Stephen Jay Gould to
- A highlight a flaw in a theory.
- (B) illustrate a particular point.
- C challenge majority opinion.
- D cast doubt on a previous argument.

5 What are we told about astronomer Seth Shostak?
- A He believes that proof of alien life may not have been recognised by scientists.
- B He resents having to compete with other researchers for financial support.
- C He is sceptical about the claims of other astronomers searching for alien existence.
- (D) He has been frustrated by government attitude towards his area of research.

6 In the final paragraph, the writer suggests that aliens
- A may find human behaviour aggressive.
- B could be wary of making contact with humans.
- (C) may share certain characteristics with humans.
- D will be superior in some aspects to humans.

3 **Part 5 questions may include a verb + noun collocation, as in question 2 above: *puts forward the view*. Go to the Additional materials on page 202 and do the exercise.**

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2 Focus students on the **What to expect in the exam** box. Individually, students examine the highlighted parts of the text and match each of them to the distractors in questions 1, 2, 5 and 6. They compare and justify their answers in pairs. Check their answers in open class. Then lead a discussion of how distraction works in this reading task, highlighting such tricks as repeating key words in the options, which occurs option C in question 2, as well as option C in question 5.

3 After doing the exercise in the **Additional materials** section on page 202 (see TB53), encourage students to record some of these new collocations in their vocabulary notebooks.

READY FOR READING

Reading and Use of English

Part 6 Cross-text multiple matching

What to expect in the exam

- Part 6 consists of four short texts by different writers on a similar theme followed by four multiple-matching questions.
- The task requires you to read all four texts very carefully so that you can recognise the opinions and attitudes of each individual writer and see how these compare to the views of the other three.

1 SPEAK **Work in pairs. The theme of the four texts on page 64 is the Vikings. What do you already know about this group of people?**

2 **Read the texts quickly. Were any of your ideas from Exercise 1 mentioned by the authors?**

3 **Before doing the task read the information in the box below.**

How to go about it

- Read the rubric, the title and any subheading carefully to identify the central theme of the four texts.
- Read the four questions to identify the key information to focus on.
  aspects of the Viking legacy *common modern beliefs about Viking lifestyles*
  assessment of archaeological evidence *the extent of Viking exploration*
- Quickly read the four texts to get an idea of what each one is about.
- Read each text more carefully to locate a reference to each of the four questions.
- *To help you for question 1, the references to the Viking legacy in each text have been underlined. (There is no such underlining in the exam.)*
- Identify the opinion that each writer has on each question and compare it to that of the other writers. At this stage, you could look for:
  - adjectives or verbs which indicate whether the writer's attitude is positive or negative: *clichéd images*, *must be dismissed*
  - phrases or conjunctions which indicate the writer's support or disregard for particular ideas: *In fact* (A), *Despite* (B), *indeed* (B), *It is thanks to* (C).



Reading and Use of English

1–2 Students read the **What to expect in the exam** box. Remind them that this task focuses on understanding the writer's opinions and attitudes and they should therefore pay particular attention to any parts of the text where the writer says how they feel about something. In pairs, students do the SPEAK task and then check if any of their ideas are mentioned in the text. Set a brief time limit. Alternatively, if you are treating this section as exam practice, students could skip the SPEAK task and read the questions first before reading the texts, which is an effective exam strategy for this task.

3 Focus students on the **How to go about it** box. Stress the importance of underlining relevant parts of the text; it will be much harder for students to get the right answers on this task without using this strategy. Give students time to look at the underlined sections of the text and decide on an answer for question 1. Allow them to check in pairs before discussing the answer in open class.

READY FOR READING

4 You are going to read four extracts from articles in which experts discuss the Vikings. For questions 1–4, choose from the authors A–D. The authors may be chosen more than once.

THE VIKINGS

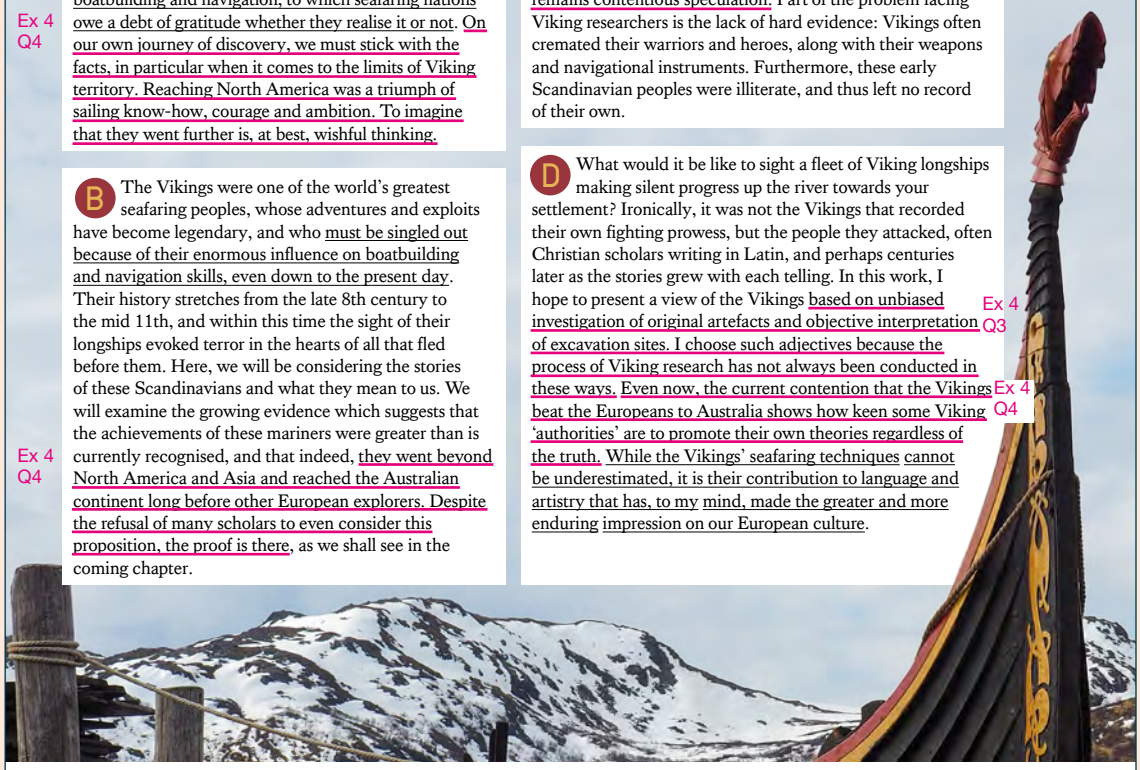
Ex 4 Q2

A The idea of war-like Vikings, sailing in constant search of villages to loot and burn, gained widespread popularity in the 18th century. It is, however, an idea that does them no justice and must be dismissed. Ex 4 Q3 Unfortunately, myths surrounding the Vikings have acquired such power that certain modern historians have been unable to resist turning assertion into fact, attributing purposes to relics for which there is no support, and imposing their interpretations of ritual when there is no reliable record. What has to be recognised above all else is the Vikings' technological ability in boatbuilding and navigation, to which seafaring nations owe a debt of gratitude whether they realise it or not. Ex 4 Q4 On our own journey of discovery, we must stick with the facts, in particular when it comes to the limits of Viking territory. Reaching North America was a triumph of sailing know-how, courage and ambition. To imagine that they went further is, at best, wishful thinking.

B The Vikings were one of the world's greatest seafaring peoples, whose adventures and exploits have become legendary, and who must be singled out because of their enormous influence on boatbuilding and navigation skills, even down to the present day. Their history stretches from the late 8th century to the mid 11th, and within this time the sight of their longships evoked terror in the hearts of all that fled before them. Here, we will be considering the stories of these Scandinavians and what they mean to us. We will examine the growing evidence which suggests that the achievements of these mariners were greater than is currently recognised, and that indeed, they went beyond North America and Asia and reached the Australian continent long before other European explorers. Despite the refusal of many scholars to even consider this proposition, the proof is there, as we shall see in the coming chapter. Ex 4 Q4

C It is thanks to the perseverance of modern archaeologists at excavation sites, and the painstaking interpretation of written sources by fellow academics in the field, that Ex 4 Q2 our clichéd images of the Vikings as mere thieves can be dispelled. This is vital if we are to admire these peoples for what they truly were: master boatbuilders whose technological know-how was a turning point for ship design and construction in Europe. They were able not only to sail around the coastlines of Europe and North Africa but to reach Ex 4 Q4 distant Asia and North America. Some researchers have claimed evidence of Viking migration further afield, but this remains contentious speculation. Part of the problem facing Viking researchers is the lack of hard evidence: Vikings often cremated their warriors and heroes, along with their weapons and navigational instruments. Furthermore, these early Scandinavian peoples were illiterate, and thus left no record of their own.

D What would it be like to sight a fleet of Viking longships making silent progress up the river towards your settlement? Ironically, it was not the Vikings that recorded their own fighting prowess, but the people they attacked, often Christian scholars writing in Latin, and perhaps centuries later as the stories grew with each telling. In this work, I hope to present a view of the Vikings based on unbiased investigation of original artefacts and objective interpretation Ex 4 Q3 of excavation sites. I choose such adjectives because the process of Viking research has not always been conducted in these ways. Even now, the current contention that the Vikings Ex 4 beat the Europeans to Australia shows how keen some Viking Q4 'authorities' are to promote their own theories regardless of the truth. While the Vikings' seafaring techniques cannot be underestimated, it is their contribution to language and artistry that has, to my mind, made the greater and more enduring impression on our European culture.



Which expert

has a different opinion from the others on which aspect of the Viking legacy is most significant? 1 D

shares A's opinion on common modern beliefs about Viking lifestyles? 2 C

takes a similar view to D on the way previous archaeological evidence has been assessed? 3 A

expresses a different view from the others on the extent of Viking exploration? 4 B

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4 Students finish the task individually and then check their answers with a classmate, justifying their answers with particular sections of the texts. As you go through the answers in open class, point out examples of how the type of language highlighted at the end of the **How to go about it** box helps you determine the correct answers. If your classroom has a smartboard or projector, it would be helpful to display the texts as you talk about them.

Reading and Use of English Part 7 Gapped text

What to expect in the exam

Part 7 consists of a text from which six paragraphs have been removed and placed in random order after the text. You decide which paragraph fits best in each gap in the text.

1 **SPEAK** Work in pairs. Read the heading and subheading of the article below. How would pupils benefit from being *brave, resilient and kind*?

2 Read the article (ignoring the questions in *italics*). Are any of your ideas from Exercise 1 mentioned?

BETTER PEOPLE MAKE BETTER STUDENTS

Hilary Wilce explains the importance of teaching pupils to be brave, resilient and kind.

Character matters. In fact, it matters more than anything else when it comes to doing well in school – and life. Yet parents and schools are actively preventing children from developing their inner resources, either by being too neglectful, or by never allowing them to fail.

1 E

⬆ *Read the missing paragraphs to identify anything 'its' and 'it' might refer to.*

But its main concern is with poor children. It looks at why so many educational interventions fail to help disadvantaged students do better, and demonstrates that it is things like perseverance and determination that ultimately help children succeed. This old-fashioned notion would have been common once but appears to have vanished from the modern world.

2 G

⬆ *Look at the first sentence below. In the missing paragraph above, will the writer be expressing a positive or a negative reaction?*

This was not because I disagreed with its thesis but because I was deep into researching what seemed at first glance to be the same subject. US social affairs reporter Paul Tough had produced *How Children Succeed: Grit, Curiosity and the Hidden Power of Character*. The working title of my book was *Backbone: What Children Need, Aren't Getting and How to Give it Back to Them*.

In the paragraph above, the writer uses the phrase 'at first glance.' What does this phrase usually indicate? How do writers or texts usually continue after using this phrase? ⬇

3 C

Drawing on neuroscience, economics, psychology and child development, Tough shows how qualities such as self-mastery and optimism are what make children succeed, and how, in the light of this, good parenting and character-based schooling can make all the difference. It's a persuasive argument, and for anyone involved in creating educational policy, it should be forced reading, so they can see how playing around with school structures can never, by itself, help pupils do better.

4 F

⬆ *In the paragraph below, is the writer talking about 'Backbone' (her own book) or 'How Children Succeed' (Paul Tough's book)? How do you know?*

On the way, it looks at the research showing how children are becoming more self-absorbed and less able to deal with setbacks, and outlines how this in turn is making them less equipped to work with others and bounce back from disappointments. All this sprang out of the growing unease I felt as I spent time in schools. As a journalist, I was usually there to write about 'development' in education – a revamped curriculum, or inventive method of teaching – yet it seemed to me that pupils' attitudes were too often sabotaging the very things designed to help them. And not, alas, in any exhilaratingly rebellious way.

5 A

⬆ *Who might 'one' and 'another' be referring to in the paragraph below? How do you know?*

One said each new intake of students seemed less willing to share or even hang their own coats on their own pegs. Another complained about the staggering sense of entitlement many pupils now demonstrated – if he gave them poor marks for a piece of work, they felt it was never because they could have done better, but only because he was 'picking on' them. (And often, he said, their parents agreed.)

6 D

⬆ *What do you understand by the phrases 'tomorrow's adults' and 'to draw on personal resources' in the paragraph below? (These are likely to be referred to in some way in the missing paragraph above.)*

All this matters desperately because in a competitive world, tomorrow's adults will have to draw deeply on their personal resources to navigate life's constant changes. A good life demands courage, resilience, honesty and kindness. This is the true spine of success, without which we are all jellyfish. And since no-one wants their child to be a jellyfish, our prime job as parents – and teachers – has to be to help our children build the backbone they need.

B not used

Reading and Use of English

1–2 Start by asking students a few simple questions like: *What do you have to do with the paragraphs that have been removed from the text?* (Decide which one fits in each gap.) *Should you read the text first or the missing paragraphs?* (The text.) Students read through the **What to expect in the exam** box. Then put students in pairs and have them discuss the title and make predictions. Note that this **SPEAK** task illustrates a good exam strategy: using the title or pictures to make predictions. Then students read the text quickly to check their predictions. Set a short time limit. Ask the class if any of their ideas were mentioned.

3 **Read the article again. For each gap, carefully read the paragraphs on either side, together with the questions in *italics*. Look for pronouns, synonyms or paraphrases that may refer back or forwards to objects, people, events or ideas mentioned in the previous or next paragraph.**

How to go about it

Part 7 tests your understanding of text structure. Therefore, it is important to carefully read through the gapped text to get a sense of how ideas or an argument is developed.

4 **Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.**

A Rather, children seemed distracted, or else worryingly devoted to getting things 'right'. And when I started to ask teachers about this, I released a tsunami of anxiety about the everyday behaviour they were seeing in school.

B Reaction to both these publications was diverse, and it wasn't just parents who responded. And while they had much in common, there was one aspect of his research that seemed dubious to me.

C But when I got over myself and settled down to read his work, I realised we were approaching the same important territory from different angles. His is a brilliantly readable account of the growing evidence that inner resources count more than any amount of extra teaching when it comes to overcoming educational disadvantage.

D Meanwhile, universities were raising the alarm about how today's 'satnav' students seemed less able to think for themselves. A toxic combination of teaching to the test at school and parents hovering over their lives was starting to mean that even those headed for the most prestigious universities were helpless when they first had to fend for themselves.

E This is the message of a new education book that has been topping the best-seller charts in the US. It has caused great debate by pointing out that over-attentive parenting is associated with rising rates of anxiety and failure among the young generation.

F My book, by contrast, is being written specifically for parents to show what strength of character consists of. It identifies six key values that, when knitted together, give a person deep-rooted focus, integrity and resilience, and suggests an outline for encouraging children to grow the 'backbone' of these qualities.

G But, as this book shows, character is badly in need of a comeback, and some pioneering schools are already starting to put it at the heart of their curriculum. It's a timely message, yet last summer, when the book was first published, it had me grinding my teeth in fury.



3 Students could do this close reading exercise individually or in pairs. Note that training students to notice this type of language is one way you can significantly improve your students' performance on this task.

4 Direct students to the **How to go about it** box. Remind them that there is one extra paragraph that doesn't fit anywhere, though it will be carefully written to seem as if it *should* fit somewhere in the text. When you check answers as a class, after the students have completed the task individually, it would be helpful to display the text using a smartboard or projector if this option is available to you. This will make it easy to point to specific pronouns or other words that were important for determining the correct match.





Reading and Use of English Part 8 Multiple matching

What to expect in the exam

- Part 8 consists of a set of questions for which you have to find the relevant information in one of several short texts, or in one of the sections of a long text.
- The task requires you to scan the text in order to find the specific information you need. It is **not** necessary to read every word in the text to complete the task.

1 Read through *The art of biography* on page 68 to get a general idea of its content. What is the writer's attitude to biography at the beginning of the text? And by the end?

2 Read the article again. For questions 1–10, choose from the sections (A–D). The sections may be chosen more than once.

How to go about it

- Underline key words in the statements before you read the text(s). One of these has been done for you.
- Scan each text, looking for information which matches that contained in the statements.

  The first statement for text A is Question 2 and the key words are underlined, and the relevant section in the text has been underlined. For the other statements, underline and label the relevant section, as in the example for Question 2.
- If there are any statements you have not matched, scan the texts again looking for the information you need.

In which section are the following mentioned?

a biography being based around items that would have been meaningful to the book's subject	1 C
Hughes' confession that she was once reluctant to reveal the nature of her job	2 A
Hughes' admission that she had been wrong about the state of biography as a genre	3 B
the possible reaction of readers today towards biographies they consider oversize	4 D
the advantage of skimming over less interesting parts of a subject's life	5 D
the view that the traditional structure of a biography does not accurately reflect reality	6 B
the skill required to produce a biographical-type book that features multiple subjects	7 C
the stimulus a biographer's subject required before finding their true vocation	8 D
a specific event being used as the focal point in a biography that deals with wider issues	9 C
Hughes' contempt for a trend she thought she had detected	10 A

1

At the beginning, the writer says that the genre of biography is in 'a very poor condition'. She implies that modern biographies are only concerned with facts and are not well written. By the end of the article, she has changed her mind and says that 'more and more interesting books are being published which deal with the lives of others'. She suggests that they are not always marketed as 'biographies' but they are still biographical.

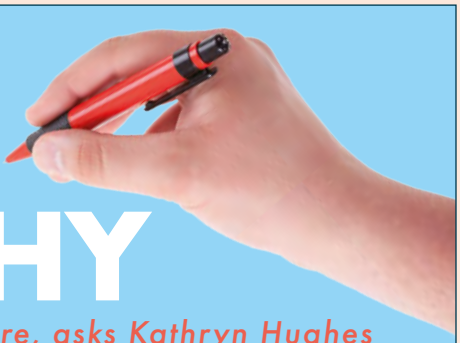
67

Reading and Use of English

1 Focus students on the **What to expect in the exam** box. Elicit the difference between *skimming* (reading for the general idea) and *scanning* (reading for specific information). Students discuss the questions after quickly reading the text once. Alternatively, students could read the questions first before reading the texts, which is an effective exam strategy for this task.

2 Discuss the strategies in the **How to go about it** box. Examine the underlined words in question 2 and text A. Elicit why A is the correct answer. Note the use of paraphrase, e.g. *confession* and *admitting that*. Remind students of the importance of underlining relevant parts of the text. Set a time limit of no more than 15 minutes. During feedback, display the text on page 68 if possible.

READY FOR READING



The art of BIOGRAPHY

What is the future for this literary genre, asks Kathryn Hughes

A A few years ago, I wrote a piece in which I declared that biography, if not quite dead, was in very poor condition. I was concerned that for far too long, publishers had been churning out inferior versions of Amanda Foreman's excellent *Georgiana, Duchess of Devonshire*, which had deservedly been a hit. The endless imitation *Georgianas*, however, showed all the tendencies that the critic Janet Malcolm has identified as the mark of so much biographical writing: a sense that, as long as the facts are there, it doesn't matter how badly or baldly they are set out. The biographies Malcolm had in her sights were written in leaden prose and entailed a marathon trudge from cradle to grave. I hesitated before telling people I was a biographer: it felt tantamount to admitting that I was a journalist incapable of original thought. (2)

Ex 2 Q10 Ex 2 Q2

B But it turns out that biography wasn't in terminal decline after all. It was more that I hadn't been looking for it hard enough or in quite the right places. Last weekend, the University of East Anglia hosted a conference at which the masters of biography took its pulse and made the cheering diagnosis that it is, in fact, in good health. What has happened, these expert practitioners explained, is that biography has changed its shape. This shift has emerged from a growing sense that biography as it used to be done was not getting us close to the experience it was trying to describe. We all know that life isn't actually comprised of a stately march through the decades in which loose ends, false trails and those periods where nothing much happens are tidied away out of sight. Mostly our lives feel shapeless, coming into focus only when a particular occasion makes us feel, for a few minutes at least, fully ourselves.

Ex 2 Q3 Ex 2 Q6



C One new approach to biography employs the presenting of something small to tell a bigger story. Frances Wilson demonstrated how effective this can be in *How to Survive the Titanic*. She focuses on the moment when J Bruce Ismay, the ship's owner, jumped into a lifeboat while other first-class men allowed women and children to take the available spaces. Pressing hard on Ismay's split-second decision to leap to safety, Wilson tells a story not just about one man's lost honour, but about a layered drama of class, nationality and technological modernity. Another approach is to organise your narrative around objects that carried a particular emotional charge for the person you are writing about. In *The Real Jane Austen*, for instance, biographer Paula Byrne pulls out an East Indian shawl and a carriage that figured in both Austen's personal experience and her fiction, and weaves a new narrative around them. Amanda Foreman uses yet another approach in her latest book. In *A World on Fire*, she tells the story of the American Civil War by using scores of micro-biographies. Dealing with all these characters demonstrates her extraordinary degree of technical ability. While in a classic single-subject biography it's clear where you need to go next, in group biography you are required, like a circus performer, to keep many plates spinning while making it all look effortless.

Ex 2 Q9 Ex 2 Q1 Ex 2 Q7

D Other biographers have realised that their subject's non-eventful schooling or the long holidays by the sea can be compressed into a few terse paragraphs so they can spend more time on the bits that matter. It is an approach showcased brilliantly by Matthew Hollis. In *Now All Roads Lead to France*, Hollis concentrates on the defining moment when the Anglo-Welsh writer Edward Thomas gave up his unfulfilling journalistic career in favour of the poetry he had never quite got round to making. Under the pressure of the looming war, Thomas finally became the kind of writer he was meant to be, producing poetry that would change the music of the English language forever. It would be disingenuous to claim that these new ways of telling lives are entirely driven by intellectual concerns. The pressures are commercial, too. People also have shorter attention spans, which means that those doorstop biographies of 400 pages can start to seem like a looming threat rather than a delicious promise. But more and more interesting books are being published which deal with the lives of others. They may not announce themselves as 'biographies', but that doesn't mean they aren't.

Ex 2 Q5 Ex 2 Q8 Ex 2 Q4

3 In Part 8, nouns or noun phrases may appear in questions 1–10, such as *the writer's confession that* or *the view that* in the reading task above. Adjectives might also be used to indicate opinion or attitude. Go to the **Additional materials** on **page 204** and do the exercise.

3 After students read the instructions, refer them to the **Additional materials** on page 204 (see TB56). Students do the exercise individually or in pairs. During feedback, elicit what opinion or attitude is expressed with the inclusion of each adverb-adjective collocation, e.g. in number 4, *bitterly resentful* reveals the writer's opinion that William's feelings about his wife were inappropriate or unfair.



This unit is concerned with how we communicate and get on with other people at home, school and work. The grammar and vocabulary, as well as the reading, writing, listening and speaking tasks, are all related to this theme.

Read the unit objectives to the class.

KEY LANGUAGE

Reference, substitution and ellipsis
Relative clauses
Verb + noun collocations
Relationships

PRONUNCIATION

Contrastive stress

EXAM PRACTICE

Reading and Use of English Parts 1, 2 & 8
Writing Part 2
Listening Parts 1 & 3
Speaking Parts 1, 2, 3 & 4

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

1 Who do you get on best with in your family?
2 Is there a time when your whole family likes to get together?
3 Are you the kind of person who likes meeting new people?
4 Is it better to have a few close friends or a wide circle of acquaintances?
5 How important do you think it is to meet up with friends in person?

SPEAKING Part 1 Interview

Option 1: Books open. Ask students to look at the photo and identify what kind of relationship the two people have (*most likely grandmother/granddaughter*). In pairs, invite students to discuss the difference between the relationship a child has with their grandparents and the one they have with their parents.

Option 2: Book closed. To give your students a bit of practice with the type of language tested in Part 2 open cloze, board or display the Speaking Part 1 questions with the following gaps. Give students a minute to write down their answers before eliciting them in open class.

1 Who do you get on best _____ in your family?
2 Is there a time when your whole family likes to get _____?
3 Are you the _____ of person who likes meeting new people?
4 Is it better to have a few _____ friends or a wide circle of acquaintances?
5 How important do you think it is to meet _____ with friends in person?

Answers: 1 with, 2 together, 3 kind/type/sort, 4 good/close, 5 up

Students ask and respond to the questions in pairs. Get brief open class feedback.

ONLINE MATERIALS

Sentence auction (**Teacher's Resource Centre**)
Correct me if I'm wrong (**Teacher's Resource Centre**)
Unit 5 Test (**Test Generator**)
Unit 5 Wordlist (**Student's/Teacher's Resource Centre**)
Unit 5 On-the-go-practice (**App**)

5 GETTING ON

Speaking Part 2 Long turn

Don't forget!

- Use language for comparing and speculating.
- Keep talking until the examiner says *Thank you.*

1 **Look at pictures 1–3. They show people trying to solve a problem.**

Student A: Compare **two** of the pictures and say what the problem might be, and how easy it might be for the people to find a solution.

Student B: When your partner has finished talking, say which of these problems you think would be hardest to solve.

2 **Now change roles. Go to the Additional materials on page 205 and do the Speaking Part 2 task.**

What might the problem be?
How easy might it be for the people to find a solution?

1



2



3



Lead-in

To lead into the topic of interpersonal conflict, organise the class into three groups. Assign each group one of the following types of relationships: parent/child, teacher/student, boss/employee, boyfriend/girlfriend, brother/sister. Ask them to think of potential sources of conflict. Then regroup students so each new group has a person who talked about each of the types of relationships. Tell students to identify sources of conflict common to all (or at least most) of the types of relationships. Round off the task with an open class discussion of the topic.

Speaking

1–2 Give students a few minutes to look back at earlier units of *Ready for C1 Advanced* and find three pieces of advice or exam strategies for Speaking Part 2. Elicit their ideas in open class. Students open their books to page 70. Refer them to the **Don't forget!** box. Note that when you are doing this type of speaking task, it's better if all the pairs aren't talking about the same set of pictures at the same time. Students can find it distracting. So have some pairs start with the **Additional materials** on page 205 (see below), while others start with the pictures on page 70. While the students do the task, circulate and take note of any successful or less successful language use to discuss later in a feedback stage. If time allows, have students repeat the task, either with different pictures or different partners.

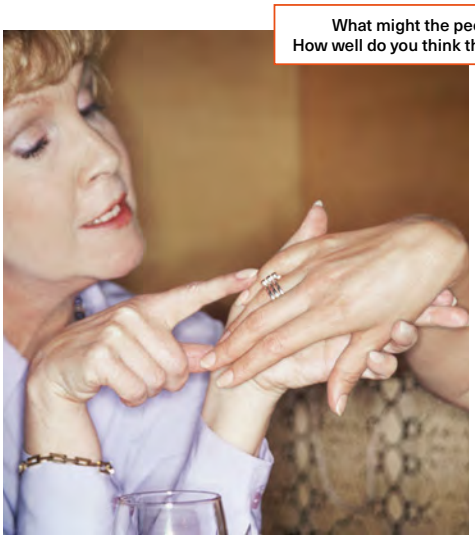
Speaking Part 2 Long turn

Look at these pictures. They show people in conversation together.

Student A: Compare **two** of the pictures and say what the people might be talking about, and how well you think they get on with each other.

Student B: When your partner has finished talking, say in which conversation the people need to be the most sensitive.

What might the people be talking about?
How well do you think they get on with each other?







Go back to page 70.

Listening

1 5.1 You could lead-in into this section by showing the trailer for the film *Boyhood*. Ask what difficulties the director would have had making such a film. Refer students to the **How to go about it** box. Consider introducing some time pressure to listening tasks now. Start by allowing, for example, 2 minutes instead of 70 seconds. Slowly decrease the time each time you do the task until it is the same as on the exam.

2 You could board these sentence stems for students to use during their conversations: *Had I been chosen for this series…*, *If I were asked to appear on TV every five years…*, *If it hadn't been for….*

AUDIOSCRIPT

Listening Part 3 Multiple choice

5.1

I = Interviewer S = Simon Bridges

M = Megan Ward

I: Today I'm talking to Simon Bridges and Megan Ward, who've been working together on the documentary series *Fly on the Wall* for twenty years. Simon, the fifth film in the series is released next week. There's already a lot of excitement about it. As the director, how do you explain its continuing popularity?

S: Look, when we started, all the participants were young kids. We filmed them playing with toys, talking about arguments with their school friends, and telling us about their dreams. We let them speak for themselves, rather than offer any kind of academic analysis. And we've taken that approach ever since. It's the same participants … five years older in each film … answering the questions we put to them. As you watch, you see the things they face every day as adults … strained relationships, money problems. The series celebrates that – the way normal people sometimes have to make a heroic effort just to survive the day. That strikes a chord with audiences – they relate to it, and really want to know how things are working out for the participants.

Ex 1 Q1

I: How did you choose the children who would appear in the series?

S: For the first film, we aimed to explore the impact of privilege and wealth on a child … how those things might shape their future … compared with children from less fortunate circumstances. That informed the decisions I made. Some children were happy to chat … at length, actually … and some were extremely shy. It didn't matter. And some things the children said were very humorous … very charming. That wasn't always apparent to me when we were filming.

Ex 1 Q2

I: Is there anything you wish you'd done differently for the first film?

S: Well, directors always reflect on what they could have done better. I think what we *did* do is provide a genuine snapshot of the very different lives of the children. We weren't setting up artificial situations. The focus is on the children, but there are snatches of conversation with siblings, moments when family members or the dog suddenly wander into camera, because everything's essentially going on as normal. We missed the opportunity to get the children together … to see how they might have got on, that's true. But I feel we shielded them from the media, because too much exposure at that age can be very damaging.

Ex 1 Q3

I: Megan, you've been the main camera operator for the entire series. What have you learnt from this experience?

M: Well, I've seen some of those kids in the first film undergo some major transitions in life. They've all just turned twenty-five, and yeah, a few have married and settled down. You'd expect that, wouldn't you? And then some are still working out what direction to take … going from job to job … travelling. But you know, when we were making this last film, I realised that I'd made all these assumptions about the kids when we first met them aged five. I'd looked at them and I guess subconsciously thought, yeah, you're sharp – you'll probably end up in business, you're the cheeky one – you'll probably end up in trouble, and that introverted one will probably never leave his hometown. And, er, it hasn't worked out like that at all. I think the participants have forged their own paths, regardless of how they started out.

Ex 1 Q4

I: After twenty years, how would you say your relationship with the participants has changed?

M: The dynamic has changed, certainly. When they were small, I suppose it was their parents that pushed them into appearing on camera, and there are some scenes that the participants – now they're adults – do actually find embarrassing and wish we'd edited out. But Simon and I genuinely have their interests at heart, and I'm very glad they've come to realise that. They know I won't edit the film in a way that misrepresents them. And it's like a family, to be honest. Like nieces and nephews. You're close with some and not with others. So in between the films, we do catch up occasionally.

Ex 1 Q5

I: You obviously have an extremely successful working relationship with Simon.

M: I mean, we don't see eye to eye on everything, but the thing is, he's the director and I'm behind the camera. I wouldn't question Simon's way of doing things, and he wouldn't interfere with mine.

Ex 1 Q6

S: Well put. We would never presume to step on each other's toes. Sometimes, after a day of shooting, we might have a heart to heart about things that are bothering us … if we feel things didn't go quite right – but that's more about letting off steam.

Listening Part 3 Multiple choice

How to go about it

- After you hear the instructions for the task, you have 70 seconds to quickly read through the questions and the options.
- One effective approach is to use the 70 seconds to concentrate and underline key words in the question stems. In this way, you can listen for the answer during the recording, and then match this to the closest option.
- You can confirm you have chosen the correct option when you hear the recording for a second time.

1 **5.1** **You will hear an interview in which two film makers called Simon Bridges and Megan Ward are discussing their work on a series of documentary films. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.**

1 Simon puts the continuing popularity of the series down to the way it
- A combines scientific analysis and social commentary.
- B brings back memories of viewers' own childhoods.
- (C) manages to capture the drama of ordinary life.
- D conveys a positive message about overcoming difficulties.

2 Simon says that he chose children to appear in the series according to
- (A) the social background they came from.
- B their likely appeal to a television audience.
- C their ability to express themselves.
- D their confidence in front of a camera.

3 Looking back at the first film in the series, Simon regrets
- A not preparing the children to deal with sudden fame.
- (B) not arranging for the children to interact with each other.
- C not giving all the children an equal amount of attention.
- D not inviting the children's parents to also take part.

4 Through her experience as camera operator, Megan has concluded that
- (A) it is impossible to predict how life will turn out.
- B it is upbringing that determines a person's fate.
- C it is likely that personality will change over time.
- D it is understandable that people are afraid of change.

5 What does Megan say about her relationship with the participants today?
- A She is sorry she has caused some of them distress.
- B She accepts they may still feel resentful towards her.
- (C) She appreciates the trust they have placed in her.
- D She is surprised they continue to keep in touch with her.

6 Simon and Megan both feel that they work well together because they
- A regard each other's contribution as equally valuable.
- B speak frankly when they disagree on something.
- C avoid unnecessary conflict over minor issues.
- (D) respect the limits of their individual roles.

2 **SPEAK** **Work in small groups. Discuss the following questions.**

1 Have you ever seen a documentary like the one discussed in Exercise 1?

2 Would you be interested in appearing in a documentary that tracks the developments in people's lives every five years? Why/Why not? What might it depend upon?

Reading and Use of English Part 8 Multiple matching

1 **SPEAK** Why do young siblings sometimes argue with one another? Why do their arguments sometimes continue into adulthood?

Don't forget!

- Quickly read the questions to get a general idea of the information you need to find.
- Then read each section carefully and find the questions that relate to it.

2 You are going to read an article about sibling rivalry. For questions 1–10, choose from the sections (A–D). The sections may be chosen more than once.

In which section are the following mentioned?

a contrast in personality being one reason for two siblings' poor relationship	1 C
the writer's concern about the future relationship between his own children	2 D
a shared ambition causing intense feelings of competition between siblings	3 B
family conflict being seen and presented as something normal in society	4 A
the reasons why a pair of brothers are making the effort to avoid arguments	5 C
the emotional benefit the writer gained by having physical distance from his brother	6 D
how a sense of injustice among very young children can lead to feelings of dislike	7 B
the writer's admission that he hated being responsible for his brother's well-being	8 C
the certainty that the writer and his brother will never make peace with one another	9 A
how some siblings may feel less capable of continuing their rivalry in old age	10 B

3 **SPEAK** What advice would you give to the writer of *Sibling rivalry: When brothers fall out*? Should he attempt to 'bury the hatchet' with his brother or not?

Vocabulary Verb + noun collocations

1 Find the following nouns in the questions and article. Write them in your vocabulary notebook, together with the verb used with them.

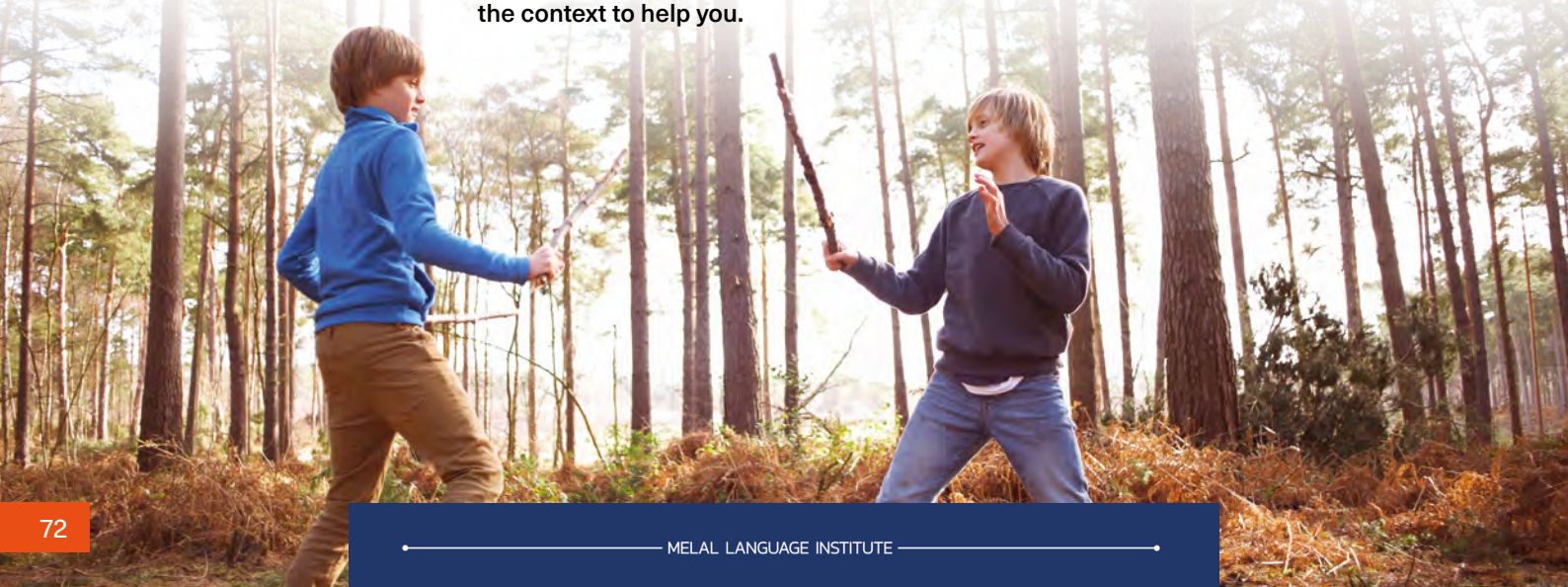
arguments (*questions*) peace (*questions*) differences (*A*) ceasefire (*B*) ground (*C*)

2 Find the following phrasal verbs in the article. Record them in your notebook, together with any nouns that go with them.

build up (*A*) spark off (*B*) give up on (*C*) move out (*D*) fall out (*D*)

3 **SPEAK** Work in pairs. Discuss the meaning of the phrasal verbs in Exercise 2 using the context to help you.

1
avoid arguments, make peace, resolve our differences, declare a ceasefire, find common ground
2
resentment has built up
But what sparks it all off?
give up on your brother
move out (from home) – no noun
fall out – no noun
3
build up – *increase*
spark off – *cause to happen*
give up on – *to stop hoping that the relationship with the brother will improve*
move out – *to leave home and find somewhere else to live*
fall out – *to argue and no longer communicate with each other*



Reading and Use of English

1 You could discuss the first question in this **SPEAK** task in open class. Board the students' ideas in the form of a mind map or list. Then organise the students into pairs and have them decide on the two most common sources of conflict between siblings. Make sure they justify their answers.

2 Refer students to the **Don't forget!** box. Remind them to underline key words in the questions. Note that it can be helpful for students to read one section and then return to the questions before moving on to the next section. Encourage them to underline relevant parts of the text. This can be helpful for double checking an answer later. Depending on how well students dealt with this task in Unit 2, you could choose to search for the answers for section A together as a class. If possible, display the text using a projector or smartboard. Students complete the rest of the task individually. Before checking the answers as a class, allow students time to compare their answers with a partner, justifying their answers with specific parts of the text.

3 Elicit or explain *bury the hatchet* (put aside differences and forget about them). For this **SPEAK** task, it would be useful to board some useful language for giving advice, e.g. *If I were them…*, *They should consider…* *I'd suggest/recommend + -ing*.

Vocabulary

1–3 In small classes, you could display the text and give each student a board pen. Invite them up to the board to find and underline the collocations and phrasal verbs. Check the meaning and pronunciation of *ceasefire* /ˈsiːsfaɪə(r)/. Point out the spelling change between *argue* and *argument*, as the noun, *argument*, is commonly misspelled. After the **SPEAK** task, you could spend a few minutes on the following aspect of pronunciation: normally, the main verb in a sentence carries more stress than prepositions or adverbs. With phrasal verbs it's a bit different; the stress falls on the particle (short word following the verb) instead. You could elicit this by boarding the following two sentences and eliciting the sentence stress:

1 We bought some land and **built** our own house.

2 Resentment built **up** between us.

Allow students time to record new collocations in their vocabulary notebooks. This would be a good time to remind them of how important it is to organise and revise new language that comes up during the course.

Extra activity

Put students into small groups. Explain that they are going to create a story that includes at least five of the lexical items from the vocabulary section. To get them started, give students a situation, for example, two brothers who have a falling out. Remind students that a good story has a beginning, middle and ending. In the beginning, we learn about the characters, the setting and the problem or conflict that drives the story. In the middle, events take place related to the problem or conflict. At the end, there is some type of resolution. While students prepare their stories, circulate and provide support as necessary. Check that each story has a clear beginning, middle and ending. Allow students time to rehearse their stories before regrouping them. They then take turns telling their stories. Students listening write down the phrasal verbs and collocations they hear from the Vocabulary section.

Teaching tip

It's always a good idea to have something up your sleeve for fast finishers. Here are a few ideas for reading tasks that require no preparation:

Students choose a few words from the text and come up with as many forms of the word as possible (adverbs, adjectives, nouns, verbs, etc.). Encourage them to consult a dictionary if they wish to.

Students look for new lexical items related to the theme of the unit, in this case relationships, and record each of them in their vocabulary notebooks along with an example sentence from the text or dictionary.

Students write a paragraph summarising the main ideas of the text.

READY FOR GRAMMAR

5 Reference, substitution and ellipsis

Reference and substitution

1 *This*, *that*, *these* and *those* can be used to refer back to previously stated people, things, events or ideas. *This* and *these* are more common than *that* and *those*.

This and *that* can be used:

- before nouns or on their own.

  ... and he left school at 16. ***This (decision)*** *did not please his parents.*

  He hated school. ***That****'s why he left at 16.*

- *These* and *those* are more commonly used before nouns.

  ... the mobile phone and the computer. ***These two inventions*** *have revolutionised communications ...*

  ... during the 1930s. In ***those days****, of course, people didn't have computers.*

  You've got so many toys. Let's get rid of ***those*** *that you don't play with any more.*

2 A number of other words can be used to substitute and avoid repetition of previously used words and phrases.

- *do*/*does*/*did* to replace a verb

  Paul didn't want to go, but I ***did****. (= I wanted to go.)*

- *do so* can also be used to replace a verb + object

  He told her to lock the door, but she had already ***done so****.*

- *so*/*nor*/*neither* + auxiliary verb + subject

  She likes dogs and ***so do I****. (= I like dogs, too.)*

  I've never been to Paris and ***nor/neither has he****. (= He hasn't been to Paris either.)*

- *so*/*not* to replace a *that*-clause after *expect*, *hope*, *seem*, *suppose*, *think*

  'Is he coming?' 'I ***think so****.' (= I think that he's coming.)*

  'Do you think it'll rain?' 'I ***hope not****.' (= I hope that it won't rain.)*

Note that *I don't think so* is more common than *I think not*.

- *if not*/*so* to replace whole clauses

  Are you free on Friday? ***If so****, do you fancy going to the cinema?* ***If not****, how about next week?*

- *one*/*ones* to replace countable nouns

  What sort of ***ice cream*** *would you like?* ***A plain one*** *or* ***one with chocolate sauce*** *on?*

  Those red ***apples*** *are much tastier than these green* ***ones****.*

Ellipsis

Ellipsis involves omitting words to avoid repetition.

3 It is common to omit words after *and* and *but*.

I live and ***(I)*** *work in Madrid.*

John was impressed, but I wasn't ***(impressed)****.*

We play tennis on Saturdays and ***(we)*** *sometimes* ***(play)*** *on Sundays, too.*

4 The main verb can be omitted after an auxiliary verb.

I'd do it myself if I ***could****. (= if I could do it myself)*

She said she would phone, but she ***hasn't****.*

He said he saw her there, but he ***can't have****.*

Adverbs can be placed before the auxiliary.

'Can you turn the heating on?' 'I ***already have****.'*

be cannot be omitted after a modal verb.

'Is the shop open yet?' 'It ***might be****.'*

been can be omitted in a perfect passive, except after a modal verb.

'Has she been promoted?' 'Yes, she ***has****.'*

He wasn't sent to prison, but he ***should have been****.*

5 Instead of repeating a full infinitive expression we can simply use *to*.

I don't ***eat much cheese*** *now, but I* ***used to****.*

6 Clauses can sometimes end with a question word when the question is obvious.

We need to solve this problem. But I have no idea ***how.***

'Apparently the meeting's been cancelled.' 'I heard. Although I'm not sure ***why****.'*



SIBLING RIVALRY:

WHEN BROTHERS FALL OUT

Nick Duerden and his brother stopped speaking 10 years ago. Heartbreaking? Or perfectly normal sibling rivalry?

A In the full decade since I last saw my brother, he has had children, changed jobs and grown a sizeable beard – according to my grandmother. In the meantime, I have progressed throughout the course of my own adult life, though he, like me, wouldn't know this directly but rather second-hand, our respective lives separated by the Atlantic Ocean and the resentment that has built up between us. I think I can now confidently predict that there is zero chance of us ever resolving our differences. Ex 2 Q9 While this is an admittedly regrettable state of affairs, it isn't a particularly unusual one. Sibling rivalry is as old as the hills, and you need only glance at weekday morning talk shows to be reminded that fighting amongst brothers, sisters and the parents who they blame, if not quite compulsory, then is certainly expected of us all. Ex 2 Q4

B A recent story in *Psychology Today* suggests that more than a third of us have a very strained relationship with our brothers or sisters as adults, and that any hope of us declaring a long-term ceasefire tends to arrive only in our declining years, when all the fight has finally deserted us. Ex 2 Q10 But what sparks it all off? The overriding factor, it seems, is that the arrival of a younger sibling often brings with it a brand new sensation for the elder: hatred. This is, after all, the point at which we, the senior, our power over our parents suddenly stolen, learn that life isn't fair after all. And if we are then subsequently treated differently by our parents, however unwittingly, that hatred can be expected to run deep. Ex 2 Q7

Jonathan Self, the older brother of the writer Will, knows the feeling well. 'Will was actually incredibly loyal to me throughout childhood,' he begins, 'but, yes, there was an awful lot of rivalry between us.' He explains that his parents considered their younger son a genius by the age of three, and that they prized intellect above all else. If their rivalry continued into adulthood, it was largely because both had their hearts set on a writing career. But Will was by far the better writer, prompting Jonathan to eventually turn to the world of business. Ex 2 Q3

C Today they enjoy a mostly harmonious relationship, specifically, Jonathan suggests, because of their children. 'We know that it really upsets them if he and I fight, and so we don't, mostly. If they see us not getting on, it is effectively like saying it's OK to give up on your brother. And neither of us wants that,' says Jonathan. Ex 2 Q5 My own experiences differ from the Selfs' not only because there were, sadly, no such flashes of brilliance within my family, but also because my brother and I were poles apart, so comprehensively different in character and temperament that we rarely found common ground. Ex 2 Q1 We both hoped that things would improve as we got older, but they didn't. I know now that all he really wanted from me was friendship, but as the older sibling, friendship was then the last thing I needed from him. Summer holidays were the worst. Because my working mother had to leave us children home alone – as did all the parents of all my friends – the days dragged on forever. Ex 2 Q8 She pleaded with me to keep an eye on him, and begged me to keep him out of mischief. He was a burden I fiercely resented.

D I finally turned eighteen, meaning that with a newly acquired driving licence and a job, I was able to move out. Ex 2 Q6 This breathing space from one another brought the pair of us an overwhelming sense of relief. But then, over the years, our relationship completely fractured. Every so often we would, for my mother's sake, all meet up for a restaurant meal. At best, we had nothing to say to one another; at worst, there were all manner of disagreements to enter into, and so we did. The last time we saw one another, it almost came to physical blows. A decade on, I worry that I shall pass these miserably dysfunctional behavioural patterns down to my two daughters, something I desperately want to avoid. Ex 2 Q2 I would be distraught if they ever fell out, when it is clear to me at least that there is so much in both of them to like and to love.

Language focus Reference, substitution and ellipsis

Review

1 **Find the following sentences in *Sibling rivalry: When brothers fall out* and decide what the words in bold refer to.**

1 While **this** is an admittedly regrettable state of affairs, it isn't a particularly unusual one.
this = not communicating with his brother / not being able to resolve their differences
2 there were, sadly, no **such** flashes of brilliance within my family
such – refers back to paragraph 2 in section B – references to Will Self's intellect and genius
3 friendship was **then** the last thing I needed from him.
then = at that point in the boys' lives, when they were young and still at school
4 **as did** all the parents of all my friends
as did – refers to other parents having the same habit of leaving children at home by themselves

Substitution

2 **Words such as *as did* in Exercise 1 are often called 'substitute words'; they avoid repetition of words and phrases. Underline the correct substitute word in these sentences.**

0 She can't sing and *so* / *not* / *nor* / *never* can I.

1 **A** Do you think the weather will clear up by tomorrow?
B I certainly hope *it* / *this* / *so* / *will*.

2 Can you lend me your helmet? If *yes* / *so* / *not* / *no*, don't worry – I'll borrow Omar's.

3 Elaine wants to go to the beach, and I *want* / *go* / *am* / *do*, too.

4 My last birthday it was orange trousers; this year she gave me these yellow *pair* / *ones* / *types* / *colour*!

5 Students passing the exam will automatically go into the next level. All *those* / *these* / *them* / *ones* that fail will have to repeat this *same* / *such* / *one* / *also*.

6 Suddenly, Brenda appeared. *Such* / *Then* / *When* / *This* was the moment he had been waiting for.

Ellipsis

3 **Sometimes, to avoid repetition, it is enough to simply omit a word or words. This is called ellipsis. Which word has been omitted from these sentences?**

1 ... it really upsets them if he and I fight, and so we don't [fight], mostly.

2 She pleaded with me to keep an eye on him, and [she] begged me to keep him out of mischief.

4 **Go to Ready for Grammar on page 224 for further rules, explanations and practice.**

5 **Complete the dialogues with one or two words.**

1 **A:** I **prefer** cats **to** dogs.
B: So do I .

2 **A:** I'**ve never** ridden a motorbike.
B: Neither have I .

3 **A:** **Is** Thom com**ing** to your party?
B: He's so annoying. I hope not .

4 **A:** **Is that** your dad calling you?
B: It might be .

5 **A:** **You know that** Anya borrow**ed** your earphones, right?
B: Yes, but she shouldn't have .

6 **A:** **I love** thrash metal.
B: I do too, but it's a bit loud for me now.

6 **SPEAK** **Use the words in bold in Exercise 5 to make your own statements. Your partner should then respond with their own opinion.**

'I prefer the new Star Wars films to the old ones.'
'Really? I don't. The new ones don't have any interesting characters.'

Language focus

1 Books closed. On the board write: *Dylan always throws a big party for his birthday. The party is an exciting event for all his friends*. Elicit how we could avoid repeating *the party* in the second sentence (using the demonstrative pronoun *this*). Ask students if they also use pronouns in this way in their L1. Explain that this lesson will focus on various ways of avoiding repetition in writing or speaking. Books open. Have students complete the exercise in pairs. Check answers as a class. Discuss how many of these ways of avoiding repetition students already use while speaking or writing in English.

2–4 Have students work through the exercises individually. Allow them time to pair check before directing them to the **Ready for Grammar** section (see TB73 and below).

5–6 Complete the first gap as a class. Then have students complete the dialogues individually or in pairs. Check answers in open class. An extension activity could be to give students a minute to study the dialogues, then display just the B lines and elicit the A lines. Students do the **SPEAK** task in pairs. Go around the room and monitor, providing on-the-spot correction of the target language.

Extra activity

Since ellipsis and substitution are common in dialogues, this grammar point lends itself well to a classic ELT activity: the *disappearing dialogue*, also known as the *vanishing dialogue*. Board a dialogue between two people of no more than 10 lines. In pairs, students practise reading the dialogue. Tell them that once they reach the end they have to start again from the beginning. (They shouldn't switch roles.) When the students have read the dialogue at least twice, start erasing key words, and then entire lines, one by one, until the dialogue has 'disappeared'. Students keep repeating the dialogue from memory. An extension activity is for students to then write their own dialogues, using both ellipsis and substitution.

READY FOR GRAMMAR

5 Reference, substitution and ellipsis

1 Decide which words could be omitted to avoid repetition.

0 My brother was afraid of the dark, but I wasn't ~~afraid of the dark~~.

1 A Do you think you'll be home before midnight?

B I should be ~~home before midnight~~.

2 I asked him to play a tune on the piano but he said he didn't want to ~~play a tune on the piano~~.

3 She always comes to class on Tuesdays, but she hardly ever comes ~~to class~~ on Thursdays.

4 He left without saying goodbye. I have no idea why ~~he left without saying goodbye~~.

5 A I have a feeling he was sacked from his last job.

B Yes, he might well have been ~~sacked from his last job~~.

6 He told me to apologise to her, but I already had. / I'd already done so. ~~I'd already apologised to her~~.

2 Use substitute words and ellipsis to reduce the amount of repetition in the following text. There is an example at the beginning.

her

For most of ~~my mother's~~ working life, my mother taught chemistry in a secondary school. She always said the reason she had entered the teaching profession was because her father had virtually forced her to (do so). Her parents were both teachers / Her father was a teacher and so was her mother, ~~to enter the teaching profession. Her father was a teacher and her mother was a teacher as well,~~ though she herself had no intention of becoming a teacher. However, whereas my grandmother felt that my mother should only follow in their footsteps if she wanted to (do so) ~~my mother wanted to follow in their footsteps,~~ my grandfather was determined that she should teach for a living – so she did ~~so she taught for a living~~.

She'd actually like to have become a pharmacist and run her own business, but she wasn't sufficiently qualified (to do so) ~~to become a pharmacist and have her own business~~. Apart from this ~~the fact that she wasn't sufficiently well qualified,~~ she might well have had problems raising the necessary capital, and if she'd asked her father to lend it to her ~~her the necessary capital~~ he probably wouldn't have (done so) ~~lent her the necessary capital~~. I think my mother resented my grandfather for the pressure he ~~my grandfather~~ had put on her, and she ~~my mother~~ always encouraged me to make my own decisions. I did (so) ~~made my own decisions~~ – and now I work as a teacher, and my son does, too ~~works as a teacher, too~~!

Go back to page 74.

Lead-in

Books closed. Put the word *relationships* in the centre of the board. In open class, elicit 15–20 words or phrases related to the topic. Encourage students to give you their best advanced-level language. Then put the students in small groups and ask them to create categories for the words or phrases. Round off the task by eliciting some of the students' ideas for categories. Ask them to justify why they chose to categorise certain words or phrases the way they did.

Vocabulary

1–2 Books open. Focus students on the pictures. In pairs, students identify the type of relationships in the images and discuss how these types of relationships are similar or different. Then ask the students to read the instructions for the first exercise. Note that the words in the box are examples of *delexicalised verbs* – that is, verbs that have very little meaning in isolation. For example, it's quite hard to answer the question, *What does* get *mean*? This exercise, for example, contains *get on like a house on fire* and *get in touch*. The meaning of *get* in these lexical items is completely dependent on the words the verb is combined with. A fast finisher task for this exercise would be to ask students to consult the dictionary and find another new expression for each of the delexicalised verbs in the box.

3 You could model this **SPEAK** task by talking about one of your own relationships, perhaps a childhood friend. Students could listen and tick off the collocations you use from Exercise 1. Note that you should never force students to talk about something that would make them feel uncomfortable, so make sure to give them the option of talking about the relationship between two characters in a film or TV series. Monitor while students carry out the task in groups. Provide on-the-spot correction of the target language. Note down any other non-impeding errors to discuss later during a feedback stage.

Extra activity

One fun way of revising collocations is to use online quiz platforms to create competitive games. For example, you could write a sentence for each of the collocations from this **Vocabulary** section but gap one word in each collocation. Students choose the correct missing word from four possible answers. Every student uses their own device and competes to see who can consistently choose the correct answer the fastest.

Teaching tip

If you are using *Ready for C1 Advanced* in synchronous online lessons, put the students into breakout rooms for the **SPEAK** exercises that come at the end of **Language focus** and **Vocabulary** sections. When you enter the breakout rooms to monitor, consider turning off your video and putting yourself on mute. This will allow you to be unobtrusive as possible. Note down any common errors. Later, in a feedback stage, you can write these notes on the virtual whiteboard or use the screen sharing function to display the document with your notes. Invite the students to correct the errors in the chat box.

Vocabulary Relationships

1 **Complete the sentences with a verb from the box in the correct form. In each pair of sentences, the same verb is required.**

get have keep look put take turn

1 a Jada and my father ___get___ **on like a house on fire**; she loves going to see him.

b The noise from the neighbours is beginning to ___get___ **on my nerves**. I'm going to complain if it doesn't stop soon.

2 a His negative attitude has ___put___ **a great strain on** our relationship. I'm seriously thinking of leaving him.

b It was just a joke – I wasn't trying to ___put___ **you down**. I'd never deliberately set out to make anyone feel stupid.

3 a The maths teacher ___had___ **it in for me**; she was always giving me extra homework or keeping me behind after school.

b They ___had___ **a** fairly **rocky relationship** at first, but they're talking of getting married now.

4 a They set up in partnership in 2015, but **the relationship** ___turned___ **sour** when Jim's risky investments seriously jeopardised the business.

b When her father returned after nine years' absence, Marta did not have the heart to ___turn___ **her back on him**.

5 a She'd always approved of his girlfriends before, but she never really ___took___ **to** Ana.

b Ana ___took___ **an instant dislike to** his mother, but she did her best to hide it.

6 a He's well liked, and a lot of the younger members of staff ___look___ **up to him** as a role model.

b I used to ___look___ **down on** art students at university, but now they're probably all earning far more than me.

7 a He ___kept___ **himself to himself** on the holiday, eating alone and opting out of the organised excursions.

b I left over ten years ago, but I've managed to ___keep___ **in touch with** some of my former colleagues.

2 **Look at the expressions in bold in Exercise 1 and decide whether each one has a negative or a positive meaning.**

3 **SPEAK** **Work in small groups. Choose three of the expressions in Exercise 1 and use them to talk about your own relationships, past or present.**

*My cousin used to really **get on my nerves**. He was always phoning me up or coming to see me. He never gave me a moment's peace. Things are fine now – he went abroad to live, so I just get the occasional email.*

2

1 **a** positive **b** negative
2 **a** negative **b** negative
3 **a** negative **b** negative
4 **a** negative **b** negative
5 **a** negative **b** negative
6 **a** positive **b** negative
7 **a** usually slightly negative
b positive







Listening Part 1 Multiple choice

1 **5.2** **You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

Don't forget!

Each option (**A**, **B** and **C**) relates to something the speaker mentions, but only one option reflects exactly what they say.

Extract One

You hear part of an interview with an actress called Miriam Landers talking about the director of a play she is in.

1 How does Miriam feel about acting in her new play?

A She is nervous about the first night of the production.
B She feels certain her performance will be convincing.
C She is concerned that it will leave her feeling very tired.

2 What does Miriam say about her relationship with the director, Malcolm Rush?

A He makes all the important decisions.
B He always finds something to criticise.
C He is prepared to listen to her suggestions.

Extract Two

You hear two university students discussing the presentations they are working on.

3 What do both speakers say about their recent experience of groupwork?

A It was very productive.
B It resulted in conflict.
C It took up too much time.

4 What does the woman find most challenging about her section of the presentation?

A stating her own opinion
B overcoming her lack of interest
C finding sufficient source material

Extract Three

You hear part of an interview with a professional rally driver.

5 What is worrying the driver about his next rally?

A He will be racing against a tough rival.
B He could lose control if the weather is bad.
C He may have to withdraw due to mechanical issues.

6 What does he say about his co-driver, Scott?

A He's responsible for keeping everything calm.
B People do not appreciate how much he does.
C It tends to be his fault if accidents occur.

2 **SPEAK** **Work in small groups.**

In what kind of situations have you had to work collaboratively with a partner or team?
How easy do you find it to comment on other people's performance or ideas?
How do you feel about receiving comments on your own ideas or performance?

Listening

1 5.2 Students have already encountered Listening Part 1 twice in this course, so they should be fairly familiar with the task. However, it would still be worth revisiting some useful strategies for dealing with multiple-choice questions. Books closed. Board the following sentences.

1 Time is short, so you should focus more on the *questions* / *options*.

2 The language from the options is usually *paraphrased* / *repeated* in the recording.

3 *Never* / *Always* guess if you are not sure of the answer.

Key: 1 questions, 2 paraphrased, 3 Always

Books open. Focus students on the **Don't forget!** box. Remind them that they are likely to hear distractors for one or both of the wrong options. Play the recording. Allow students to check their answers with the **Audioscript** on page 243 (see below) before going through the answers as a class.

2 Put students into groups of three or four. As they discuss the questions, monitor and make note of examples of successful or less successful language use to explore later during a feedback stage. Alternatively, this task could be done as a mingle. Write the first question on the board. Students stand up and find someone to talk to. Replace the first question with the second. Students change partners. Then move on to the third question. Close the task by asking a few students to share some interesting points that came up during their conversations.

AUDIOSCRIPT

Listening Part 1 Multiple choice

5.2

P = Presenter M = Miriam M = Man

W = Woman I= Interviewer D = David

Extract 1

I: Miriam, your new play, which opens next week, is a black comedy – not something you're known for. Are you at all anxious, or is opening night an occasion which no longer bothers you?

M: That very much depends on the production, but in this case, I've been privileged again to have Malcolm Rush as director. He doesn't care whether you're exhausted – mentally, physically, emotionally – it's immaterial; he wants to get the best out of you. Essentially you don't just learn the part – you live it, which for me, at least, takes away any fear of the audience not believing in me, or rather, my character. Ex 1 Q1

I: So how would you describe your relationship with Malcolm Rush? I've heard he makes it hard for actors to ever voice their own opinion.

M: Well, I do! Malcolm's entirely willing to take your point of view on board once you gain his respect. When we're working on a play, it's a two-way process in which Malcolm or I will propose something – we'll see how it works out – and then any comments are always constructive. There are young actors, some of whom I've worked with in fact, that have painted Malcolm as a dictator. But that's their inexperience speaking. Ex 1 Q2

Extract 2

M: We started preparing for our group presentation last week. I was put in a group with Andre and, you know, he's usually so difficult – and I'd thought we'd never get anything done with him there, being all cynical and that. But we were all bouncing ideas off each other – and yeah, we ended up with a much clearer idea of the structure and what we want to include. Ex 1 Q3

W: I thought my group would be a disaster, too. I mean, I'd assumed it'd just be messing around for a few hours, and everyone speaking over each other, but we got a surprising amount done. Especially since they were people I'd never had much to do with before.

M: So what are you doing for your section of the presentation?

W: Well, I volunteered to research this company's employment policies – even though employment law isn't an area I'm familiar with. I've been searching online for information – you know, to see what I can dig up about the company – and I've done a rough draft, but my tutor's saying I need to take a more critical approach. I find that kind of thing hard, though. I'd rather just state the facts. Ex 1 Q4

Extract 3

I: So, David, with the next race less than 12 hours away, do you think you'll be able to hold your position in front?

D: Well, I see the media's making a big deal out of the fact that Shane Williams has come out of retirement. You know, we were on the same team once, and now he's the competition. Seriously, that's the least of my concerns. And the conditions look favourable – most of the track should have dried out. But unless we get to the bottom of why the engine stalled a couple of times in the last event, we may have to pull out. Ex 1 Q5

I: Your co-driver, Scott, he's been with you from the start.

D: Yes, people often underrate the co-driver's role; the glory always goes to the driver. But it's Scott who has the map and the notes. Without him I'd be truly driving blind. You have to have complete faith that what he says is right. I have to know exactly how fast I can take a corner and be sure we don't end up rolling into a ditch. The thing with Scott is that he's learnt to put up with my temper over the years. Not everyone could do that. Ex 1 Q6

Language focus

1–2 If you are starting a new lesson with this **Language focus** section, it would be a good idea to revisit the topic of the listening. Books closed. Play the first 30 seconds of each extract. Ask students to remember what the speaker says in the rest of each extract. Books open. Students complete the sentences with the words in the box, then check their answers in the **Audioscript** (see TB76).

3–4 Students discuss their answers in pairs. Then refer them to the **Ready for Grammar** section (see below and TB78). Quickly confirm their answers in open class. Alternatively, you could display the sentences from Exercise 1 on the board and go through the answers to the questions in Exercise 3 as a class, explaining the grammar rules as you go. Make sure to highlight that we don't use *that* in non-defining relative clauses, as this is a common mistake even at an advanced level.

Speaking

1–2 Start by eliciting some dos and don'ts for Speaking Parts 3 and 4, e.g. do listen to your partner and respond to their comments, do jump in and help your partner if they get stuck, don't dominate the conversation, don't get stressed if you can't remember a specific word, paraphrase it and move on, etc. Note that students should start timing themselves while doing speaking exam tasks at this point in the course. Another option is to display a countdown timer. The discussion phase of Speaking Part 3 lasts two minutes; the decision phase, one minute. If time allows, students could repeat the task with different partners.

3 Refer students to the **Additional materials** on page 203 (see below). Have them read the **How to go about it** box. The speaking task should also be timed (five minutes). During feedback, focus on successful and less successful examples of how students were able to extend their answers and justify their opinions.

You may wish to use **Sentence Auction** on the **Teacher's Resource Centre** at this point.

READY FOR GRAMMAR

5 Relative clauses

A Defining relative clauses

These contain essential information which identifies the person or thing being talked about. *Who* and *which* can be replaced by *that*, and the relative pronoun can be omitted if it is the object of the verb in the relative clause. No commas are required.

*Meg **who/that** used to babysit for us has just got married.*

*It's not the kind of novel **which/that** appeals to me.*

*I know a boy **whose** father is a professional diver.*

*Thank you for the flowers (**which/that**) you sent me.*

When and *why* can also be omitted.

*I'll never forget the day (**when**) Geoff resigned.*

*The reason (**why**) he left is still unclear.*

Where cannot be omitted. Compare the following:

*That's the shop **where** we bought our bed.*

*That's the shop (**which/that**) we bought our bed in.*

In more formal English, prepositions can be placed before the relative pronouns *whom* and *which* (but not *that*).

*They pointed to the shop **in which** the bed had been purchased.*

B Non-defining relative clauses

These contain non-essential information: we can identify which person or thing is being talked about without the information in the relative clause. *That* cannot be used and the relative pronoun cannot be omitted. Commas are required at the beginning and the end of the relative clause (except when the end of the relative clause is also the end of the sentence).

*Our former babysitter, **who** got married last year, has just had her first child.*

*His first novel, **which** was largely autobiographical, became an overnight success.*

*Alan Smith, **whose** father is a professional diver, is the only boy in our class who can't swim.*

Which is used to refer to a whole clause.

*He works 12 hours a day, **which** must be very tiring.*

What is used to refer to 'the thing that'.

*Let me know **what** you decide to do.*

***What** I need right now is a cup of tea.*

Speaking Part 4 Further discussion

SPEAK **Discuss the following questions on the topic of relationships.**

1 How important is it for a couple to have the same goals in life?
2 Some people find it difficult to choose a suitable partner. Why do you think this is?
3 Do you think it is important for couples to share responsibility for looking after the house and the children?
4 What do you think are the greatest challenges for people who decide to settle down together?
5 Some people say that men benefit from marriage more than women do. What do you think?

How to go about it

- Give full answers to the questions, justifying your opinions. Remember, it is your language which is being assessed and not your ideas.
- Respond to what your partner says and develop the discussion.

Go back to page 77

Language focus Relative clauses

1 **Complete the sentences from the Listening on page 76 with a relative pronoun from the box. If a relative pronoun is not necessary, leave the gap blank. Each of the words can be used more than once.**

which who whom

a It's Scott ___who___ has the map and the notes.

b Are you at all anxious, or is opening night an occasion ___which___ no longer bothers you?

c You don't just learn the part – you live it, ___which___ for me, at least, takes away any fear ...

d There are young actors, some of ___whom___ I've worked with in fact, that have painted Malcolm as a dictator.

e ... your new play, ___which___ opens next week, is a black comedy ...

f I volunteered to research this company's employment policies – even though employment law isn't an area ___–___ I'm familiar with.

2 **Check your answers to Exercise 1 in the Audioscript on page 243.**

3 **Look again at the sentences in Exercise 1 and answer the questions.**

1 What or who do each of the relative pronouns in a–e refer to?

2 Why are commas used before the relative pronoun in c, d and e but not in a or b?

3 Which of the relative pronouns could be replaced by *that*?

4 Which relative pronoun is omitted from f? Why can we leave it out of this sentence but not the others?

4 **Go to Ready for Grammar on page 223 for further rules, explanations and practice.**

3

1 a – Scott **b** – an occasion **c** – All that precedes the gap, i.e. the fact that you don't just learn the part, you live it. **d** – young actors she worked with **e** – the new play

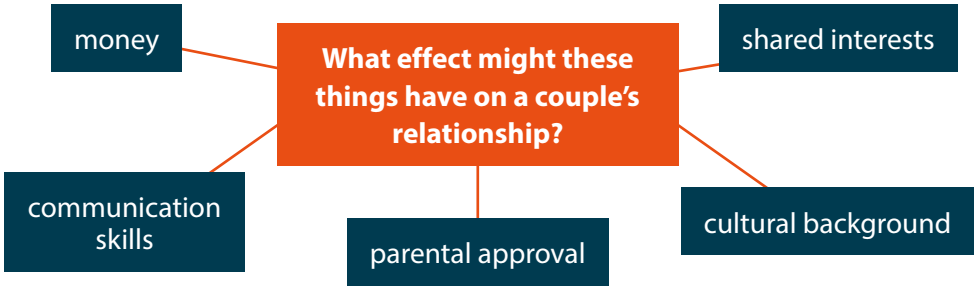
2 c, d and **e** contain non-defining relative clauses, but **a** and **b** contain defining clauses.

3 *who* and *which* in **a** and **b** respectively

4 *which* or *that* – In a defining relative clause such as this, if the relative pronoun (here: *which* or *that*) refers to the object (*an area*) of the verb in the relative clause (*I'm familiar with*), the relative pronoun can be omitted.

Speaking Part 3 Collaborative task

1 **SPEAK** **Work in pairs. Here are some things that can affect a couple's relationship. Talk to each other about what effect these things might have on a couple's relationship.**



2 **Now decide which of these things is the most vital for achieving success in a relationship.**

3 **Go to the Additional materials on page 203 and do the Speaking Part 4 task.**



Writing Part 2 Proposal

What to expect in the exam

- In Part 2 of the Writing paper, you might have the opportunity to write a proposal. You may be asked to suggest ways to improve morale at work, amenities in your local town, self-study facilities for students at your college, and so on.
- To do this task well, you need to think about your target reader: either the person/people who asked you to write the proposal, or the group assessing your proposal. You will need to write in a way that persuades your target reader that your ideas and suggestions are worth considering.

1 Read the following Part 2 task and the model answer. Does the answer address all aspects of the task? Yes

> Your company has problems with some employees not working well with each other and needs to improve relations between them. You have been asked by your manager to propose ways in which relations can be improved.
>
> Your proposal should say which employees are not working well together, outline possible reasons for their poor relationships and suggest ways to improve relations.

Write your **proposal** in **220–260** words.

PROPOSAL:

IMPROVING STAFF RELATIONS AT I-TECH

INTRODUCTION

Over the last few months there has been tension between members of staff in the company. This has had a negative effect on productivity.

NEW STAFF

Four employees have recently transferred to our branch from the city branch. However, some long-term employees at this branch have complained that their new colleagues have not been doing their job properly and ill feeling has resulted from this. I have carried out some informal interviews and I suspect that they are simply not familiar with our particular systems.

I suggest that we have a training day for all the new staff, preferably as soon as possible. I recommend this be led by Daniel Barnes as he has organised training sessions before and has a good rapport with the new group.

STAFF WITH FAMILY COMMITMENTS

We have a number of employees with young families. This sometimes means that an employee needs to leave work early if their child becomes ill. However, some staff members without children are unhappy with this situation.

I propose that we create a clearer policy about taking time off for family commitments. We should indicate how staff can make up any hours they have lost; for instance, by working from home or extending their hours on another day. In this way, other employees will know that the company is not discriminating against anyone.

CONCLUSION

I feel that the current problems we are experiencing with staff relations can be resolved, providing new staff receive the necessary training, and that all staff perceive that their workmates are fulfilling the terms of their contract.

MELAL LANGUAGE INSTITUTE

Writing

1 This section gives students the opportunity to practise writing proposals. They will have further practice of this in Units 7 and 11. You could start this lesson with books closed. Display the **What to expect in the exam** box. Tell students to read the information and write down key words. Then take away the box. Ask students to tell you what they remember using the key words. Books open. Focus students on the task instructions in Exercise 1. Ask them to underline the three points and elicit them in open class (*which employees are not working well together, possible reasons for poor relationships, ways to improve relations*). Then give students time to read the proposal and check to see if all three points are included. During feedback, display the proposal from page 78 on the board if possible and elicit where the points are discussed in the text. Before students move on to the exercises on page 79, you could take a moment and elicit some of the similarities between reports and proposals, e.g. use of a formal register, a title, headings, etc. If students ask about the difference between these two genres, explain that, as the names suggest, in a proposal you are *proposing* something, while in a report you are *reporting* on something. The former is more focused on a future event or situation; the latter, on a past one.

5 Relative clauses

1 **Complete the sentences with a word from the box. The words can be used more than once. NB the commas in these sentences are missing.**

that where which who who's whose why

1 I went walking with my husband at the weekend ___which___ is something ___which/that/–___ we haven't done for a long time.

2 The novel is set in Kaunas ___which___ at that time was the capital of Lithuania. The initial chapters focus on Vitas's father ___whose___ fiery temperament had a lasting effect on the boy.

3 ___What___ I'd like to know is what happened to that boxer ___who/that/–___ she was seeing. Are they still going out together?

4 He left all his money to a woman ___who/that/–___ had never shown him any affection. The reason ___why/that/–___ he did this has never been fully understood.

5 Her mother ___who___ hated city life longed to return to the village ___which/that/___ she grew up in and ___where___ she still owned a small plot of land.

6 Is there anyone ___who's/that's/___ got a car or ___whose___ mum or dad could give us a lift?

2 **Look back at sentences 1–6 in Exercise 1. Decide whether:**

a commas are required or not.

b *that* can be used instead of the word you have chosen.

c the word can be omitted.

Go back to page 77.

Writing Part 2 Proposal

Your college has a number of international students attending courses. Some of these students have experienced problems in adjusting to college life. You have been asked by your college director to propose ways to help students.

Your proposal should say which students are experiencing problems, outline reasons for the problems and suggest ways to help the international students.

Write your **proposal** in **220–260** words in an appropriate style.

How to go about it

- Brainstorm ideas.
  Note down possible problems and their likely reasons. Then consider suitable solutions. Select the best two or three ideas.
- Write a paragraph plan.
  Choose one of the plans from Exercise 2 on page 77.
- Write your proposal in an appropriate register.
  Both questions in Exercise 5 require a formal register.
- Aim to use a wide range of relevant language.
- Give your proposal a clear title and write paragraph headings.

Go back to page 79.

2 At this stage, you could briefly discuss the importance of making a plan. Elicit reasons why it's a good idea (*it usually improves overall organisation; you are less likely to forget an important point from the instructions; it makes the writing go faster, because you focus on writing instead of also thinking about what you are going to say next*).

3 An extension activity would be for students to quiz each other by covering one of the columns. Encourage students to record any new collocations in a section dedicated to the theme of *work* in their vocabulary notebooks.

4 Elicit these structures and formal language to the board in open class. Ask students to think of more examples.

5 Direct students to the **How to go about it** box. You might want to encourage lower-proficiency students to write their own answer to the question in Exercise 1, because the model answer will provide a measure of extra support. More confident writers in the group could answer the question in the **Additional Materials** section on page 209 (see TB78).

Sample answer

Introduction

As a tutor representative of the students in Tonford College, I have recived information from students, in which they explains their experiences and problems in adjusting to college life. I'm gonna outline the reasons for the problems and suggest to improve college life for our students.

Problems and solutions

One of the most repeated complaints from our students is that they have not chance to communicate with native people, time in college is limited and they say that they do not have time enough to practice oral expression. I suggest to organise with the people of the area different open days, international days, and any kind of cultural events that make native and international students know each other and allow them to exchange opinions and experiences. Another problem that students complaint about was the leak of appropriate food provided in the restaurant in the college. I suggest a more international menu should be offered so they feel more homely. Also students complaint saying that they don't have time to eat lunch or relax during breaks because they are only 30 minutes long. This means they sometime arrive to class late. I insist the tutors look at timetables to make sure students have at less one hour for lunch. I am certain the atmosphere in class will be better if students get more relaxed in theirs breaks.

Conclusion

As far as I'm concerned you should take my recommendations and then I am sure this problems will resolve and international students will be feeling much more relax in our college.

260 words

Examiner comments

Content: Reasonable realisation of task. Proposal covers the problems and makes suggestions.

Communicative achievement: The information asked for has been provided, but the tone is inconsistent at times and could be considered rude – *I'm gonna*, *I insist*, *As far as I'm concerned you should take*. The overall effect on the target reader would be negative.

Organisation: The introductory paragraph describes the purpose of the proposal adequately and subsequent paragraphs are reasonably well organised. Effective use of simple linking devices.

Language: The number of basic errors would distract the reader and create a negative effect, e.g. incorrect verb agreement – *they explains*; wrong choice of word – *leak*, *homely*, *at less*; word order – *have time enough*; misuse of the infinitive – *suggest to*; misspelt words – *recived*, *resolv*. The range of language is limited and there is evidence of translation from the candidate's first language.

Mark: Borderline pass

2 Clear organisation and appropriate paragraphing are essential features of all *Advanced* writing task types. As with reports, a relevant title and paragraph headings are also useful for proposals.

Which of these two possible plans does the proposal follow?

	A	B
First paragraph	Introduction: general background	Introduction: general background
Central paragraphs	• reason for one problem • reason for second problem • suggestion • suggestion	• reason for one problem • suggestion • reason for second problem • suggestion
Final paragraph	concluding positive comment	concluding positive comment

3 To obtain a high mark in the *Advanced* examination, you need to use a wide range of relevant vocabulary and structures.

Complete the table below with language from the model answer which is relevant to a work situation.

Activities/verbs	People	Other
transfer (to/from a branch/ place) (not) do their job properly, carry out (an interview), lead/ organise (a session), have a good rapport, leave work early, take time off, make up (hours), work from home, extend their hours, discriminate against, resolve (a problem), fulfil (the terms of a contract)	*members of staff* company (long-term) employee colleague new staff staff members workmates	*productivity* training day training session a policy family commitments staff relations

4 The model answer above is written for someone in a senior position, so a formal style is appropriate and will have a positive effect on the target reader.

a Which formal language is used to make suggestions in the model?

I suggest that we have ...

b Which structures are used to talk about consequences?

This has had a negative effect on ...

5 Either (a) write your own answer to the question in Exercise 1 or (b) answer the question in the **Additional materials** on **page 209**.

For both questions, read the ***How to go about it*** box on **page 209** before you write your answer.

4

a

I recommend this be led by ...

I propose that we create ...

We should indicate ...

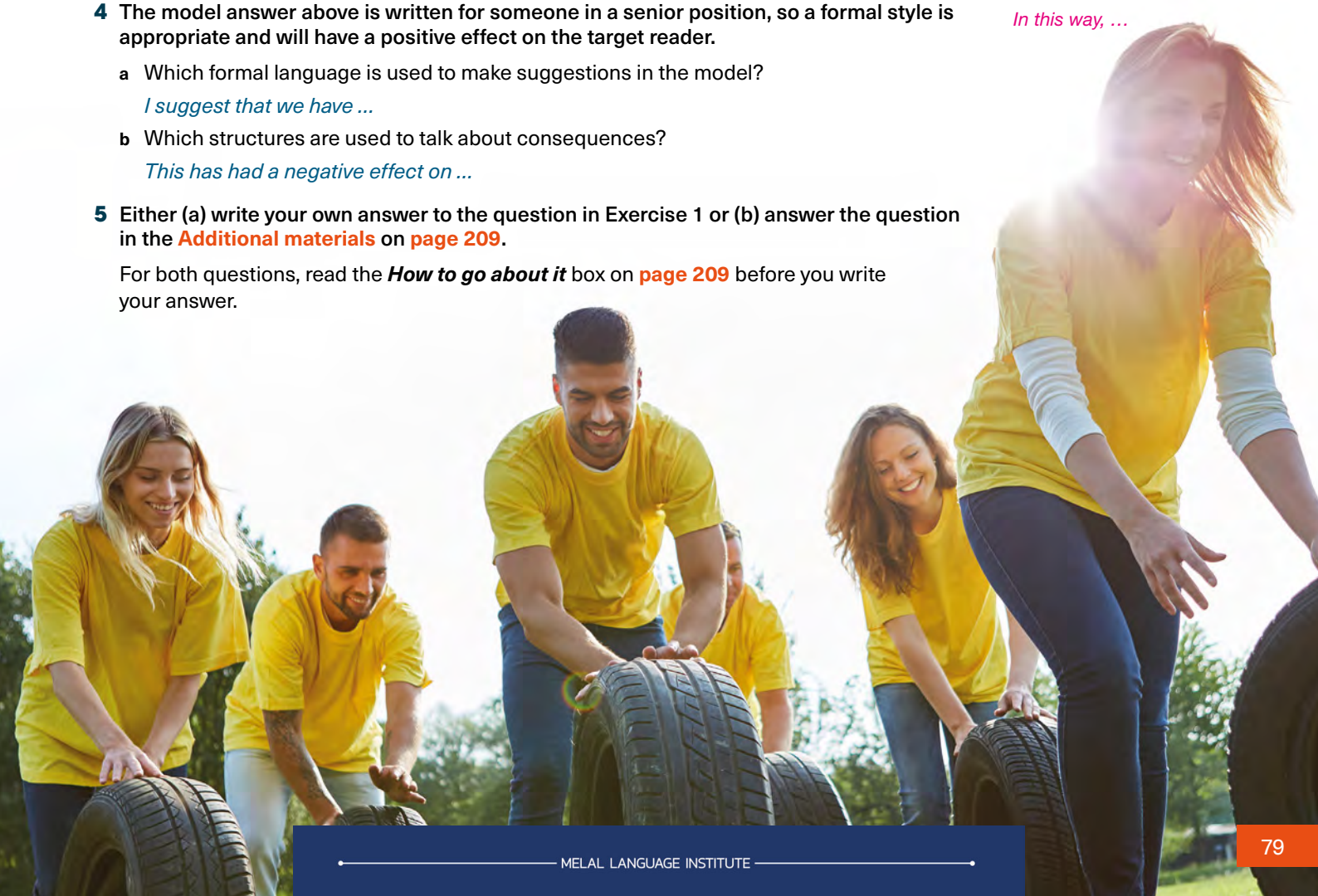
I feel that ...

b

... ill feeling has resulted from this.

This sometimes means that ...

In this way, ...



5 REVIEW

Vocabulary Relationships

Complete the gaps in the bold expressions with a word from the box. The words can be used more than once.

down for in on to up

1 I'm not surprised she feels humiliated – he's always **putting** her ___down___ in public.
2 You can't **turn your back** ___on___ me now, not after all I've done for you in the past!
3 The mortgage is **putting a real strain** ___on___ our finances.
4 The Brazilian striker never really **took** ___to___ his new coach and by the end of his first season he was asking for a transfer.
5 He really **gets** ___on___ **my nerves**. He never stops complaining.
6 My boss has always **had it** ___in___ ___for___ me; nothing I do is good enough for him.
7 It is rumoured Greta Garbo **took such a strong dislike** ___to___ her co-star Fredric March that she used to eat garlic before filming their love scenes.
8 My brother has done very well for himself, but he does tend to **look** ___down___ ___on___ me. Or is it my inferiority complex?
9 I asked Lucy to tell my parents I was with her last night and not at Remi's party, but she refused to **back** me ___up___.
10 Mike's not what you'd call a social animal; he tends to **keep himself** ___to___ **himself**.

Reading and Use of English Part 1 Multiple-choice cloze

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example

(0) **A** saying **B** mentioning **C** discussing **D** revealing



Customers just want coffee, not friendship

It goes without **(0)** *A* that a business must do everything it can to enhance brand loyalty, and companies know that if they **(1)** C across as impersonal, they are less likely to achieve this. This is why large companies in particular must work hard to convince customers that they take a genuine **(2)** B in them.

In recent years, more and more coffee chains have been **(3)** A the same policy in place. Since busy staff have no time to **(4)** C a conversation, they are required to ask customers what they are called. Names are written on coffee cups and then called out, while customers wait in **(5)** D.

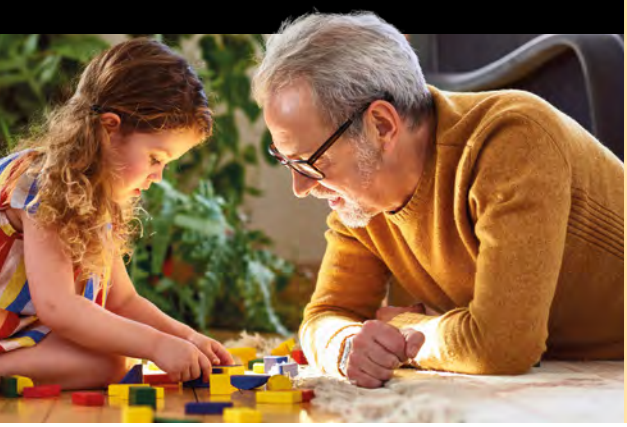
However, many customers do not wish to be on first-name **(6)** D with their barista. Not only do they see this as a real **(7)** C of privacy, they also dislike having their name misspelt and called out incorrectly. For these reasons, staff often **(8)** B themselves having to write names such as Voldemort and Darth Vader on the cups.

1	**A** happen	**B** get	**C** come	**D** run
2	**A** concern	**B** interest	**C** attention	**D** notice
3	**A** putting	**B** developing	**C** making	**D** setting
4	**A** draw into	**B** spark off	**C** strike up	**D** break out
5	**A** queue	**B** row	**C** turn	**D** line
6	**A** titles	**B** phrases	**C** labels	**D** terms
7	**A** disturbance	**B** threat	**C** invasion	**D** assault
8	**A** discover	**B** find	**C** catch	**D** admit

Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

GRANDPARENTS



Always **(0)** A bottomless well of affection, grandparents often play an incredibly important role in our lives. Mine would shower my sisters and me **(1)** not just with sweets but stories too – telling tales about the childhood misdemeanors of our parents, much **(2)** to our delight. Finally, when the last of **(3)** them died, we all felt rather lost – who would be the holder of family anecdotes and secrets now?

People have relied heavily on grandparents in Britain **(4)** since the mid-18th century, when whole families moved into cities from the country in **(5)** order to seek employment as industry began to flourish. Grandmother took care of the children during the long hours when both parents were away from home.

Nearly 200 years on, this trend continues **(6)** Despite the fact that more grandparents are working nowadays. According to government statistics, they are the main child care arrangement for 35% of families, **(7)** which certainly makes it difficult to imagine how we'd manage **(8)** without them.

Language focus Reference and ellipsis

Correct the mistake in each of these sentences and dialogues.

1 We're going to buy a new washing machine – our old one keeps breaking down.

2 **A:** Do you think it'll rain?
B: I hope ~~no~~ not – I haven't brought my umbrella.

3 **A:** Haven't you been to see the Kandinsky exhibition?
B: No, I'm not interested in abstract art, and ~~so isn't~~ neither/nor is my wife.

4 Miguel doesn't think they'll win at the next elections, but I do ~~so~~.

5 Are you coming? ~~Whether~~ If so, can you hurry up? We're already late.

6 **A:** Do you think this milk is OK to drink?
B: It should be – I only bought it two days ago.

7 **A:** Put some salt in the potatoes, will you?
B: ~~I've already!~~ I have already! / I already have! / I've already done so!

8 It's a shame I can't go with you on Saturday – I'd really love to.

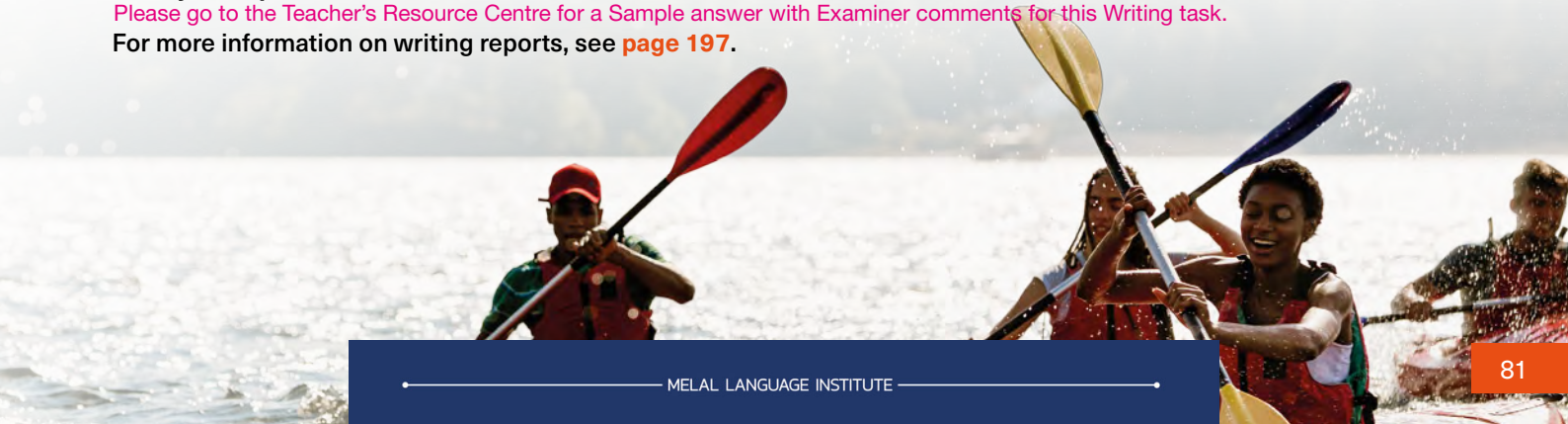
9 We weren't consulted on this matter, and I think we should have been.

10 He said he'd phone me today, but he ~~hadn't~~ hasn't. I'll give him a ring tomorrow.

Writing Part 2 Report

You have just completed a ten-day programme designed to help young people work as a team and deal with challenges. The director of the organisation running the programme has asked you to write a report. In your report, you should outline the new skills you have acquired, comment on your experience of working in a team and make recommendations on the way the programme could be adapted.

Write your report.
Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.
For more information on writing reports, see page 197.



5 REVIEW

Pronunciation Contrastive stress

1 5.3 **Listen and underline the word that is given particular stress in each sentence.**

1 No, Tom saw them there together on Friday. Tom
2 No, he saw Sophie there with Oliver. Sophie
3 No, he saw her with Oliver at the cinema. cinema
4 No, he saw Sophie there with Oliver. Oliver
5 No, Tom saw them there together on Friday. Friday

2 **Which of the sentences (a–e) below was the speaker in Exercise 1 responding to in each case (1–5)?**

a Tom saw Sophie at the theatre with Oliver on Friday. 3
b Tom saw Lara at the cinema with Oliver on Friday. 2
c Tom saw Sophie at the cinema with Oliver on Saturday. 5
d Jack saw Sophie at the cinema with Oliver on Friday. 1
e Tom saw Sophie at the cinema with Harry on Friday. 4

3 SPEAK **Work in pairs. Practise reading the exchanges in Exercises 1 and 2. Use contrastive stress for the replies in Exercise 1.**

Student A: (a) *Tom saw Sophie at the theatre with Oliver on Friday.*

Student B: (3) *No, he saw her with Oliver at the cinema.*

4 SPEAK **Work in pairs. Take turns to say this sentence, stressing a different underlined word each time. What information are you clarifying or correcting each time?**

Daniel phoned his grandmother yesterday about his new job.

5 SPEAK **Quickly read through the Audioscript from the interview with Simon Bridges and Megan Ward on pages 242–243. Then Student A go to page 207 and Student B go to page 211. Take turns to ask and answer questions about the interview, correcting each other's information.**

A: Was the film called 'Fly on the Floor'?

B: No, it was called 'Fly on the Wall'.

6 **Work in pairs. Choose a famous person your classmates will know about. Write five sentences about that person. Include false information in three of the statements.**

7 SPEAK **Work with another pair and listen to their sentences. Decide if they are true or false. Correct the false information using contrastive stress.**

A: Barack Obama was a teacher, originally.

B: No, he wasn't a teacher, he was a lawyer!

4
Daniel: the person who phoned
phoned: the method of communication used
grandmother: the person he contacted
yesterday: the day contact was made
job: the subject of the conversation

5 Suggested answers
Student A's questions
1 No, they were all young children.
2 No, they make one every five years.
3 No, he talks about dogs wandering into shot.
4 No, it was their parents.
5 No, she implies that she feels like their aunt.
Students B's questions
1 No, it's the fifth film they're releasing.
2 No, he says they always reflect on what they could have done better.
3 No, he thinks it can be very damaging for them.
4 No, Megan was the camera operator.
5 No, they've just turned twenty-five.



82

Pronunciation

1–4 5.3 Books closed. On the board write: *No, she's hoping to take a taxi to the train station*. Explain that this person is correcting what someone else said. Say the sentence twice, the first time placing particular stress on *taxi*, then the second time on *train*. Elicit the difference in what information is being corrected (a *taxi*, not the bus or other transport; the *train* station, not a bus or other type of station). Explain that if we want to focus on a word in a sentence, we can stress it contrary to its normal accentuation.

5 If students are unused to using sentence stress this way, tell them to exaggerate a bit when placing the stress on a particular word. See TB84 for Additional Materials.

6–7 Monitor students' use of contrastive stress while they do the SPEAK task.

You may wish to use **Correct me if I'm wrong** on the Teacher's Resource Centre at this point.



This unit explores intelligence, ability and learning. Students have the opportunity to improve their reading, writing, listening and speaking skills through various tasks, all of which are centred around the theme. The grammar and vocabulary give students the chance to consolidate new language through controlled and freer practice.

Read the unit objectives to the class.

SPEAKING Part 1 Interview

Ask the students to look at the image and tell you what they see. Explain that this is an example of an inkblot used in the *Rorschach* test. If you have access to technology, you could show the class the 10 most common images used in the test, which can be easily found through an online search. Supposedly, the way your mind perceives the images reveals what kind of personality you have. As a class, discuss whether the students think this is a good way for psychologists to analyse someone's personality. Ask them to justify their opinions. Then direct students to the questions. Explain that on the day of the official exam they should try to actively show the examiners how good their English is by using more interesting or sophisticated language whenever they can. Model this by giving two possible answers to question 2: a) *I was never good at maths. I just didn't like it and didn't think it was important at the time*. b) *I wish I had applied myself more in maths. If I were better at maths now, I would be in the position to study economics at university, which I think is a fascinating subject*. While students discuss the questions in pairs, circulate and take note of any good examples of more sophisticated or interesting language to praise later in a feedback stage.

ONLINE MATERIALS

Collaborative task with a twist (**Teacher's Resource Centre**)

The causative *have* game (**Teacher's Resource Centre**)

Unit 6 Test (**Test Generator**)

Unit 6 Wordlist (**Student's/Teacher's Resource Centre**)

6 ALL IN THE MIND?

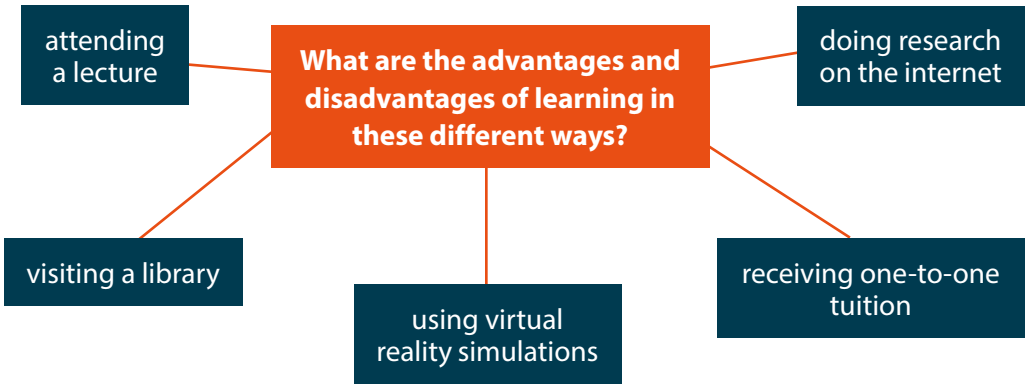


Speaking Part 3 Collaborative task

Don't forget!

Don't let your partner do all the talking. Find a way to interrupt politely.

1 **SPEAK** Work in pairs. Here are some different ways in which people learn. Talk to each other about the advantages and disadvantages of learning in these different ways.



2 Now decide which two ways of learning are the least effective.

Useful language

Talking about advantages and disadvantages

A major/main/key (dis)advantage of (going to lectures) would be ...

A positive/negative aspect (of using the internet for research) is ...

I think that (one-to-one tuition) might be useful/beneficial/a good idea for people who ...

I don't really see the point of/why you would bother with (virtual reality simulations).

Interrupting politely

If I could just jump in and say ...

Can I just add/mention/say something here?

Wait, what about ...?

Just one thing, if you don't mind.

Lead-in

Books closed. Explain that each student is going to give a one-minute presentation. First, ask students to identify an activity or sport they are particularly good at. They are going to talk for a minute about how they learned to do this activity so well. Allow planning time. With smaller groups, the presentations could be done in open class; with larger groups, you could put the students into groups of four or five. Students listening have to think of follow-up questions to ask the student who gave the presentation. Circulate and note down different ways of learning things. Board these examples. Then lead an open class discussion about whether some ways of learning things are more effective than others and why.

Speaking

1–2 Refer students to the **Don't forget!** and **Useful language** boxes. Check the meaning and pronunciation of *tuition* /tju'ɪʃn/. Organise the class into pairs. Students could time themselves or you could display a countdown timer (two minutes for the discussion phase; one minute for the decision phase). Monitor and note any good examples of students interrupting each other politely. Before students do Exercise 2, remind them that they won't be marked down if they don't reach a decision. In this phase, the examiner is focused on how well they use the language of negotiation and collaboration. Round off the task in open class by eliciting some of the students' ideas for which ways of learning are least effective.

Speaking

Before students discuss the questions in pairs, you may want to elicit some examples of critical thinking skills, e.g. finding the logical connections between things, reading between the lines, identifying bias and underlying assumptions, etc. Remind students to support their opinions with reasons or specific examples. Students could time themselves or you could display a countdown timer (Part 4 lasts five minutes).

You may wish to use **Collaborative task with a twist** on the **Teacher's Resource Centre** at this point.

Teaching tip

To effectively prepare students for the *C1 Advanced* speaking paper, it is important to know how the text is marked. The *interlocutor*, the examiner who is speaking to the candidates, awards a mark for global achievement. This amounts to a general impression of a candidate's level. The *assessor*, the examiner who listens quietly, awards each candidate individual marks using performance descriptors for the following five criteria: grammatical resource, lexical resource, discourse management, pronunciation and interactive communication. Note that each criterion is of equal value, so how well a candidate interacts with their partner is just as important as how accurate their grammar is.

UNIT 5

Pronunciation Contrastive stress

Student A

Ask your partner the following questions about the interview.

1 Is it right that all the participants were young adults in the first series?
2 They make a new film every ten years, don't they?
3 Simon talks about cats wandering into shot, doesn't he?
4 Was it the children's teachers who encouraged them to appear in the films?
5 Doesn't Megan imply that she feels like a mother to the participants?

Go back to page 82.

Student B

Ask your partner the following questions about the interview.

1 Is it the third film in the series they're releasing next week?
2 Simon says that directors rarely reflect on what they could have done better, doesn't he?
3 Is it true that Simon thinks media exposure can be very beneficial for children?
4 Simon was the main camera operator, wasn't he?
5 Am I right in thinking that the participants have just turned thirty-five?

Go back to page 82.

Listening

1 6.1 Start by refreshing students' memory of this task with the following questions: *Do all the speakers talk about the same topic?* (Yes.) *How many extra options are there in each column?* (Three.) *Do you hear the answer in the first column first*? (No, the answers could be in any order.) *Should you focus on both columns at once or do them one at a time?* (Both at once.) *What should you do before you listen?* (Read the instructions and options, underline key words, think about words and phrases that the speaker might say to express the same ideas in the options in a different way.) Allow students time to read the task carefully and answer any questions about specific words or phrases. You might want to elicit a few ideas for what diverse subjects and learning styles refer to. Play the audio twice. Students could check their answers with the **Audioscript** on page 243 (see below) and/or compare with a partner. Go over the answers in open class. Note that there are a number of interesting collocations in the options, e.g. *develop practical work-related skills*, *perform to (your) full potential*, *boost (someone's) self-confidence*, etc. Encourage students to start a new section for *education* in their vocabulary notebooks and note down a few of these lexical items.

2 While students carry out the **SPEAK** task in small groups, go around and make note of any successful or less successful usage to explore later during a feedback stage. If time allows, each group could write a short poem based on their ideas for Question 2, each line starting with *Education should ….* These could be read aloud or put up around the classroom.

AUDIOSCRIPT

Listening Part 4 Multiple matching

6.1

Speaker 1

When I was eleven, I assumed I'd go to the same high school as my mates, but I was sent to Highbrook Independent instead. Highbrook had a reputation for nurturing kids like me who were weak with the brainy stuff like maths, but were talented in the arts, so my parents thought it'd be a better fit. And yeah, for me, that's what education should be about – getting kids to express themselves in a way that suits them, whether it's through music or writing, or whatever. And not having fixed expectations of male and female students. It's because of the teachers at Highbrook that I'm where I am today. I only wish I'd thought to tell them how much I appreciated their efforts at the time.

Ex 1 Q6
Ex 1 Q1

Speaker 2

I can't say I got a lot out of school. My science teacher in particular wasn't cut out for the job. Whenever I made a mistake, she'd do her best to humiliate me in front of all the other girls … the result being I just stopped trying. In retrospect, I should have stood up for myself, but I didn't have the nerve. I'd like to think that attitudes have shifted since then. To my mind, you get the best out of a child when you prompt them in a way that directs them to the right answer. Like that, you can make them feel better about themselves, and they'll be more willing to have a go. Being told 'you're wrong' just makes you lose face.

Ex 1 Q2
Ex 1 Q7

Speaker 3

Certainly going to boarding school gave me a number of advantages – academically, of course, and when I was looking for my first position in a law firm. But the reason why the private education system works is that the whole ethos is about becoming self-sufficient – it is up to the student to ensure they manage their self-study, get to class on time and keep their room in order. That kind of self-discipline ought to be promoted in all schools, public and private. Having said that, I'd rather my parents hadn't sent me to an all-boys school. It meant I had absolutely no idea how to converse with women. My wife would probably agree!

Ex 1 Q8
Ex 1 Q3

Speaker 4

I was home-schooled by my father, so we went to a lot of castles together, and the science museum. Just the two of us. As a result, I'm clueless when it comes to art, and I only have the most basic grasp of Spanish. It would have been better if Dad had hired a tutor for the things he wasn't able to teach himself. But anyway, when we came back from our trips, I would read up about the stuff I'd seen and Dad would say, 'When you're ready, we'll have a little test,' but there was no strict schedule. He knew it takes time to absorb information. It'd be worth mainstream education applying the same principle, I think.

Ex 1 Q4
Ex 1 Q9

Speaker 5

My mum chose my high school on the basis of their motto – something along the lines of 'Our job is to get the best out of your child'. Well, that makes sense, right? That's got to be the point of education. Anyway, for the first couple of years, I was doing brilliantly at sport, especially rowing. And then, so stupid really, I fell in with the wrong crowd and I began to skip training sessions. The coach wasn't impressed by my attitude. So because I gave in to peer pressure, I basically gave up on a rowing career. I've only got myself to blame, but I also don't think I should have been kicked out of the team. That was harsh.

Ex 1 Q10
Ex 1 Q5

Speaking Part 4 Further discussion

SPEAK Discuss the following questions.

- Is it best for people to learn by themselves or in a group? Why/Why not?
- Why do you think some people find it harder to succeed at school than others?
- Do you think all high school children should be encouraged to develop critical thinking skills? Why/Why not?
- How important is it for people to continue learning different things throughout their lives?
- How do you think that education and training might be improved in the future?

Listening Part 4 Multiple matching

1 **6.1** You will hear five short extracts in which people are talking about their experience of education.

TASK ONE

For questions **1–5**, choose from the list (**A–H**) what each person regrets about their experience.

TASK TWO

For questions **6–10**, choose from the list (**A–H**) the attitude each person has towards education.

While you listen you must complete both tasks.

A not attending a mixed gender school
B being influenced by other students
C losing contact with friends
D not expressing gratitude
E not studying more diverse subjects
F being too shy to ask questions in class
G not defending themselves against criticism
H giving up an academic subject they were good at

Speaker 1 D 1
Speaker 2 G 2
Speaker 3 A 3
Speaker 4 E 4
Speaker 5 B 5

A It should recognise a student's preferred learning style.
B It should allow students to learn at their own pace.
C It should help students develop practical work-related skills.
D It should encourage a sense of responsibility.
E It should enable students to perform to their full potential.
F It should guide students towards a suitable career.
G It should encourage individual creativity.
H It should boost a student's self-confidence.

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

2 **SPEAK** Work in small groups. Discuss the following questions.

1 Did you agree or disagree with the views expressed in the recording?
2 How would you complete the sentence beginning 'Education should ...'?



Language focus Passives 1

1 Underline the passive form in these sentences from the Listening.

1 I assumed I'd go to the same school as my mates, but I was sent to Highbrook Independent. The speaker uses the passive because the situation (being sent to this particular school) is more important than *who* sent him.
2 Being told 'you're wrong' just makes you lose face. The speaker is focusing on the action. She's emphasising the impact that the words will have on a child who hears them.
3 That kind of self-discipline ought to be promoted in all schools. The speaker is focusing on the act of promotion, rather than the promoter.
4 I was home-schooled by my father, so we went to a lot of castles together. The speaker is emphasising the way she was educated.
5 I've only got myself to blame, but I also don't think I should have been kicked out of the team. *The most significant thing to the speaker is the fact that he had to leave the team. It's less important which coach or which manager told him to leave.*

2 Choose the correct way to describe the passive, a or b.

The passive is used to focus attention on

(a) the action, or the person or thing affected by the action.
b the agent – the person or thing that performs the action.

3 Look at the examples you underlined in Exercise 1 and complete these rules.

1 The passive is formed with the appropriate form of the auxiliary verb ___be___ and the ___past participle___ of the main verb.
2 The passive can also be used with modal verbs, like ___ought to___ and ___should___.
3 The word ___by___ indicates the agent – the person or thing that performs the action in a passive sentence.

4 Why is the agent not mentioned in these sentences? Match sentences 1–4 with reasons a–d.

1 Several parents subsequently complained that their children were not being taught satisfactorily, and withdrew them.
2 The school is regarded as one of the best in the area.
3 The stories have been translated into over 50 different languages.
4 All library books must be returned before the end of term.

Reasons why the agent is not mentioned

a to avoid the use of 'you' in official notices
b the agent is unknown or unimportant
c it is obvious who the agent is
d the agent is 'people in general'

5 Go to Ready for Grammar on page 226 for further rules, explanations and practice.

6 The extracts 1–5 below have been taken from students' written work. For each extract, consider the whole context and rewrite the second sentence if you think it would sound more natural in the passive. If you change a sentence, decide whether the agent needs to be mentioned.

1 I am writing with regard to an article which recently appeared in your newspaper on the subject of this year's Charity Fun Run. Steven Ward, former athlete and manager of the Hythe sports centre, which sponsored the event, wrote the item.

2 Many young people are now turning their backs on hamburgers in favour of their own national dishes. This development, together with the recent beef scare, has obviously caused problems for the American fast food chains here.

3 However, we feel it would be more appropriate to celebrate the school's anniversary by organising a concert, possibly during the last week of the academic year. The 2000-seater Mulberry Hall Function Room in Scarcroft Road is where the school could hold the event.

4 The aim of this report is to present the findings of a survey into local shopping habits and to make recommendations for improvements in facilities and services. First-year students at Holmbush Business College, who designed their own questionnaire as part of their coursework, carried out the survey during the busy pre-Christmas shopping period.

5 For the past eight years I have been working at the Birmingham-based engineering firm, Holwill & Deaks plc. The management of the company has recently promoted me to the post of Chief Accounts Clerk, in charge of a staff of five.

7 SPEAK Go to the Additional materials on page 203.

6

1 Change to passive; agent required.
The item was written by Steven Ward, former Olympic® athlete and manager of the Hythe sports centre, which sponsored the event.

2 No change. The second sentence begins with given information: *This development*.

3 Change to passive; no agent required.
The event could be held in the 2000-seater Mulberry Hall Function Room in Scarcroft Road.

4 Change to passive; agent required.
The survey was carried out during the busy pre-Christmas shopping period by first-year students at Holmbush Business College, who designed their own questionnaire as part of their coursework.

5 Change to passive; no agent required.
I have recently been promoted to the post of Chief Accounts Clerk, in charge of a staff of five.

Language focus

1–4 This **Language focus** section should ideally be done during the same lesson as the listening, after students have had a chance to notice this new language in context. However, if you are starting a new lesson with this grammar point, you could modify the presentation stage by adapting the example sentences to relate them in some way to your students' context or interests.

5–6 In the **Ready for Grammar** section on page 226 (see below and TB88), it would be worthwhile to focus on the use of the passive and the placement of given and new information within a sentence. Note that this concept is key for using the passive effectively and it is not usually mentioned at lower levels. Students are given valuable practice with this in Exercise 6.

7 With smaller groups, the **SPEAK** task in the **Additional materials** section on page 203 (see TB87) could be done as a mingle activity, with everyone standing up and moving around the room.

READY FOR GRAMMAR

6 Passives 1

A Form

The passive is formed with the appropriate tense or form of the verb *to be* and the past participle of the main verb.

*We should **have been told** earlier.*

*A full investigation **is** currently **being carried out**.*

The passive can only be used with transitive verbs (verbs with an object).

*The house **was** only **painted** last year.*

Some transitive verbs cannot be used with the passive, e.g. *get*, *become*, *weigh*, *cost*, *lack*, *suit*, *resemble*.

That hairstyle suits you.

~~*You are suited to that hairstyle.*~~ ✗

The passive cannot be used with intransitive verbs (verbs with no object).

The rabbit was disappeared by the magician. ✗

B Use

The passive is used to focus attention on the action, or the person or thing affected by the action, rather than on the agent – the person or thing that performs the action.

*Smith **was jailed** for three years.*

If the agent is mentioned, the preposition *by* is used.

*The president was criticised **by members of his own party**.*

The choice between active and passive is often influenced by context. 'Given' or previously mentioned information usually comes at the beginning of a clause or sentence, and new information towards the end. In the following example, *The letter* is 'given' information: it is referred to in the previous sentence (*Albert Einstein wrote to President Franklin Roosevelt*). Since it is not the agent of the verb *compose*, the passive form is necessarily used.

*In 1939, Albert Einstein wrote to President Franklin Roosevelt urging the United States to develop an atomic bomb. **The letter was composed** by the Hungarian-born physicist and biophysicist Leo Szilard, a former colleague of Einstein, who felt it would have more influence if it were signed by his eminent friend.*

There is also a tendency to place long phrases towards the end of the clause. If, as in the above example, the agent is a long phrase (*the Hungarian-born physicist*, etc) this appears at the end of the clause and the passive form is necessarily used.

C Not mentioning the agent

The agent is not usually mentioned in passive constructions in the following situations:

- if the agent is unknown or unimportant.
  *Lunch **will be served** from one o'clock in the canteen.*
- if it is obvious who the agent is.
  *The musician **was arrested** at his home on Friday.*
- if the agent is 'people in general'.
  *The road **is regarded** as one of the busiest in the city.*
- to avoid the use of 'you' in official notices.
  *Unsold tickets **must be returned** by 16th August.*

Vocabulary

1–2 With monolingual groups, you could lead into this section with the following task. Books closed. Board translations of the following words in your students' L1: *smart*, *clever*, *intelligent*, *gifted*, *brilliant* and *precocious*. Invite students to translate them into English and discuss the degrees of differences between them. Books open. Students read the instructions to Exercise 1. Do question 1 as a class. Students do the rest of the exercise in pairs or individually. When you go through the answers in open class, elicit which expressions are negative (*the three in question 5*). In case students ask, *skilful* is spelled *skilful* in the United States. (Note: it is fine for students to use American spelling on the *C1 Advanced* exam, so long as they are consistent.) Before doing the **SPEAK** task, you could extend this first exercise by pairing up students and giving them time to explore the small differences in meaning and use between words such as *brilliant* and *gifted*. Provide each pair with a dictionary or allow them to consult an online dictionary.

3 You could extend this **SPEAK** task by swapping partners and asking students to report what their first partners told them.

4 This exercise could be done individually or in open class with the exercise displayed on the board. It would be good to elicit the word stress for some of the longer adverbs in this exercise, such as *academically* /ˌækəˈdemɪkli/ and *exceptionally* /ɪkˈsepʃənəli/. Students could quickly quiz themselves or a partner by covering the adverbs with their notebooks (or hands).

5 If time and circumstances allow, give students five minutes to research their famous person using their mobile phones before doing this **SPEAK** task in small groups. Remind students to use a few of the most appropriate collocations from the **Vocabulary** section in their descriptions. Encourage them to find a photo of their famous person to show their partners. Alternatively, with smaller groups, each student could do a mini presentation about their famous person in open class. The students who are listening have to think of one follow-up question to ask each presenter. While students do the task, provide on-the-spot correction of their use and pronunciation of the target language. Note down any other non-impeding errors to board later in a delayed error correction stage.

READY FOR GRAMMAR

Language focus Passives 1

SPEAK **Interview other students in your class. Try to use passive forms when appropriate. Make brief notes of their names and answers.**

'Were you expected to help with the housework at home?' 'My parents did most of the cleaning, but I was sometimes asked to lend a hand with the dishes.'

Find someone who	Notes
was expected to help with the housework.	
has been forced to wear something they hated.	
thinks English ought to be taught at primary school.	
has been accused of something they didn't do.	
thinks the minimum driving age should be raised.	
would let themselves be hypnotised.	
has been tagged in an embarrassing photo.	
feels that young people should be paid to vote.	
remembers some early career advice they were given.	

Go back to page 86.

Vocabulary Intelligence and ability

1 **In 1–5, underline the informal word or expression in each group.**

1 *a bright child / a child prodigy / a whizz kid*
2 *a brilliant / brainy / gifted* student
3 *She has a flair for languages. / She has a gift for music. / She's an awesome illustrator.*
4 *Joe's (an) ace at tennis. / Joe's a skilful card player. / Joe's a strong swimmer.*
5 *I'm weak at maths. / I'm hopeless at cooking. / I have a poor memory.*

2 **SPEAK** **Work in pairs. Tell your partner which of the words and expressions in Exercise 1 could apply to you. Explain why.**

3 **SPEAK** **Tell your partner about anyone you know who is**

- a competent skier
- an expert cook
- a bad liar
- a computer expert
- a talented artist
- an accomplished musician
- a terrible singer

4 **One of the adverbs in each group does not normally collocate with the adjective in capital letters. Underline the adverb which does not fit.**

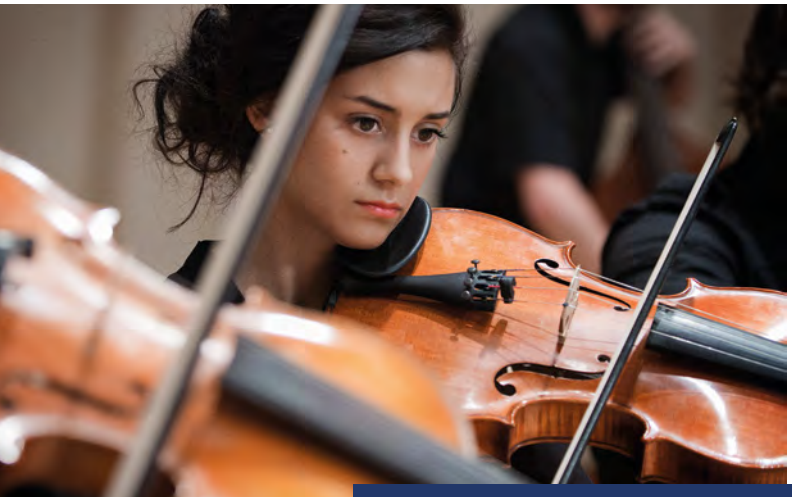
1	highly	naturally	academically	practically	musically	**GIFTED**
2	highly	exceptionally	enormously	hugely	largely	**TALENTED**
3	highly	extremely	absolutely	very	quite	**PROMISING**

5 **SPEAK** **Think of one famous person for each of the following descriptions and tell your partner about him or her.**

- a highly talented young actor, author or artist
- an exceptionally gifted musician
- a very promising young sports person or athlete

Billie Eilish is an exceptionally gifted singer-songwriter from the US. I think she started singing when she was very young, and ...







Reading and Use of English Part 5 Multiple choice

1 SPEAK Work in pairs. Look at the pictures and discuss these questions.

1 Do you recognise any of the works of arts?
2 How would you describe them?
3 Which work one is your favourite? Why?

2 Read the first two paragraphs of *My kid can paint better than that!* Choose a suitable subheading from the list below.

(A) What could explain the way we are drawn to abstract art?
B What is different about the minds of artists who produce abstract work?
C Which forms of art are likely to provoke the strongest reaction?

3 You are going to read an article about art. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 What does the writer imply about the man she observed in the gallery?
A He may have been hoping to see classical rather than contemporary sculpture.
(B) He had possibly felt obliged in some way to visit the Guggeinheim Museum.
C He was probably not the sort of person who appreciated art in general.
D He was likely to give a negative view of the experience he had had there.

2 In the second paragraph, the writer makes the point that
A elements of conceptual art can be found in earlier art styles.
B it is impossible to compare conceptual and traditional forms of art.
(C) the motives of conceptual artists are likely to be misunderstood.
D conceptual artists have as much talent as other creative individuals.

3 What point is exemplified by the reference to Impressionist artists?
A Art has to offend in some way in order to receive serious attention.
B It is normal for the majority of people to have a narrow view of art.
(C) Art which is rejected as eccentric may eventually become mainstream.
D It is pointless trying to define and limit art through an academic lens.

4 Which of the following best sums up the writer's argument in the fourth paragraph?
A It is curious that the work of Van Gogh still enjoys such widespread popularity.
B It is not necessarily true that fake paintings are always inferior to the original.
C It is unlikely that anyone would think a painting done by computer was real.
(D) It is important to have a sense of connection to an artist through their work.

5 Which of these words is used dismissively in paragraph five?
A techniques
B model
(C) product
D opportunity

6 The writer refers to the artist Banksy in order to
(A) suggest that people's perceptions of art may be influenced by context.
B show how modern art is no longer seen as a poor financial investment.
C highlight a modern development in the art world that she finds disturbing.
D reveal how artists have often found inspiration from the work of others.

4 SPEAK Work in small groups. Discuss the following questions.

- What do you consider art to be? Do you agree that it is open to interpretation Why/Why not?
- Do you think that artistic ability is something we are born with or can it be learnt?

Don't forget!

- First, find the parts of the text which relate to each question. The questions follow the same order as the information in the text.
- Eliminate the options which are clearly wrong and choose the best answer, underlining key phrases or sentences in the text.
- Reread the questions and check that the options you have chosen accurately reflect the information you have underlined in the text.



Reading and Use of English

1 Books closed. An engaging way of leading into the topic of the lesson would be to display images of the artwork mentioned in the reading: *Metamorphosis* by Jean Arp, *Impression*, *Sunrise* by Monet, *Sunflower* by Van Gogh, and *Show me the Monet* by Banksy. In open class, ask your students the questions in Exercise 1. Alternatively, you could do one of these two tasks:

Display the images mentioned in the text and the following adjectives: *elated*, *curious*, *upset*, *depressed*, *confused*, *disappointed*, *calm*, *pensive*, *unnerved*, *irritated* and *bored*. In pairs, students say which one best describes how each picture makes them feel. Ask them to explain why.

Tell students you want them to suggest changes to the paintings. Ask them to finish this sentence: *If I painted this picture now*, *I would*… e.g. introduce (new characters, etc) / remove (the background, etc) / change (the colour of, etc), give it a new title, etc.

2 Students read the instructions and complete the exercise individually. Elicit the answer (*A*) in open class. Ask students to explain why this is the best subheading.

3 It would be useful to start by reminding students of both task information and exam strategies for Reading and Use of English Part 5. Read or display the following True/False questions: *You should read the questions before reading the text*. (False. It's helpful to read the text quickly for gist before reading the questions.) *You don't need to understand every word in the text in order to get all the answers right*. (True. In fact, the part of the text that gives you the right answer often avoids the most difficult lexical items.) *Try to find the answer to the question or sentence stem in the text yourself before you look at the options*. (True. It's faster and you are less likely to fall for distractors.) Then focus students on the **Don't forget!** box, which reminds them to be careful and methodical about how they choose each answer. Students complete the task individually. Allow time for them to pair check, justifying their answers with specific parts of the text, before going over the answers as a class.

4 Before students do the **SPEAK** task in small groups, you could ask them to write one or two extra questions related to the topic.

Extra activity

To extend the **SPEAK** task, ask groups to make a list of the main ideas that came up in their conversations.

Put pairs together to form groups of four. Students compare their ideas and discuss the topic further.

READY FOR GRAMMAR

6 Passives 1

1 Complete the sentences with an appropriate form of the verb in brackets.

1 J.K. Rowling is famous for writing a series of books about Harry Potter. The stories, which ___have been translated___ (*translate*) into more than 50 different languages, ___are/have been read___ (*read*) by children and adults all over the world.

2 And now we come to a series of paintings of water lilies. These masterpieces ___were___ all ___painted___ (*paint*) at the end of the 19th century by Claude Monet, the artist who ___is___ generally ___regarded___ (*regard*) today as the leader of the Impressionist movement.

3 Olivia Colman's portrayal of Queen Elizabeth in the third series of *The Crown* ___was met___ (*meet*) with critical acclaim. Perhaps less of the series should ___have been devoted___ (*devote*) to politics, but it was fascinating to see the monarch ___being played___ (*play*) by this talented and versatile actor at the top of her game.

2 Complete the second sentence so that it has a similar meaning to the first. Only use an agent when necessary.

1 The league has suspended Jacobson for the next two matches.
Jacobson ___has been suspended for…___.

2 You must submit your assignment by the end of the week.
Your assignment has ___to be submitted by …___.

3 My parents raised me to treat other people with respect.
I ___was raised to treat …___.

4 The researchers plan to use the device to measure brain activity.
The device ___will be used to / is intended to be used to / is going to be used to measure …___.

5 It's a good idea to get a proper mechanic to fix your car.
You should ___get your car fixed by a proper mechanic___.

6 You can't force people to change their opinions.
Nobody ___can be forced to change …___.

7 It would have been better if the company had offered Williams more compensation.
Williams should ___have been offered more …___.

Go back to page 86.

Teaching tip

In class, students often focus on the hardest, least common words in the text on page 89. This is perhaps understandable – but, in reality, are these the most useful words for students to look up and write down in their notebooks? Take the time to point out that time is perhaps better spent focusing on high frequency words and collocations. For example, instead of looking up verbs like *conjure*, *curate* or *bob*, which are quite low frequency, it would be more useful for them to research and record high frequency lexical items like *tick off (items on list)*, *for the sake of* (noun phrase) or *have at (one's) disposal*.

Extra activity

One common problem in the Reading and Use of English paper is running out of time. This is perhaps not surprising when you consider that candidates have to answer a total of 56 questions about 8 different texts in only 90 minutes. One way for students to avoid this problem is to increase their reading speed. You can train students to read faster in class in a number of ways. For example, you could give them two texts from Reading and Use of English Part 5 tasks without the answers. First, ask them to time themselves reading the first text at their normal reading speed. Then ask them to read the second text twice as fast.

In pairs, students reflect on what they did differently the second time. Here are some other ideas for training students to read faster:

a Avoid *subvocalization* (saying the words in our mind as we read), because this only allows us to read as fast as we can speak.

b Practise consciously reading groups of words rather than individual ones.

c Get students to use their finger to follow the sentence while they read. This can be used as a tracker that can be progressively sped up.

READY FOR LISTENING

Listening Part 2 Sentence completion

Match each wrong answer on the answer sheet (1–8) to one or more of the pieces of advice (a–h).

Example: 1 h

Part 2	
1	warehouse
2	Fine Arts course d
3	mesurements b
4	steel g
5	colour a
6	typical gestures when it comes to the hands e
7	five month f
8	c

a Check your answer provides the full information required.

b Check that your answer is spelt correctly.

c Do not leave blank spaces on the answer sheet. If you are not sure of the answer, guess.

d Do not repeat information in your answer which is already contained in the question.

e Do not write answers that are unnecessarily long. 1–3 words are sufficient.

f Check your answers fit the gap grammatically.

g Only write the words you actually hear on the recording.

h Beware of distractors.

Go back to page 98.

MY KID CAN PAINT BETTER THAN THAT!

Art historian Celia Walker reflects on the nature of art, and what we expect from its practitioners



A few years ago I found myself admiring Jean Arp's sculpture *Metamorphosis* in the Guggenheim Museum. It seemed impossible that cold, white plaster could be shaped into such sleek curves, but I resisted the urge to reach out and touch it. Suddenly I was aware of sandals slapping up the staircase behind me. I saw the man reach the top step, and slowly take in the extent of the sculpture gallery while he regained his breath. Then his face fell. 'Where's the *art*?' Dismayed, he adjusted the load of his backpack, and headed back down to the ground floor. What had he been expecting? Was he now feeling aggrieved that after duly ticking off nine of the *Top Ten Things to do in NYC* he was unable to strike through the last? Had the art suddenly been withdrawn from display and the public not notified? Ex 3 Q1

So what *is* art? For some it means oils and long-dead aristocracy gazing down from gilt frames. For others it's the simple lines and stylized features of anime. But there's nothing like conceptual art to unite people in contempt. Objections fly about along the lines of – 'That's not art. It's just a doll's head with a tape stuck to it. My eight-year-old could do better!' People who dismiss conceptual art usually do so because they perceive no craftmanship and assume the artist is conveying something commonplace. Art, they say, should be about grand themes. Worse, there's an underlying fear that conceptual artists are having a laugh at the public's expense. 'It's hilarious. These people are *paying* to see this rubbish!' But it's absurd to think any artist would waste effort and energy for the sake of a prank. Ex 3 Q2

It's worth remembering that Impressionist artists like Monet, Renoir, Cèzanne and Degas were just as controversial in the late 1800s. Indeed, the very term 'impressionist' – now often associated with inoffensive, chocolate-box art – was first coined by a critic as a derogatory term to describe Monet's landscape *Impression, Sunrise*. For centuries, the Royal Academy of Art in France had dictated the way that artists were trained and what subject matter was fitting. When 'the impressionists' turned their backs on convention and started painting landscapes rather than historical scenes, it caused uproar in the art world – both within the establishment and amongst appalled fellow artists. Little did these revolutionaries envision just how their works would sit with modern gallery-goers. Ex 3 Q3



No less an iconic figure is Vincent Van Gogh. Say his name and it conjures up visions of glorious wheatfields, a bandaged ear, and the artist's own brooding self-doubt. And it's Van Gogh that reminds me where I draw the line when it comes to art. Today there are workshops where painters produce hundreds of flawless copies of his still-life *Sunflower* series for global export. But however remarkable these knock-offs may be, what is missing here is the original intention. We must know with art that there is purpose behind it and a passion to communicate. Some day soon I expect we'll the same series generated through artificial intelligence. The technical precision will be something to marvel at, but what will those mechanical dots evoke besides that? Ex 3 Q4

That Van Gogh lived in poverty and died in obscurity is tragic. Would things have turned out differently if he'd been able to exploit the high-tech marketing techniques we have at our disposal today? We'll never know. But artists in our time no longer subscribe to the solitary genius model – dependent on a benevolent patron to keep them from starvation. Instead they must curate their own work, or rather product, since art has increasingly become a commodity to be acquired rather than treasured. In the digital age, young artists must vie for attention via social media or whatever networking opportunity might present itself. Ex 3 Q5

In terms of self-promotion, the street artist Banksy is a master. His high-profile publicity stunts have brought him global recognition, yet he's managed to preserve his anonymity. But his Central Park stunt, more than any other, takes us back to *What is art?* and leads to another question, *What is art worth?* When he set up a stall in Central Park, and got an elderly man to sell his signed canvases, the day's takings ($420) were telling. Few passersby had been willing to part with $60, assuming that the canvases were imitations. For those that did, they got themselves a bargain. In 2020, Banksy's *Show Me The Monet* sold for £7,551,600. What Monet would have thought of a road cone and two supermarket trolleys bobbing amongst the waterlilies in his famous pond is anyone's guess. Ex 3 Q6



Listening Part 2 Sentence completion

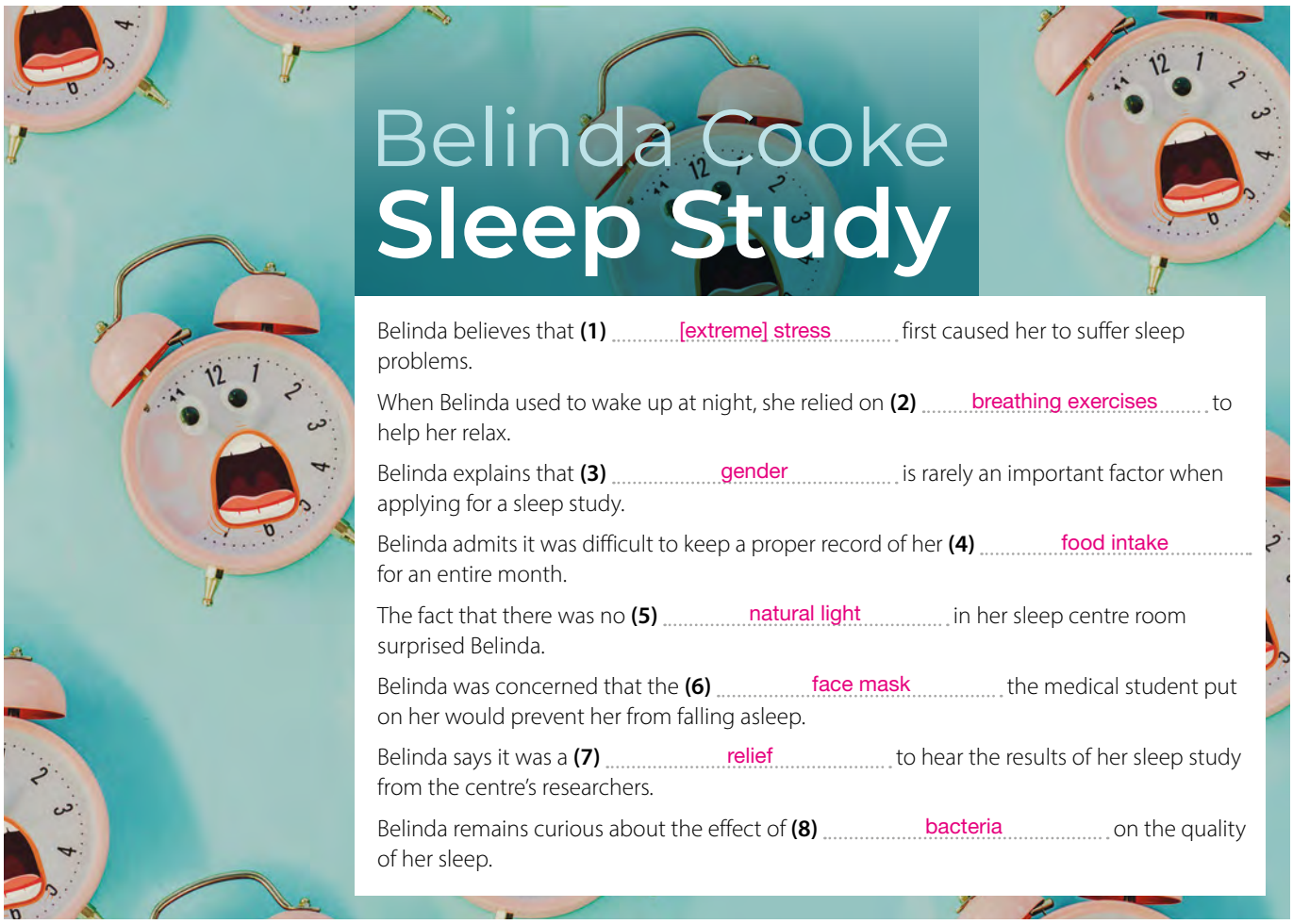
Don't forget!

Write the actual words which you hear in the recording.

1 SPEAK Work in pairs. Discuss the following questions.

1 Have you ever suffered from any sleep disorders such as insomnia or sleepwalking?
2 What might cause some people to have difficulty sleeping?

2 6.2 You will hear a student called Belinda Cooke talking about her involvement in a sleep study. For questions 1–8, complete the sentences with a word or short phrase.



Belinda Cooke
Sleep Study

Belinda believes that **(1)** [extreme] stress first caused her to suffer sleep problems.

When Belinda used to wake up at night, she relied on **(2)** breathing exercises to help her relax.

Belinda explains that **(3)** gender is rarely an important factor when applying for a sleep study.

Belinda admits it was difficult to keep a proper record of her **(4)** food intake for an entire month.

The fact that there was no **(5)** natural light in her sleep centre room surprised Belinda.

Belinda was concerned that the **(6)** face mask the medical student put on her would prevent her from falling asleep.

Belinda says it was a **(7)** relief to hear the results of her sleep study from the centre's researchers.

Belinda remains curious about the effect of **(8)** bacteria on the quality of her sleep.

3 SPEAK Work in pairs. Would you consider taking part in a sleep or bed rest study? Why/Why not?

Listening

1 Books closed. Lead into the topic of the listening by telling students that you have been having trouble sleeping recently and you'd like some advice. Put students into pairs and give them a couple of minutes to come up with ideas. Books open. Students discuss the questions in pairs. Note that students could also talk about friends or family members who have experienced this type of problem.

2 6.2 After students read the task instructions, focus them on the **Don't forget!** box. Then ask them to imagine they are giving advice to a student who has never done this type of listening task before. What suggestions would they give? Allow students time to think of ideas with a classmate. In open class, elicit their ideas to the board. Make sure they have mentioned important task information, like the fact that it's always a monologue, as well as exam strategies like trying to predict the type of information that is missing. Play the recording twice. For any answers they get wrong, refer students to the **Audioscript** on page 244 (see below). Ask them to determine the exact source of the problem – was it a distractor, mishearing a word, unfamiliar vocabulary? In open class, lead a discussion about how this type of mistake might possibly be avoided in the future.

3 Students carry out the **SPEAK** exercise in pairs. Conduct brief open class feedback.

Teaching tip

To help students develop the skill of listening for detail, you may want to try the following *micro-listening* activity. After students have finished a Listening Part 2 task and you are eliciting the answers to the board, instead of correcting a wrong answer and moving on, stop and return to the recording. Have students listen to the one short section containing the answer again and again until they are able to identify the correct answer. Another option is to isolate the sentences containing the answer and carry out a short dictation activity, where you play the recording (or simply read it yourself) and students have to copy down exactly what they hear.

AUDIOSCRIPT

Listening Part 2 Sentence completion

6.2

Hello everyone. I'm Belinda Cooke. I recently took part in a sleep study and I'm here to tell you about my experience. I volunteered for the study because I suffer from insomnia – a sleep disorder that's thought to affect about 10 per cent of the population. For sufferers like myself, it means you have real problems *falling* asleep, and *staying* asleep.

Well, my insomnia began when I was working for an airline, and it's true that international flights do trigger the problem for some cabin crew. In my case, it was extreme stress, (Ex 2 Q1) a reaction to something unrelated to my working conditions. I just couldn't switch off at night.

After a few months, the problem hadn't gone away. I know that audiobooks are considered to be quite good at getting people off to sleep, but I was worried they'd disturb my flatmates. Instead I'd do some breathing exercises, (Ex 2 Q2) and while I wouldn't say they got me back to sleep, at least they reduced my anxiety.

Then I heard about a local sleep study. When you apply to be a volunteer, you have to fulfil certain criteria. Gender (Ex 2 Q3) is by and large irrelevant. It's personal details such as your weight researchers are interested in, and what age range you fit into. Any family history of disorders would be significant too. For the first month of the study I was just based at home, but there were aspects of my normal routine that had to be recorded. There's a school of thought that links insomnia to a lack of physical activity, so I had to wear a fitness tracker – something I often do anyway. The thing was, I was expected to note down my food intake, (Ex 2 Q4) and it would often slip my mind to do that.

Finally, I got to spend a night at the sleep centre. When I was shown my room, I was struck by the absence of natural light. (Ex 2 Q5) There's just a lamp by the bed. Then there's the noise – the hum of the equipment – but I'd been warned about that.

After I'd got into bed, a medical student attached lots of electrodes to my legs, my arms, and my head, and an oxygen monitor to my finger, which I barely noticed. The next thing was a face mask. (Ex 2 Q6) It was horribly tight and I couldn't imagine how I'd ever doze off with it on. I was thinking, hang on, on second thoughts, do I really want to spend the night like this? But I went through with it, that night, and two more. When the study results came through, it turned out that I was getting more sleep than I'd estimated. The news came as a relief, (Ex 2 Q7) frankly. It meant I didn't have to worry so much. The only disappointing thing was that I couldn't go back for further observation.

So how can insomniacs improve the quality of their sleep? The researchers recommended no blue light from screens before bedtime. And it goes without saying that caffeine products will keep you buzzing into the small hours. But I already avoid those things. Currently I'm looking into the scientific theory that bacteria (Ex 2 Q8) is a factor – the kind that usually live happily inside the human body. It's yet to be proven, though.

Language focus

1 Consider starting off this second **Language focus** section of the unit with a brief review of passive forms. Books closed. Board *the thief / arrest* and elicit passive sentences in as many tenses as possible. Books open. Explain that today you will extend the discussion of passives by looking at reporting verbs. Students read the information in the box. Elicit in which type of writing in the *C1 Advanced* exam this grammar would be most useful (*the essay, report and formal letter*). Students complete the task individually or in pairs. Check answers.

2–4 Introduce students to causative *have/get* with books closed. Draw a picture of a house on the board along with the sentence *I need to get my roof fixed*. Ask: *Am I going to fix the roof myself?* (No.) *Who is going to fix my roof?* (A builder/roofer.) Now tell the students the rest of the house is in terrible condition. Elicit other things that might need doing. Book open. Students complete the exercises. Direct students to the **Ready for Grammar** section (see below). When students carry out the **SPEAK**, circulate and monitor their use of the target language.

You may wish to use **The causative *have* game** on the **Teacher's Resource Centre** at this point.

READY FOR GRAMMAR

6 Passives 2

Reporting verbs

1 The infinitive or perfect infinitive with *to* can be used with certain verbs to give generalised opinions or facts. Verbs used in this way include: *allege*, *believe*, *consider*, *estimate*, *expect*, *know*, *report*, *say*, *think*, *understand*, as well as *be rumoured* and *be reputed*.

*She **is expected to make** a statement later today.*

*A million people **were estimated to have taken part** in the demonstration.*

Have/Get

2 *have* + object + past participle can be used to show that the subject arranges for the action to be done by someone else. *Get* is a more informal alternative to *have*. Compare:

I'm going to develop the photos myself.

*I'm going to **have/get the photos developed** at the shop on the corner.*

The same structure can be used for events which are outside the speaker's control.

*I **had** my passport **stolen** on holiday.*

3 *get* can also be used as an informal alternative to *be* in passive sentences.

*We **got knocked out** of the Cup in the first round.*

It is commonly used with the following past participles: *burnt*, *caught*, *dressed*, *hurt*, *involved*, *left*, *lost*, *stuck*

*She **got caught** shoplifting.*

6 Passives 2

1 Complete the sentences with a suitable phrase with *have* or *get*. There are two examples.

0 Hurry up or you'll *get left* behind!

00 I go to a reflexologist every month *to have my feet* massaged.

1 This is the first time I have had/got this dress/suit cleaned since I bought it for our wedding.

2 They've got a map and a compass, so they're hardly likely to get lost / to have got lost

3 I do wish you would have/get your eyes tested – I really think you need glasses, you know.

4 I'm seriously thinking of having/getting my ears/nose pierced.

5 He got caught writing graffiti on the bus and they fined him £50.

6 We ought to get/have the car serviced – the engine's making all sorts of funny noises.

7 We had/got our house/flat broken into at the weekend. They took the computer, TV – everything.

8 I think you should/ought to/'d better get/have your hair cut before your interview.

2 Complete the second sentence so that it has a similar meaning to the first sentence.

0 Everyone knows she is a close friend of the prime minister.
She *is known to be a close friend of the prime minister*.

1 It is understood that the company is planning a takeover bid for its rival.
The company is understood to be planning a takeover bid for its rival.

2 Police say the offences took place on Monday.
The offences are said to have taken place on Monday.

3 It is believed that the injured motorcyclist was travelling at over 100 mph.
The injured motorcyclist is believed to have been travelling at over 100 mph.

4 Experts thought that infected chickens were responsible for the outbreak of flu.
Infected chickens were thought to be / have been responsible for the outbreak of flu.

5 They alleged she had lied in order to protect her boyfriend.
She was/is alleged to have lied in order to protect her boyfriend.

6 There is a rumour that the couple are on the verge of splitting up.
The couple are rumoured to be on the verge of splitting up.

Go back to page 91.

Language focus Passives 2

Reporting verbs

Passive of reporting verbs

- **The following structure can be used with certain verbs to give generalised opinions or facts.**

  Insomnia is a sleep disorder that is thought to affect about 30 per cent of the population.

  I know that audiobooks are considered to be quite good at getting people off to sleep.

- **With past reference, the perfect infinitive is used.**

  Jenkins is said to have had financial problems. (= People say that Jenkins had financial problems.)

  She was thought to have fled the country. (= The police thought she had fled the country.)

1 **Read the information in the box. Rewrite sentences 1–4 using a passive reporting verb. Start the beginning of each new sentence with the underlined word(s).**

0 People expect that the prime minister will announce his resignation later today.
The prime minister is expected to announce his resignation later today.

1 They understand that the 22-year-old striker is considering a move to a Spanish club.
The 22-year-old striker is understood to be considering a move to a Spanish club.

2 There's a rumour going round that the band have sacked their lead guitarist.
The band are rumoured to have sacked their (*or* is rumoured to have sacked its) lead guitarist.

3 The police alleged that he had been selling stolen goods.
He was alleged to have been selling stolen goods.

4 One report says that she was paid over £2 million for her part in the film.
She is reported to have been paid over £2 million for her part in the film.

Have/Get

2 **Read sentences a–f and answer questions 1–4.**

a We're painting the house at the weekend.
b We're having the house painted at the weekend.
c We're getting the house painted at the weekend.
d I had my watch repaired last week.
e I had my watch stolen last week.
f I got lost on my way to the restaurant.

1 What is the difference in meaning between sentences **a** and **b**?
2 Sentences **b** and **c** have the same meaning, but which is more informal?
3 What is the difference in the use of *had* in sentences **d** and **e**?
4 *Get* can be used as an alternative to *be* and *become* in the passive. In sentence **f** is it an alternative to *was* or *became*?

2
1 a We're doing it ourselves.
b We're paying someone to do it for us.
2 c We're paying someone to do it for us.
3 d Someone repaired my watch because I asked/paid them to.
e Someone stole my watch. I did not ask them to! This use of the structure is for unpleasant events (usually) over which the subject has no control.
4 become.

3 **Go to Ready for Grammar on page 226 for further rules, explanations and practice.**

4 **SPEAK** **Tell your partner about**

- something you've had done recently.
- something you'd pay to have done if you had the money.
- something you'd never have done, ever.
- an occasion when you got lost.
- a time when you got caught doing something you shouldn't have been.



Vocabulary Phrases with *thought*

1 Complete the phrases in bold with a word from the box.

count give hold lost much school second train

1 A My aunt gave me a book on gardening for my present! I don't even have a garden.
B Never mind, **it's the thought that** counts.
2 A There's **one** school **of thought** that links the rise in street crime to violent video games.
B Well, that theory's been disproved, in my opinion.
3 A Don't tell anyone, but I've started dating Jay.
B **I thought as** much! You're always messaging each other.
4 A Where do you want to go tonight?
B The Palace. **On** second **thoughts**, it'll be too busy. Let's go to Red Star instead.
5 A Have you decided where you want to do your degree?
B Not yet. I need **to** give **it some serious thought**.
6 A Are you alright? You were looking a bit lost **in thought**.
B I was thinking about my brother. He's in trouble again, I'm afraid.
7 A I was wondering whether we should ask Jenny to join the team.
B Hold **that thought!** Let's wait until we're all here before we decide anything.
8 A Sorry. What was I saying before? I've completely **lost my** train **of thought**.
B You were explaining why you'd decided to come to Seville.

2 SPEAK Work in pairs. Discuss the meaning of the phrases in bold, and say why or when people might use them.

1 This phrase is used to say that good or kind intentions are the most important thing, even if what you do or give someone is not perfect. You could use it to talk about unwanted presents or favours.

3 SPEAK Work in pairs. Adapt parts of the dialogues in Exercise 1 to make your own mini-conversations.

Writing Part 1 Essay

Don't forget!

For essays, be very clear about which way/method/factor, etc you believe to be more important/ significant.

1 SPEAK Work in pairs. Discuss the following questions.

1 What books can you recall from your early childhood? Why do you think you can still remember them?
2 How important is it for young children to spend time reading fiction?
3 Whose responsibility is it to encourage children to read and write – teachers or parents?
4 Do you think it is important for children to develop handwriting skills? Why/Why not?
5 Some people are concerned that literacy levels have dropped in their country. What is your opinion?

2 Read the Part 1 Essay task in Exercise 3 on page 93. Make notes on how each of the bullet points could help to improve literacy standards in schools.

Setting tests could encourage students to read more in their free time so that they get better scores. Tests would also allow teachers to assess whether the students have understood the book they are studying.

Vocabulary

1–2 Books closed. Board the following two sentences:

I don't like the _____ of you walking home alone.

The very _____ of going on a roller coaster makes me feel sick.

Tell students the missing word is the same in each sentence. Students guess the word (*thought*). Tell them that today you will focus on collocations containing this word. Books open. Students read the instructions. Do number 1 together as a class. Students do the rest of the exercise individually. Give them time to pair check. Note that it would be better to simply display the answers or direct students to the **Answer key**, because students are expected to use the context to work out the meaning of the collocations in the **SPEAK** task. Allow them to use dictionaries if they wish. Note that the preposition *of* often follows *thought*. Answer any questions about the meaning of these collocations. Suggest that students choose a few ones that are new or interesting to record in their vocabulary notebooks.

3 You could model this **SPEAK** task by preparing a variation on the dialogue in question 1 and displaying it on the board. Students rewrite the dialogues in pairs. Alternatively, students could create longer dialogues and try to include as many of the collocations as possible from this **Vocabulary** section. While the students write their dialogues, go around and monitor their use of the target language. With groups of more outgoing students, the dialogues could be read aloud in open class.

Writing

1 Students discuss the questions in pairs. Alternatively, you could do this **SPEAK** exercise with books closed. Display the questions on the board one at a time. Change questions every two minutes. Tell students that they have to try to extend their answers or find a way to explore the topic further until the next question comes up.

2–3 Books closed. Write on the board: *What makes a good essay?* Elicit students' ideas to the board. Books open. Refer students to the **Don't forget!** box. Explain that if you don't make it clear enough which option is more important or significant, you will lose marks. Students do Exercise 2 individually. After students do Exercise 3 in pairs, ask them to share their ideas in open class. To get students thinking more critically about their ideas, you could tell them that you are going to play *devil's advocate* and try to find potential weaknesses in their arguments.

Teaching tip

At this point in the course, it would be useful to start giving students feedback on their writing using the official marking criteria for the *C1 Advanced* exam. A good example of this type of feedback can be found in the **Answer key**, where each sample answer includes commentary on **content**, **communicative achievement**, **organisation** and **language** – the four criteria used by official examiners. Your feedback does not need to be quite this in-depth, but if you make a short comment for each criterion it will help students know which aspects of their writing they most need to improve on.

Extra activity

You can raise students' awareness of how the writing is marked on the *C1 Advanced* exam with the following activity. Give students a writing task like the one on page 93. In pairs, ask them to think about how to go about doing the writing, what points need to be included, etc. Then give them a copy of the sample answer from the **Answer key**. Students discuss strengths and weaknesses of the sample answer. Then give students the commentary for the sample answer (also from the **Answer key**). Students compare the comments with their own observations.

4 Students complete the exercises in the **Useful language** box in pairs. Check answers as a class. You could extend the second exercise by asking students to write sentences related to the opinions they expressed earlier in the **SPEAK** task.

5 Make sure students are taking full advantage of the **Ready for Writing** section. Students can benefit from the model answers and useful language there. Give students five minutes to plan their essays in class. They could then discuss their plans with a partner, who could suggest any ways of improving it. At this point in the course, you should introduce a bit of time pressure with the writing. In the official exam, students will have 40 minutes, but when they write this essay in class or at home, they could start with trying to complete a polished essay in 55 minutes. As the course progresses, slowly reduce the time limit until it is the same as in the official *C1 Advanced* exam.

Teaching tip

When students bring their finished writing to class, you could do the following peer feedback activity. Put the students in pairs and have them exchange essays. Display or write the questions below on the board. Students read each other's essays and give each other feedback.

1 Does the essay address two ways schools could improve literacy standards?
2 By the end of the essay, is it clear which way is more important?
3 Is the essay written in a formal register?
4 Are the arguments clear and easy to follow?
5 Are the writer's ideas well organised into clear, well connected paragraphs?
6 Is there a clear introduction and conclusion?
7 Is there a variety of advanced-level words and structures?

Sample answer

I believe that technology plays a more important role than testing when wishing to improve standards of literacy in schools. Using technology can give the child a more positive learning experience, whilst testing just points up the mistakes the child is making.

Using technology children can have fun learning to read and write and as long the programs they are using are well designed children will progress without realising they are learning. The teacher can monitor the child's progress and deal about any problems at a later date without interrupting the flow of concentration.

Using the internet to access books is quick and easy so if a child wishes to read a certain book they can download it rather than search the library or bookshop by what time they may have lost interest. Today's generation of children find reading from a tablet more 'cool' and teenagers who are poor readers can read at their own level without worrying about being made fun of.

I feel that testing has a very limited place in improving literacy standards. In a test situation many children experience anxiousness and will not give their best performance. Although testing can show some of the child's problems these can also be seen by the teacher in individual or group reading or writing sessions.

In conclusion, schools have to decide whether test results which may improve the school's image or using technology in an imaginative way to develop a lifelong love of literacy in their pupils is more important.

251 words

Examiner comments

Content: All points covered. Good realisation of task.

Communicative achievement: Register is consistently appropriate. The overall effect on the target reader would be very positive.

Organisation: Paragraphing has been used effectively.

Language: Controlled and natural use of language.

Minor errors include: incorrect use of particles – *points up*, *deal about*: incorrect word form – *anxiousness*; omission of as – *as long*; and misuse of relative pronouns – *by what time*. However, these do not distract the reader.

Mark: Very good pass



3 **SPEAK** **Read the Part 1 Essay task below again. Then, with your partner, discuss the 'opinions expressed'. Do you agree with them or not?**

Your class has held a debate on how schools could improve literacy standards. You have made the notes below:

Ways schools could improve literacy standards

- setting tests
- making more use of technology
- organising author talks

Some opinions expressed in the discussion:

'Tests are probably more useful for teachers than for students.'

'Kids always enjoy learning when a screen is involved.'

'Getting an author to read their book aloud would really interest a class.'

Write an essay discussing **two** of the ways in your notes. You should **explain which way you think is more important** for schools to consider, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Write your answer in **220–260** words in an appropriate style.

4 **Work in pairs. Complete the tasks in the *Useful language* box below.**

Useful language

The words and phrases in bold show ways of describing outcomes. Complete the sentences.

1 ***By*** *increasing the number of tests per term, schools could ...*
2 *Some students have a fear of tests.* ***As a result****, ...*
3 ***If*** *more children* ***had*** *access to e-book readers, they ...*
4 *Providing children with their own device would be costly.* ***For that reason****, ...*
5 *Students would enjoy hearing the story,* ***and accordingly****, might want to ...*
6 *The children's reading level would increase,* ***and in turn****, ...*

Decide which verb does not collocate with the noun.

1	*set / ~~perform~~ / administer / take / sit*	a test
2	*lift / reach / meet / achieve / ~~decrease~~*	literacy standards
3	*~~boost~~ / engage / motivate / discourage / inspire*	students who find reading difficult
4	*promote / advocate / oppose / question / ~~deny~~*	the use of technology in the classroom

5 **Now write your own answer to the task in Exercise 3. Use some expressions from the *Useful language* box, and if possible, some passive forms.**

For more information on writing essays, see page 192.

6 REVIEW

Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 They've postponed the meeting until January to give the management team longer to decide.

OFF

The meeting ..... has been put off ..... until January to give the management team longer to decide.

2 The police now think he invented the story to protect his girlfriend.

HAVE

He is now ..... thought to have made ..... up the story to protect his girlfriend.

3 My parents are planning to pay someone to repair and redecorate their house next month.

UP

My parents are planning to have their ..... house done up ..... next month.

4 He thinks his friends do not appreciate him.

GRANTED

He dislikes ..... being taken for granted ..... by his friends.

5 To help us run the exhibition next month, we need at least six people.

REQUIRED

No ..... fewer/less than six people are required ..... to help us run the exhibition next month.

6 A common belief is that British people cannot speak foreign languages very well.

WEAK

British people are commonly ..... believed to be weak at speaking ..... foreign languages.

Vocabulary

Choose the correct word to complete the sentences.

1 Clearly, you need to be a *thick* / *hard* / *strong* / *heavy* swimmer to be a lifeguard.
2 I'm afraid I have a *poor* / *weak* / *light* / *thin* memory for faces.
3 She seems to have a natural *hand* / *gift* / *present* / *art* for drawing.
4 Well, that didn't work. Got any more *accomplished* / *competent* / *expert* / *bright* ideas?
5 He has a very *prospective* / *promising* / *provided* / *proficient* career ahead of him.
6 You don't need to take cash. *At* / *On* / *With* / *By* second thoughts, maybe you do.
7 That's an interesting offer. I'll definitely *give* / *bear* / *show* / *convey* it some serious thought.
8 You're looking quite *missing* / *gone* / *absent* / *lost* in thought, Jayne. What's on your mind?



Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

The **myth** of the **dominant brain hemisphere**

The theory that the different halves of the human brain govern different skills and personality traits is **(0)** *UNDOUBTEDLY* a popular one. Some companies, for example, require job seekers to state in their **(1)** application(s) whether they are 'right-brained' or 'left-brained'. Numerous self-help and business success books claim they have techniques for **(2)** strengthening the 'weaker' half of the brain.

According to some psychologists that promote the 'left-brained/right-brained' theory, people who use the left side more tend to be detail-oriented and very **(3)** analytical. In contrast, people who tap into the right side most are **(4)** typically spontaneous, good at languages, and demonstrate greater **(5)** creativity. Too bad the theory isn't true.

Over the last decade, neuroscientists have scanned the brains of thousands of people and have uncovered no evidence to suggest that any of their study **(6)** participants have a stronger left- or right-sided brain network. They point out that the brain would be working very **(7)** inefficiently if one half was consistently more active than the other.

Their **(8)** findings may hopefully dissuade people from clinging to the right-brained/left-brained myth.

DOUBT
APPLY

STRONG

ANALYSE
TYPE
CREATE

PARTICIPATE
EFFICIENT

FIND

Writing Part 2 Review

You see the following announcement on your college website:

REVIEWS WANTED

Send us a review of an educational podcast series. What did you learn from the podcast series? What made the series interesting and engaging? Who do you think the series would generally appeal to?

Write your review.

Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.

For more information on writing reviews, see page 198.

6 REVIEW

Pronunciation *augh* and *ough*

1 6.3 **In 1–8, the pronunciation is shown for *augh* and *ough* in the word which follows. Listen and repeat the sounds and words.**

1 /ɔː/ caught **2** /uː/ through **3** /ɒf/ cough **4** /ə/ thorough
5 /ʌf/ tough **6** /əʊ/ though **7** /au/ drought **8** /aːf/ laugh

2 Work with a partner. Add the words from the box to the table according to the pronunciation of *augh* or *ough*. Use a dictionary, if necessary, to check the pronunciation.

although bought doughnut draught enough laughter naughty ought
Peterborough plough rough taught thought throughout trough

/ʌf/ **tough**	/ə/ **thorough**	/əʊ/ **though**	/ɔː/ **caught**
enough rough	Peterborough	although doughnut	bought naughty ought taught thought
/uː/ through	**/ɒf/ cough**	**/aʊ/ drought**	**/aːf/ laugh**
throughout	trough	plough	draught laughter

Each time you record a new *ough* or *augh* word in your notebook, check the phonemic script in your dictionary and record that too.

3 SPEAK **Work in pairs. Complete the following gaps with either *augh* or *ough* to form appropriate words from Exercises 1 and 2.**

1 You haven't **th**ough**t** this **thr**ough very **thor**ough**ly**.
2 There was a **dr**augh**t** in the room, and I **c**augh**t** a cold and a **c**ough.
3 It was a **t**ough job; I **t**augh**t** some really **n**augh**ty** children.
4 We ough**t** to eat the **d**ough**nuts** you **b**ough**t** yesterday.
5 I **l**augh**ed thr**ough**out** the film, **alth**ough it wasn't meant to be funny.
6 John said the sea was too calm; it was **r**ough **en**ough for me, **th**ough.

4 6.4 **Listen again to check your answers in Exercise 3.**

5 SPEAK **Take it turns with your partner to say the sentences in Exercise 3 aloud.**

6 SPEAK **Work in pairs. Take it in turns to throw a dice twice. The two numbers you throw correspond to the numbers of the sentences in Exercise 3. Choose one word containing *ough* or *augh* from each of these two sentences and make a new sentence. Your partner will check that you are pronouncing the two words correctly.**

e.g. 2 and 4: caught and doughnut
My brother threw a doughnut into the air and I caught it.



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Pronunciation

1 6.3 In English, it can sometimes be difficult to predict the pronunciation of a word based on its spelling. This can be a great source of frustration for speakers of languages such as Spanish or Italian, which have much closer phoneme-to-letter correspondence. This exercise raises students' awareness of the pronunciation of words containing *augh* and *ough*, which can be pronounced in a number of different ways.

2 Give students some time to complete the task in pairs. Have students say the words to their partners as they record them. Do some choral and individual drilling with any problematic words.

3–5 6.4 Give students time to complete the exercise in pairs. Play the audio to check answers. As students do Exercise 5, monitor their pronunciation and provide on-the-spot correction.

6 Model the task by throwing dice (real or digital) once and making up a sentence containing two words. Circulate and check pronunciation.

READY FOR LISTENING

Introduction

The **Listening** paper lasts approximately 40 minutes and consists of four parts with a total of 30 questions. Each part is heard twice. At the end of the **Listening** paper, you have five minutes to transfer your answers onto the separate answer sheet. Each correct answer is awarded one mark.

Listening Part 1 Multiple choice

1 0.1 **You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.**

Extract One

You hear two students talking about their accommodation.

1 The man prefers living on campus because it is easier to
- A balance study with free time.
- B access college facilities.
- C meet up with friends.

2 The woman says that her experience of living with flatmates
- A encouraged her to become self-sufficient.
- B pushed her to stand up for herself.
- C developed her negotiation skills.

Extract Two

You hear part of an interview with a man who teaches wood carving to high school students.

3 When talking about his students, he reveals
- A his admiration for the way they commit to a project.
- B his concern that they may not use what they have learnt.
- C his surprise that so many of them work well with their hands.

4 He believes that motivation amongst students increases when
- A they are allowed some choice in what they do.
- B they know that the praise they receive is genuine.
- C they understand how their performance will be evaluated.

Extract Three

You hear two people talking about a book they have read called *The Children of Húrin.*

5 They both feel that *The Children of Húrin*
- A is hard to put down.
- B has a sad feel to it.
- C ends in a surprising way.

6 What slight criticism does the man make about the book?
- A It contains different styles of writing.
- B The characters are not complex enough.
- C The themes may not appeal to modern readers.

2 Check your answers by looking at the Audioscript on page 248. Underline the part or parts of each extract which indicate the correct answer. The first one has been done for you.

What to expect in the exam

In Part 1 you hear three short extracts, each with a different theme. The dialogues are between two people, and the context may be, for example, an informal conversation, a discussion or an interview. You hear the same extract twice before moving on to the next one.



READY FOR LISTENING

Introduction

Students read the introduction. Remind students that unlike the Reading and Use of English Paper each question in Listening Parts 1-4 is worth just one point. Now would be a good time in the course to start giving students practice transferring their answers to a sample answer sheet, which can be downloaded from Teacher's Resource Centre. To save paper, encourage students to write in pencil. That way they can erase their answers later and reuse the sample ans

Listening

1 0.1 Students read the task instructions and the **What to expect in the exam** box. In the exam, candidates only have about 10 seconds to read the two questions in each section and underline key words before the recording starts. With so little time, it's better to focus on the question or sentence stem rather than the options. Play the recording for each section twice.

2 Ask students to justify their answers (even correct ones) by referencing a specific part of the Audioscript (see Teacher's Resource Centre).



Listening Part 2 Sentence completion

What to expect in the exam

- In Part 2, you hear a monologue lasting approximately three minutes. The context is usually a presentation or talk.
- There are eight questions testing your understanding of specific, factual information. You are usually required to complete sentences with a single noun or a noun phrase, e.g. social media, diploma course.
- For Part 2 tasks, you have 45 seconds to read the questions before you listen. Use this time to think about the kind of information you might hear.

1 **0.2** **You will hear a waxwork sculptor called Amanda Tyler talking to a group of students about her work. For questions 1–8, complete the sentences with a word or short phrase.**

How to go about it

- For each question, you will usually hear distractors – words which might at first seem relevant, but which do not complete the sentences correctly.
  For question 2, for example, you will hear Amanda mention two courses she took. Only one of these, however, is a degree course; the other is a distractor.
- As you read each question, underline key words to help you focus on the exact information required. The first two have been done for you.



Amanda's studio is situated in the **(1)** basement of the wax museum.
The degree course Amanda took was called **(2)** Fine Arts.
Amanda says that getting her subject's **(3)** measurements is the first step in creating a wax figure.
Amanda says the frame for a figure's body uses rods made of **(4)** metal.
Amanda uses a wax head to show that accurate **(5)** eye colour is important.
Amanda watches videos to check the **(6)** (typical) gestures a subject often uses.
It can take up to **(7)** five months for Amanda to finish a whole wax figure.
Amanda explains that a combination of **(8)** oil paint and cosmetics is used to colour the wax head.

2 **Go to the Additional materials on page 207 to find one student's answers to the Listening task, and relevant advice about what to do and what not to do. Did you make any similar mistakes?**

Listening

1 **0.2** Focus students on the **What to expect in the exam** box. To avoid getting lost momentarily and missing a question, tell students to glance down at the next question from time to time. Refer them to the **How to go about it** box. Note that this task is notoriously full of distractors. Students should wait until the speaker has finished talking about a specific idea before writing down an answer. Set a short time limit for the students to read the questions. (In the official exam, candidates have only 45 seconds.) Play the recording twice. Note that the official exam board recommends candidates write their answers to Listening Part 2 in capital letters. Check answers.

2 In pairs, students do the exercise in the **Additional materials** on page 207 (see TB89). This innovative task raises students' awareness of what can go wrong during this task.

READY FOR LISTENING

Listening Part 3 Multiple choice

What to expect in the exam

- In Part 3, you hear two people talking about a particular topic, with a third person, the interviewer, prompting them with questions. The conversation lasts approximately four minutes.
- There are six multiple-choice questions, mostly testing your understanding of the attitudes and opinions of the speakers. The questions follow the same order as the information in the recording.
- For Part 3 tasks, you have one minute to read through the questions.

1 **Before you do the Part 3 task below, look at question 1. Read the question and the shaded section of the Audioscript on page 249. Decide on the correct answer, underlining the part or parts of the text which justify your choice.**

1 Why did Sandra leave her previous job with the children's TV company?

A She felt dissatisfied with the salary she was receiving.

B She was conscious of being older than other staff.

(C) She predicted she might soon be made redundant.

D She was assigned a role that she had not expected.

2 **SPEAK Work in pairs. Explain with reference to the text why the other options in Exercise 1 are wrong.**

3 **0.3 You will hear an interview in which two business partners, Sandra Peyton and David Sadler, are talking about their working relationship. For questions 2–6, choose the answer (A, B, C or D) which fits best according to what you hear.**

2 What did David learn from his time with Trenton TV?

A the benefits of being part of a team

(B) the importance of having a positive outlook

C the advantages of working under pressure

D the need to challenge certain decisions

3 David accepted Sandra's proposal to go into partnership because he

A felt there would be little risk in working together.

(B) believed they shared a similar way of thinking.

C was aware she had extensive directing experience.

D trusted the recommendation of someone they both knew.

4 When talking about approaching different banks for a loan, Sandra admits that she

(A) was puzzled about why she was turned down.

B began to lose confidence in her own abilities.

C almost lost her temper on several occasions.

D was worried that David might lose faith in her.

5 What does David consider to be a drawback of directing TV commercials?

A He does not achieve enough recognition for his work.

B Money has too great an influence on the process.

C Many clients have unrealistic expectations.

(D) He does not have full control over content.

6 What do Sandra and David both say about the future of their company?

A They would prefer to keep their plans a secret.

B They would like to expand the business gradually.

(C) They are unsure how the business will develop.

D They hope to move into other areas of directing.

4 **Look at the Audioscript on pages 249 and for questions 1–6 follow the same procedure as in Exercises 1 and 2 above.**

2 Suggested answers

A We are only told by Sandra that the company 'weren't turning over enough of a profit'; she does not comment on her salary.

B Sandra says, 'they were a young, dynamic group' but she does not say she was too old.

D She says, 'I'd never felt so comfortable working in a large size team as I did with that group of people'; she does not say 'I never felt comfortable working in a team'.

Listening

1–2 Refer students to the **What to expect in the exam** box. Note that this task includes questions about the speakers' opinions or attitudes, which are only implied but not clearly stated. Among the most challenging questions are those that require students to understand what the two speakers agree on, such as number 6 in this exercise. Individually, students examine the Audioscript (see Teacher's Resource Centre) and decide on the correct answer for question 1. Then, in pairs, they discuss both the correct and incorrect options.

3 **0.3** Give students time to read through the questions and underline key words. Remind them that it's easier and more effective to listen for and identify the answer to the question or sentence stem rather than trying to listen for all four options. Play the recording twice.

4 Refer students to the Audioscript (see Teacher's Resource Centre). They first check their answers individually and then compare them with a classmate, again discussing both the correct and incorrect options. As a class, discuss any remaining questions students have about the task. See the Answer Key on the Teacher's Resource Centre.

READY FOR LISTENING

Listening Part 4 Multiple matching

What to expect in the exam

- You hear five short monologues which are linked by theme or topic. For each speaker, there are two separate tasks. For each task, you select the correct option from a choice of eight.
- You have 45 seconds to read through both tasks.
- Note that an answer to Task Two may sometimes come before the answer to Task One in an extract. *This is the case with Speaker 4 below.*
- Once again, you will hear distractors.

How to go about it

There is no 'correct' approach to doing Part 4. Some students like to focus on Task One first, and then do Task Two when they hear the recording again. Other students like to do both tasks at the same time. The most useful thing you can do is to read and be familiar with the options in both tasks before the recording starts.

1 **0.4** You will hear five short extracts in which people are talking about a course they attended.

TASK ONE

For questions **1–5**, choose from the list (**A–H**) the speaker's main reason for attending the course.

TASK TWO

For questions **6–10**, choose from the list (**A–H**) what each speaker disliked most about their course.

While you listen you must complete both tasks.

A to fulfil work obligations
B to extend their social network
C to gain cultural knowledge
D to acquire practical skills
E to enable a change of career
F to enjoy a change of routine
G to explore their creative side
H to lend support to someone

Speaker 1 F 1
Speaker 2 C 2
Speaker 3 H 3
Speaker 4 E 4
Speaker 5 A 5

A the lack of written information
B the behaviour of other participants
C the pressure to speak in public
D the way instructions were delivered
E the sense of competition
F the disorganised nature of each class
G the constant requirement to work in groups
H the teacher's patronising attitude

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

3

6 E *Compared to some people in my pottery class, I was definitely the beginner. They were making complicated vases and massive plates, and I was just trying to get the hang of a basic bowl.*

7 A *He'd hand out a worksheet now and again, but the exercises were totally random.*

2 Check your answers using the Audioscript on pages 249–250. Underline those parts of each extract which guide you to the correct answers.

3 One student wrote the following incorrect answers for questions 6–10 in Task Two.

6 E 7 A 8 H 9 C 10 B

Identify the distractor in each extract which may have caused the student to choose the wrong answer.

6 Speaker 1: Compared to some people in my pottery class, I was definitely the beginner. They were making complicated vases and massive plates, and I was just trying to get the hang of a basic bowl

8 H *But that's what the tutor always had us doing. That's not to say she didn't let us express ourselves, though.*
9 C *The tutor would occasionally set up some kind of role play, a mock interaction between us and a client*
10 B *At one point, I was just on the verge of saying something, but this woman, a colleague of mine, said to let it go. I think she's the kind of person who avoids conflict – whereas I'd rather stand up for myself.*

Listening

1 **0.4** Refer students to the **What to expect in the exam** box. Explain that they are only listening for gist, not specific detail. So they won't have to understand every word to get the answers right. Students read the **How to go about it** box. Note that it can be quite effective for students to listen for the topic of the two columns, rather than trying to listen for all 16 options. Once they have heard the answer for one column, they can then look quickly at the options and choose the one that is closest to what they heard. Another tip to give students is that the questions in the second column often relate to attitudes and feelings, so it can be helpful to listen to the speakers' intonation.

2 Direct students to the Audioscript on pages 249–250 (see Teacher's Resource Centre). Students check their answers individually before discussing them with a classmate. Quickly confirm the answers as a class. Then ask students to discuss the incorrect answers in Exercise 3, justifying their explanations with relevant parts of the Audioscript.



Through the various reading, writing, listening and speaking tasks the students explore the theme of ways people go about feeling good. The thematically connected tasks help students strengthen their skills and new language is consolidated through speaking and listening tasks.

Read the unit objectives to the class.

SPEAKING Part 1 Interview

Focus students on the picture. Ask them if it does a good job of expressing visually the theme of this unit, *feeling good*. Get them to explain why or why not. Then explain that you want them to design their own opening page to this unit with a different image. Put the students into pairs and ask them to discuss what other images might be good for representing this theme. Encourage students to do an image search online and find alternative images. Round off the task with an open class discussion of the students' ideas.

Direct students to the questions. At this point in the course, it would be good to start simulating exam conditions. Put students into groups of three or four with one student in the role of the examiner, who asks the questions. The students in the role of candidates have their books closed, so they can't see the questions. To make this interaction even closer to the exam, you could board the following script for the student in the role of the examiner to read before asking the questions: *Good morning / afternoon / evening. My name is … And your names are? First of all, we'd like to know something about you.*

ONLINE MATERIALS

Who said what? (**Teacher's Resource Centre**)
The everyday diplomat (**Teacher's Resource Centre**)
Unit 7 Test (**Test Generator**)
Unit 7 Wordlist (**Student's/Teacher's Resource Centre**)
Unit 7 On-the-go-practice (**App**)

7 FEELING GOOD

Don't forget!

If the option you choose is correct, you should be able to find the same idea closely paraphrased in the text.

Reading and Use of English Part 5 Multiple choice

1 **SPEAK** What is your reaction to pictures a–e? How do you think these images might be associated with the theme of 'Feeling good'?

2 You are going to read an article about why people enjoy doing things that are potentially bad for them. Read through the article quickly. Match the ideas shown in pictures a–e to the paragraphs (1–5). 1 c 2 b 3 e 4 a 5 d

3 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

Chasing THE HIGHS

Emma Sands asks why people enjoy doing things which are potentially bad for them

1 'That which does not kill us makes us stronger,' wrote Friedrich Nietzsche, the German philosopher, conceptualising the idea that suffering is an inevitable and essential part of life. Is this still true when we bring the misfortune upon ourselves and end up with metal pins in our joints? A few weeks ago, I heard of an old school friend, (I'll just call him Dave), who ended up with fractures in both ankles and his left wrist after failing to keep his grip while free climbing. My reaction, initially, was to grimace, but then I got around to wondering why he would have been risking life and limb on a sheer rock face. I can't help feeling he was showing off, under the delusion that at 40 he was at his physical peak. His parents refused to pay a hospital visit, reportedly disgusted at his egoistic risk-taking, although surely this is the person they brought him up to be. Ex 3 Q1

2 So what is the allure of extreme sports and living life on the edge? Well apparently, we can blame it all on dopamine, the chemical which helps control the brain's reward and pleasure centres. It's responsible for providing a sense of contentment after a meal or that ecstatic feeling when our soccer team wins. It's also responsible for the high we feel when we do something brave, like swimming with sharks. It turns out that there are fewer dopamine-inhibiting receptors in a risk taker's brain. In other words, the Daves of this world have brains more saturated with the chemical, meaning they'll keep taking risks and chasing the next high. The researchers are now working on a treatment, yet I don't envisage much uptake from the daredevils 'suffering' this condition. Ex 3 Q2

3 People don't just do this sort of thing in their free time, though. Last night, I happened across a battered Brad Pitt-lookalike flying across my TV screen, explosions still firing off in the background. This was 'Body Double', a cut-above-the-rest documentary about the lives of stuntmen and women that stand in for the stars. Ironically, as a behind-the-scenes look at a career in Hollywood, nothing felt staged; rare for modern television. But it was the quieter moments of candid reflection that stood out, with some of the doubles expressing their anxiety to the presenter over the longevity of their career. This is hardly surprising, given the amount of physical punishment that is continuously self-inflicted: neck injuries, burns, torn ligaments; the list goes on. The last word went to Jake, who'd quit his promising career as an actor and had been lured into stunt work because, as he put it, there'd be no dull moments. The famed camaraderie that exists amongst those in the profession was also a big drawcard, and perhaps it's this that keeps him signing contracts, despite his wife's protestations. Ex 3 Q3 Ex 3 Q4

4 While hurtling at 100 mph towards the ground or leaping across rooftops will never be my thing, I must confess to a love of horror movies. I derive enormous pleasure from being half-scared to death and, considering the increasing popularity of the horror-flick industry, I know I'm not alone. But why do we do it? There are anthropologists who have proposed that a sense of terror has always been crucial to human survival, and that this explains why we find life-or-death situations on film so enthralling. If the time comes when I actually need to fight off a zombie horde or defeat a blood-sucking vampire, I will be sure to put all I have learnt from horror movies into practice. Until then, I am not convinced that theory has merit. Ex 3 Q5

5 Deriving satisfaction from activities which are potentially harmful or terrifying to ourselves is one thing, but taking pleasure in the misfortune of others is quite another. The Germans refer to this as *schadenfreude*, a feeling that might not have a single word equivalent in most other languages, but which is certainly something humans have always experienced, regardless of culture. Today, an infinite number of internet video clips show total strangers deliberately putting themselves at risk – of humiliation at best, and serious injury at worst – potentially making our experience of *schadenfreude* all the more common. If you want to see someone diving into freezing water, it's online. How about a YouTube star allowing himself to be stung by a giant wasp, knowing it will result in agony? As a form of entertainment, it says little for human evolution. But as life becomes more comfortable, and in a society where most of our basic needs are met, one has to wonder what new thrills we'll seek out next, and what we're prepared to sacrifice to acquire them. Ex 3 Q6

Lead-in

Books closed. Board the statements below. Tell students they are going to do a *Find someone who* activity. They will walk around the room and try to find people who match the information they are given. (With larger classes, this could be done in groups of four or five.) When they find a match, encourage students to ask follow-up questions and take notes. In open class, finish by asking students about the matches found and any interesting information they learned about their classmates.

Find someone who …

has never tried skiing or snowboarding but would like to.

would never dream of going bungee jumping, skydiving, hang gliding or another similar activity.

loves roller coasters and other thrilling amusement park rides.

hates horror films.

enjoys watching YouTube® videos where people hurt themselves in silly ways.

thinks they would manage to keep their cool in a life-or-death situation.

Reading and Use of English

1 Students read the instructions and discuss the questions in pairs. You could also ask them to speculate about what emotions they would experience themselves while doing these activities. Conduct brief open class feedback.

2 Set a short time limit for this exercise (two to three minutes should be enough). Check the answers in open class and elicit what words or phrases from paragraphs 1–5 were helpful in matching them to the correct pictures.

3 After students read the instructions to Exercise 3, refer them to the **Don't forget!** box. Allow students time to pair check after they finish the reading task. Check answers in open class. Ask students to explain their answers with reference to a specific section of the text – even correct answers!

Extra activity

For this extra activity, students work in groups of three or four. Assign each group one of the following extreme sports: *bungee jumping*, *skydiving*, *rock climbing*, *cave diving*, *canyoning*. Tell them to imagine they have just got back from doing their extreme sport and they are going to tell the class about their experience. Explain that you want them to make their account sound as realistic as possible, so they should do research to find out if their extreme sport could be done nearby, how much it costs, what kind of training or preparation is involved, the dangers involved and any other kind of information their classmates might find interesting. Encourage students to personalise their account by imagining a few funny (or scary) moments from their trips.

4 As students work in pairs, walk around the room and make note of examples of successful and less successful usage to explore later during a feedback stage.

Teaching tip

Students who regularly read in English tend to do much better in the Reading and Use of English paper of the *C1 Advanced* exam. In the Teaching tip on TB34, it is suggested that one way of getting students to read more outside of class would be setting up a reading circle. Another idea is to introduce a weekly reading scheme. As part of their homework every week, students have to read one or two articles in English about any subject they like. Set aside the first 10 minutes of class the first lesson of the week for students to share and discuss what they've read. Alternatively, students could hand in short written or verbal summaries of the articles they have read that week. This will help them develop the ability to recognise the main ideas and arguments in a text, a reading skill specifically tested in Reading and Use of English Part 5.

Extra activity

With the amount of information that is unreliable or intentionally misleading on the internet, it's hard to underestimate the importance of developing a critical mindset to the media we read, watch or listen to. The following task encourages students to fact check the information they consume – even if it comes from a coursebook!

Step 1: Write or display the following sources of information on the board: *A social media post*, *an entry on Wikipedia®*, *a reading text from an English coursebook*, *a book from the library*, *a website for an international NGO*, *an article from an academic journal*. Put the students in small groups. Ask them to rank the sources of information from most to least reliable. Elicit their ideas in open class. There are no right answers! The objective is to reflect on the quality of these sources of information.

Step 2: Tell students you would like them to fact check a claim made in the article on page 102, which is presented as fact but without citing any specific sources. Display the quotation below or ask the students to underline it in their books. Together they search for evidence supporting or refuting the information. Tell them to keep track of their sources and think critically about how reliable they are. Encourage students to check sources in both English and their L1(s). Round off the task by asking students to share what they learned in open class. Decide as a group: how accurate is the claim?

There are anthropologists who have proposed that a sense of terror has always been crucial to human survival, and that this explains why we find life-or-death situations on film so enthralling.





1 Emma says that after reflecting on her old school friend's accident, she
- (A) felt some disapproval towards his behaviour.
- B became slightly envious of his adventurous lifestyle.
- C thought his injuries could have been far worse at his age.
- D believed others should show more sympathy towards him.

2 When discussing dopamine and extreme sports, Emma puts forward the view that
- A the findings of the dopamine research will hardly surprise risk-takers.
- B a lack of dopamine cannot fully account for the desire to live dangerously.
- (C) risk-takers are unlikely to want their dopamine levels reduced.
- D dopamine has a greater effect on the human body than some people think.

3 In Emma's opinion, the most impressive aspect of the documentary was
- A the use of previously unseen film footage.
- B the way certain tricks were demonstrated.
- C the interspersing of drama and fact.
- (D) the interviews with the subjects.

4 Jake decided to pursue a career in stunt work partly because he
- (A) liked the idea of working within a group of friendly people.
- B had been to slow to achieve real success in a similar industry.
- C was probably unaware of the exact demands of the job.
- D had been encouraged to try it out by others in the field.

5 When discussing the appeal of watching horror movies, Emma
- A agrees that the genre is worthy of proper academic research.
- B insists there is good reason for the growth of the genre.
- C admits the activity may seem out of character for someone like her.
- (D) implies that the activity may not have any practical value.

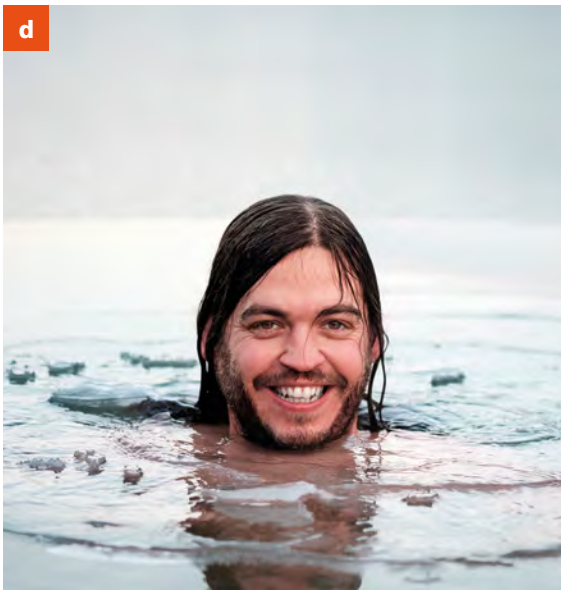
6 Emma refers to online video clips in order to
- A show how people can so easily be influenced by what they see on the internet.
- (B) give support to the idea that people find the suffering of others amusing.
- C make a distinction between low-risk and life-threatening situations.
- D introduce the idea that society as a whole is becoming less moral.

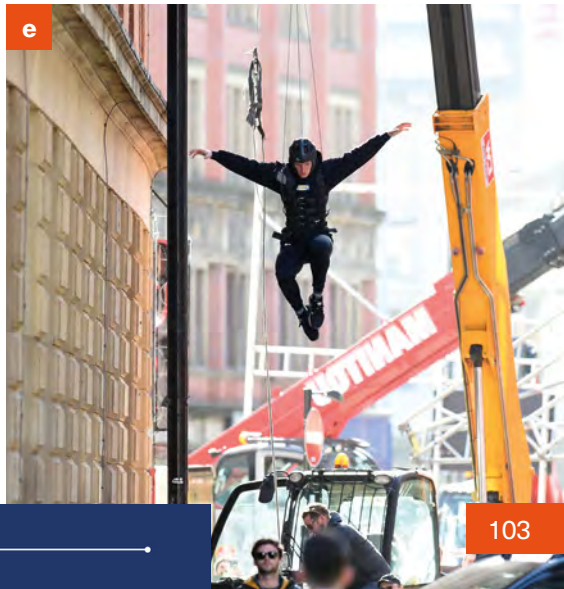
4 SPEAK Work in pairs. Discuss the following questions.

1 Emma refers to online video clips of people deliberately putting themselves at risk. What examples of this kind of video or TV programme have you seen?

2 Emma makes this comment about watching these kinds of video: 'As a form of entertainment, it says little for human evolution'. Do you agree? Why/Why not?













Speaking Part 3 Collaborative task

1 SPEAK Here are some different ways in which people's lives can change. Talk to each other about how these changes might have a positive or negative impact on people's lives.



Useful language

On the positive/plus side, some people might ...
On the negative side/downside, it could happen that ...
One (dis)advantage of having children might be ...
On the other hand, ... / Having said that, ...
I think it would depend on a number of different factors. For example/For instance ...
There's a risk / There's a good chance that ...

2 Now decide which change would be the most significant.

Speaking Part 4 Further discussion

SPEAK Work in pairs. Discuss the following questions.

1 Some people believe that changing their appearance will make them happy and more successful. What do you think?
2 Do you think that it is easier for young people to cope with change than older people? Why/Why not?
3 Some people want to lead a healthier lifestyle but find it difficult to make changes. Why do you think this is?
4 In your opinion, how likely is it that people will always keep the same circle of friends?
5 How important is it for people to continually seek new experiences and try new things?

Useful language

Underline the collocate in *italics* which is different in some way to the other three.

1 This kind of change only has a *superficial* / *minimal* / *significant* / *limited* effect on people's overall happiness.
2 Certainly some changes in life can be more *refreshing* / *fundamental* / *profound* / *drastic* than others.
3 Making a big change in your life can require real *strength of mind* / *willpower* / *determination* / *leap of faith*.
4 Your level of motivation will determine whether you *stick to* / *follow* / *give up on* / *adhere to* an exercise programme or not.
5 There comes a point in life when people naturally start to *oppose* / *welcome* / *resist* / *shy away from* change.

Speaking

1–2 Students read the instructions. Then focus them on the **Useful Language** box. Ask students to choose one or two expressions they would like to use while doing the task. As already mentioned in the notes on TB101, now would be a good time in the course to start simulating exam conditions when students carry about speaking exam tasks. Organise the class into groups of three or four. Assign one student the role of the examiner, who explains the task and keeps the time (two minutes for the discussion stage; one minute for the decision phase). The examiner could also tick off any expressions the candidates use from the **Useful language** box. Display the following script on the board (or put it on a handout) for the student in the role of the examiner to read:

Now, I'd like you to talk about something together for about two minutes. Here are some changes that might have a positive or negative impact on people's lives and a question for you to discuss. First you have some time to look at the task. (Allow 15 seconds.) *Now, talk to each other about what positive or negative impact these changes would have on people's lives.* (Allow two minutes; three minutes for groups of three.) *Thank you. Now you have about a minute* (two minutes for groups of three) *to decide which change would have the most significant impact*. (Allow one minute; two minutes for groups of three.) *Thank you*.

If time allows, students could swap roles, with a new student in the role of the examiner, and repeat the task.

You may wish to use **The everyday diplomat** on the **Teacher's Resource Centre** at this point.

Speaking

Start by focusing students on the **Useful language** box. Do number 1 as a class. Then students do 2–5 individually. Allow them to pair check before going over the answers in open class. To simulate exam conditions in this Speaking Part 4 task, put students into groups of three or four. Assign one student the role of the examiner, who is the only who can see the questions. The examiner is responsible for asking the questions in order and keeping the time (five minutes; eight minutes for groups of three). Examiners can direct questions to one candidate, and then ask the second student to react to what their partner said using the following three prompts: *What do you think? Do you agree? How about you?* (You could write or display these on the board for examiners to refer to.) They can also direct a question to both candidates, who then discuss their answers together. After five minutes (eight for groups three), tell the student in the role of the examiner to say, *Thank you*. *That is the end of the test*.

Extra activity

Before students do Speaking Parts 3 and 4, you could give a bit of practice with Speaking Part 2 using the three pictures. Board the following two questions:

- *Why might these people have chosen to make an important change in their lives?*
- *How might they be feeling?*

Put the students in groups of three, with one student in the role of the examiner, who keeps the time (one minute for each student in the role of the candidate). Students take turns using the pictures to practise a long turn. A follow-up question for the student listening could be: *Which change do you think would be most challenging?*

Teaching tip

In class, it is hard to give students feedback on all five aspects of speaking that are assessed on the official exam (grammatical resource, lexical resource, discourse management, pronunciation and interactive communication). Instead, when monitoring students doing an exam task, focus on just one or two. Divide a page in your notebook in two, say one half for *pronunciation* and one half for *interactive communication*. While students carry out the task, record examples of successful and less successful usage to discuss later during a feedback stage.

Vocabulary

1 One alternative way of approaching this vocabulary section would be to do it backwards. Give students a few minutes to find collocations related to risk and health in the text. Allow them a moment to compare what they found with a classmate. Then have them look at Exercise 1 and underline the correct words. You may want to check the literal meaning of *limb* (an arm, or a leg). An extension (or fast finisher) activity would be to ask students to use a dictionary to find idioms or collocations with the wrong options from the exercise. These should preferably be related to risk and health. For example, if students look up *struggle*, they will find collocations like *struggle with an addiction* and *struggling to survive*, among others.

2 After students complete the exercise and answers have been checked, students can quickly quiz themselves or a classmate by covering either the list of adjectives on the left or the collocates on the right. You may want to check the pronunciation of *muscle* /'mʌsl/ and *stomach* /'stʌmək/. A freer practice task to do with this vocabulary would be to ask students to imagine they are stunt double who has had a particularly difficult week at work. Tell students to use at least five of the collocations from Exercise 1 or 2 to describe the injuries and other hardships they experienced that week. Allow thinking time. Then, in pairs, students describe their difficult week. Circulate and monitor their use and pronunciation of the target language.

Reading and Use of English

1 Books closed. Display a picture of healing crystals mentioned in the article, e.g. moonstone and turquoise. Explain that some people believe these have therapeutic properties and ask the students' opinion of this type of therapy. Books open. Students read the instructions. Set a short time limit for the gist reading task. When you elicit the writer's attitude towards healing crystals, ask students to point to specific words or phrases that signal the writer's opinion. Note the use of adjectives and adverbs in sentences like: *And*, unfortunately, *it seems that some* gullible *consumers couldn't* (*care*) *less*.

2 After students read the instructions, refer them to the **Don't forget!** box. Ask for any other tips they find useful. Students do the exercise individually and then check their answers with a classmate.

3 In addition to the question in this **SPEAK** task, you could also ask students to discuss other non-traditional medicine or therapies that are popular in their country/countries.

Extra activity

To provide a bit of practice with pure vowels, board the table below (without the words) and ask students to complete the table with the following words from Vocabulary Exercise 2.

ankle, blocked, bruised, cheeks, chipped, feet, gland, heart, hip, lips, jaw, muscles, neck, ribs, tooth, torn, wrist

/iː/	/ɪ/	/uː/	/e/	/æ/	/ʌ/	/ɑː/	/ɔː/	/ɒ/
cheeks	wrist	tooth	neck	gland	muscles	heart	torn	blocked
feet	hip	bruised		ankle			jaw	
	ribs							
	lips							
	chipped							

Teaching tip

Set aside class time for students to record new collocations in their vocabulary notebooks. Apart from the lexis introduced in vocabulary sections, students should be encouraged to notice and record new vocabulary items in all the texts they read or listen to.

For example, the Reading and Use of English Part 1 task contains a variety of collocations related to the theme of the unit, including *immune system*, *suffer from a (mild) fever*, *do away with depression*, etc.

Extra activity

One unfortunate aspect of multiple-choice cloze tasks is that three out of the four options are wrong. However, this can be turned into an advantage with this simple task. Put students in pairs and assign each of them one of the gaps from the Reading and Use of English Part 1 task. Explain that you want them to rewrite the sentence to make the wrong answer right.

With question 1, for example, the sentence could be rewritten: *But it is not their beauty that explains why sales have experienced such steady growth in the last fifteen years* to make option A correct. In this way, students explore the small differences in meaning and use between the different options.

Vocabulary Risk and health

1 **Underline the correct word to complete the expressions in bold. Check your answers in the article *Chasing the highs* on page 102.**

1 Liz **brought** *struggle* / *misfortune* **upon herself** through her own bad decisions.
2 You'll be **risking life and** *limb* / *soul* if you climb without any safety equipment.
3 He was a musician that **lived life on the** *edge* / *brink*, so no wonder he died young.
4 I feel **scared to** *pieces* / *death* every time I'm a passenger in Jack's car.
5 She hates her job. That's why she **seeks out new** *pastimes* / *thrills* at the weekend.

2 **Underline all the nouns that collocate with each adjective.**

0	torn	muscles / ligaments / cheeks
1	chipped	tooth / stomach / bone
2	sprained	nail / ankle / wrist
3	blocked	toe / nose / neck
4	dislocated	shoulder / hip / jaw
5	bruised	ribs / thigh / tooth
6	swollen	glands / lips / feet
7	upset	heart / stomach / brain

Reading and Use of English Part 1 Multiple-choice cloze

1 **Read the text quickly, ignoring the gaps for the moment. What do you think is the writer's attitude towards healing crystals?**

2 **For questions 1–8, decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).**

Don't forget!

Read the whole sentence, not just the words immediately before and after a gap. This will help you find out whether the missing word is part of a collocation, for example, in questions 3 and 5.

Healing crystals

It is easy to understand why beautiful crystals such as lapis lazuli, tourmaline and moonstone draw people in and **(0)** A the eye. But it is not their beauty that explains why sales have been on the **(1)** B for the last fifteen years. Increasing consumer demand is due, for the **(2)** D part, to the claims of retailers that these gemstones have incredible healing properties and can fix a range of minor medical complaints.

Retailers claim, for example, that white quartz can give the immune system a massive **(3)** A, and that wearing a piece of turquoise benefits the digestive system. If someone is in pain or is suffering from mild fever, clutching an amethyst will apparently **(4)** D them some relief, and sapphires can help **(5)** A away with depression. Still, none of these retailers can provide scientific evidence in **(6)** B of these claims. And, unfortunately, it seems that some gullible consumers couldn't **(7)** D less.

Recently, however, the healing crystal industry has **(8)** C some serious criticism because of the way many crystals are sourced. It appears that mining activities not only have a serious impact on the environment, but working conditions for miners are extremely harsh.

0	**A** catch	**B** grab	**C** seize	**D** hold
1	**A** growth	**B** rise	**C** climb	**D** spread
2	**A** major	**B** large	**C** great	**D** most
3	**A** boost	**B** energy	**C** improvement	**D** strength
4	**A** find	**B** sense	**C** feel	**D** bring
5	**A** do	**B** get	**C** make	**D** run
6	**A** aid	**B** support	**C** proof	**D** backing
7	**A** bother	**B** worry	**C** mind	**D** care
8	**A** stood up to	**B** got rid of	**C** come in for	**D** put up with

3 **SPEAK** **Do you think there is any truth to the claim that crystals have healing powers?**

Writing Part 2 Review

1 **SPEAK** **Work in pairs. Look at the health and fitness products in photos a–f. Discuss the following questions.**

1 Which of these kinds of product would you consider buying? Why?

2 If you were choosing between similar products, what would affect your decision? For example, when comparing muesli bars, you might look for the one with the least sugar.

2 **Read the following Writing Part 2 task. Then decide with your partner what three things an examiner would be looking for in terms of content.**

You see the following announcement on a website, *Health and Fitness Today.*

REVIEWS WANTED

Send us a review of two similar health or fitness products you have used.

How do the two products compare? Who do you think this kind of product would appeal to? Which of the two products would you recommend, and why?

We'll post the most useful reviews on our website.

3 **Read a student's answer below. What do you think an examiner might say about the content? Ignore the gaps for the moment.**

Review of bamboo toothbrushes

If you care about the environment, a toothbrush made of bamboo will **(1)** ___probably___ sound like the ideal alternative to the usual ones made of plastic. A number of companies now make them – with their advertising promising that using a bamboo brush is not only good for the user's teeth but also for the planet. Are these claims exaggerated, or can green-minded consumers have confidence in this kind of product?

I ordered a *Smileco* brush online, and was pleased when it was delivered within a couple of days. However, it was **(2)** ___slightly___ smaller than I expected, and the bristles were too soft for my liking. On the plus side, it did last for a few months, and the price was **(3)** ___pretty___ reasonable at $4.50. For my next bamboo brush, I opted for a *BooClean*, which took over a week to arrive. However, in comparison to the *Smileco*, it was larger and easier to hold. According to the packaging, the bristles were 'infused with charcoal' – which **(4)** ___apparently___ helps get rid of bacteria and whitens your teeth. I did find the taste a bit unpleasant. It retails for slightly more, at $5.00.

The problem with both brushes is that only the handle is made of bamboo. The bristles are made of nylon, which is **(5)** ___certainly___ not biodegradable. Of course it is possible to snap off the head, and recycle the handle – but **(6)** ___hopefully___ the two companies will find a way to replace the nylon with another material.

4 **Improve the style and tone of the answer by choosing the correct adverb for each gap.**

apparently certainly hopefully pretty probably slightly

2

An examiner would be looking for:

- comparisons between the two products, e.g. quality, features, durability, price
- a description of the likely consumer, e.g. health conscious middle-aged person, young person preparing for a major fitness event
- a clear statement about which product the writer thinks is best, and why

3

All content is relevant, and on the whole, the reader is fairly well informed. The candidate makes clear in the first paragraph who the product would appeal to (*If you care about the environment, green-minded consumers …*) and compares the products in several different ways (*smaller, larger, easier to hold, $4.50/$5.00, bristles were too soft, taste a bit unpleasant*). However, it is not clear from the final paragraph which of the two products the candidate recommends. As a result of this, the reader would not be fully informed as to which product they should buy.







Lead-in

Books closed. Ask students to think of examples of health and fitness products they have bought in the last year. Give a few examples: *mouthwash*, *dental floss*, *running shoes*, *swimming costume*, etc. Then put students in pairs. Ask students to compare their lists and discuss which products they were particularly satisfied or unsatisfied with and why.

Writing

1 Books open. Before the students do the **SPEAK** task, direct them to the photos and elicit the names of the products to the board (**a** *fitness tracker,* **b** *muesli bar,* **c** *vitamins/supplements,* **d** *protein powder,* **e** *bamboo toothbrush,* **f** *massage roller*). After students discuss the questions in pairs, conduct brief open class feedback.

2 Alternatively, this could be done in open class with the *Reviews wanted* task displayed on the board. Remind students that they can get top marks for content relatively easily, so long as they read the task carefully and make sure to inform the reader about all the points mentioned. It is worth noting that getting a high mark for content will help students pull up their overall mark if they score lower in language or another one of subscales.

3 After students read the sample review, elicit that the writer has done a good job comparing the two products and explaining who they would appeal to. However, they have not made it clear which one they would recommend.

4 Students complete the exercise individually or in pairs. Check answers. Ask how the adverbs improve the style and tone. For example, they are descriptive and make the writing more engaging. They also help signal the writer's opinion. This is important in a review, where readers expect some degree of judgment.

Extra activity

Have students give alternative words for each gap e.g. **1** *definitely, obviously, surely* **2** *much, somewhat* **3** *very, quite* **4** *supposedly, ostensibly* **5** *obviously, definitely* **6** *surely*.

Teaching tip

For the *C1 Advanced* writing paper, it's important for students to think about the target audience of what they write, whether it be a formal letter, essay or review. This helps them with how to approach the piece of writing in terms of register and tone. However, in practice, the only person who normally reads students' writing is their teacher. This makes the idea of thinking about the target audience a bit inauthentic. Why not find a way to publish students' writing so it can be more widely read? For example, it is relatively easy to publish product, hotel or restaurant, and film reviews on review sites online. It can be very motivating for students to know that what they write will really be read, not just marked and corrected.

5 Students have already looked at the sample review in terms of content. Now they will look at it from the perspective of grammatical resource, one of the other subscales official examiners use to mark candidates' writing on the *C1 Advanced* exam. Students complete the task and compare their answers in pairs. Check answers as a class. Before moving on, ask students to tick off one or two of these structures they would like to use when they write their own reviews.

6 Students could write this sentence individually or in collaboration with a classmate. Monitor and assist as necessary. Nominate a few students to read their sentences in open class. Alternatively, with small groups, you could ask students to get out of their seats, move around the room and read all of their classmates' sentences. Ask them to identify the sentence closest to their own.

7 Direct the students to the **Useful language** box. Encourage them to choose one of the expressions from each category to incorporate into their own reviews. Remind students there is another model with more useful language for reviews in the **Ready for Writing** section. Then focus on the task instructions. In open class, elicit what information students need to include in their reviews. Give students five minutes in class to plan their reviews. Circulate and provide support as necessary. The final writing could be done in class or at home. At this point in the course, students should be timing themselves, to introduce an element of time pressure. However, as students are still developing their exam writing skills, this time limit can be a bit longer than the official exam, perhaps 50–55 minutes, for example, instead of the official 40 minutes. Note that lower proficiency students might benefit from writing the review in Exercise 2, as the sample review provides some degree of support. Higher proficiency students, or those who feel more confident with writing, might benefit from the challenge of writing the review from Exercise 7.

Sample answer

Review: Lakes Fitness Centre

Do you want to work out in a bright, friendly and positive environment? Then maybe you should try out Lakes Fitness Centre on Bridge Street. Membership at the centre is reasonably priced, and there is a wide range of equipment and training machine. But in my opinion, the reason for its popularity is more to do with the staff. When you walk in, you are always greeted by name and made to feel welcome. There are personal trainers who will plan a workout routine for you. They encourage you and really try to help you achieve your fitness goal. You can also take part in different type of classes – from yoga and pilates to kick-boxing and Zumba®. The instructors in these classes make you work hard but they also make it fun. The other thing that makes the Lakes Fitness centre different from many others is that you have a fantastic view of the lake! So if you are on your training bike or running machine and your motivation is low – just look out the window! The fitness centre appeals to all kind of people. You see college students working out with the weights and you can see people in their seventies going to yoga. Because it's open 24/7, some professionals go to the centre before they go to work, or after they come home. The only thing the centre needs to improve is the main studio's air conditioning. Some classes are so popular and it can get extremely hot!

Examiner comments

Content: Good realisation of the task. The writer makes it clear that he is most impressed by the staff – and secondly, the view. He explains who the centre will appeal to. And he makes a recommendation [improve … the main studio's air conditioning].

Communicative achievement: The conventions of review writing are used to convey simple ideas effectively and hold the reader's attention. The opening sentence directly addresses the reader of the health and fitness magazine. *Do you want to work out in a bright, friendly and positive environment?* The review ends a little abruptly, but overall, the tone is positive throughout.

Organisation: A variety of simple cohesive devices are used to good effect. However, it would be easier for the reader to notice the main points and see where new ideas are introduced if paragraphs had been used.

Language: There is a range of vocabulary which is generally used effectively and precisely: *bright, friendly and positive environment*; *Membership … is reasonably priced*; *plan a workout routine*. A range of grammatical structures, both simple and complex, is used with control and flexibility: *the reason for … is more to do with*; *you are always … made to feel welcome*; *You see … working out*. Slips with plural forms do not impede communication: *a wide range of … training machine*; *different type of classes*; *all kind of people*.

Mark: Good pass

5 In the Writing paper, it is important to show you can use a wide range of grammatical forms. Find examples of the following forms in the student's answer.

1 a comparative *it was … smaller than I expected; it was larger and easier to hold; It retails for slightly more, at $5.00.*
2 use of the gerund after a preposition *with their advertising promising*
3 a conditional *If you care about the environment, a toothbrush made of bamboo will … sound like*
4 use of 'did' in a past simple sentence for emphasis *it did last for a few months; I did find the taste a bit unpleasant.*
5 a relative clause *which … helps get rid of bacteria; which is … not biodegradable.*
6 a passive *it was delivered; were 'infused with charcoal'; only the handle is made of bamboo; The bristles are made of nylon.*

6 Write the final sentence for the student's answer by completing the following sentence. You could either rephrase some previously given information or use your imagination to add a new point.

If I had to choose between them, I would recommend .....

because / for the reason(s) that .....

.....

.....

7 Either write your own answer for the task in Exercise 2 above or answer the following task.

REVIEWS OF FITNESS CENTRES WANTED

Have you been to a local fitness centre in your area? Send us a review, explaining what kind of people the fitness centre is likely to appeal to, and which aspects of the fitness centre impress you the most. You should also suggest at least one way in which you feel the fitness centre could be improved.

You see the following announcement in a health and fitness magazine.

Write your **review.**

Useful language

Commending on one product/service

I would highly/happily recommend ... because ...

... has a lot/much to recommend it. For instance, ...

I would advise against buying ... for several / a number of / the following reasons.

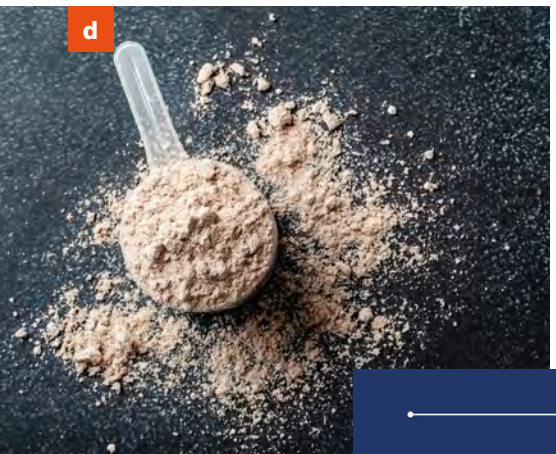
I would be reluctant to recommend ... since/as ...

Comparing products/services

I would say that consumers/customers would be better off buying/using/getting ... rather than / instead of ...

Out of the two/three, ... seems to offer far more advantages/benefits/points in its favour.

For more information on writing reviews, see page 198.







Reading and Use of English

Part 6 Cross-text multiple matching

1 **SPEAK** **Work in small groups. Which of the following 'self-help' themes would you be most and least interested in reading about?**

- ways to improve your self-esteem
- strategies for making people like you more
- a set of 'rules' for finding and holding on to the perfect boyfriend/girlfriend
- tips for surviving in life-threatening situations
- methods for enhancing your business negotiation skills
- techniques for memorising information

2 **You are going to read four reviews of a book about self-help. For questions 1–4, choose from reviews A–D. The reviews may be chosen more than once.**

IMPROVING YOUR SELF-ESTEEM

FOUR REVIEWERS COMMENT ON OLIVER MCPHERSON'S SELF-HELP BOOK, *JOURNEYS AND HORIZONS*

A The latest publication in the self-help genre is *Journeys and Horizons*, a guide to improving self-esteem and achieving personal goals. In it, we are presented with a series of case studies based on the interviews writer Oliver McPherson has carried out with his subjects. While there is a story that will reflect most people's experience, there are occasions when extreme claims are left unsubstantiated, as are unlikely statistics for areas such as 'the vital link between self-worth and longevity'. Then one wonders how much McPherson has relied on the work of others in the field in order to lend his book more substance. He can also be harsh when it comes to the reasons why people end up 'demotivated and drifting', placing the blame solely on an inadequate upbringing and absolving the individual from any personal responsibility, although the rationale for this line of thought is hard to pin down. Nonetheless, this is an accessible read, offering practical steps for confidence-building along the way.

Ex 2 Q3 Ex 2 Q2 Ex 2 Q3 Ex 2 Q4

B Each chapter of *Journeys and Horizons* begins with an extract from an interview with 'a traveller', which is how writer Oliver McPherson refers to the people whose lives, decisions and accurate/erroneous evaluation of self form the basis of this self-help work. According to McPherson, the choices they have made, or neglected to make, place them somewhere along the spectrum of 'highly effective' to 'extremely dysfunctional', with the latter condition apparently the fault of poor parenting skills. (Why this should be the case – when the opposite is not – is a point that McPherson does not back up with hard evidence.) Chapters conclude with an analysis of the behaviours that reinforce each person's positive self-image, or impair it, and a set of sensible key strategies for 'appreciating your own worth' that can readily be put into practice. Unlike certain previous authors in the field, McPherson offers some genuinely refreshing insights into what creates a balanced 'whole' person, taking the reader with him on a journey of honest self-reflection.

Ex 2 Q3 Ex 2 Q4 Ex 2 Q2

C In *Journeys and Horizons*, Oliver McPherson draws on earlier research into the area of self-esteem and how it influences our responses to opportunities that present themselves in life: do we seize or dismiss them? While not a particularly pioneering work, it is still mostly an engaging one. The case studies of people 'on the road to personal success or the path to personal defeat' are well-constructed and the interviews are poignant. Less convincing are some of the strategies McPherson puts forward for dealing with self-confidence issues within the family hierarchy. Is it really worth challenging older siblings or confronting ageing parents with a list of their behaviours you find detrimental to your well-being? McPherson has also rather limited his readership by focusing on the middle-class and employed; a misjudgement, to my mind. Surely in times of recession it's the underprivileged and long-term out-of-work that need a boost?

Ex 2 Q2 Ex 2 Q4 Ex 2 Q1

D With the wealth of new titles jostling for position on the self-help shelf, it can be a challenge to pick out something really worth your attention. Oliver McPherson's *Journeys and Horizons* may well be that candidate. An evaluation of the requirements for positive self-image and personal achievement, the book offers little that is new in terms of theory and concept, but readers will appreciate McPherson's unique blend of frank assessment and consistent optimism. Life skills will be enhanced by following his simple recommendations – strategies we already suspect may be effective but have never quite managed to put in place. For my part, if the case studies presented had reflected a wider section of society, McPherson's work might indeed merit a public service award. All the same, an intelligent and inspiring read.

Ex 2 Q2 Ex 2 Q4 Ex 2 Q1

Reading and Use of English

1 Books closed. Ask students if they are familiar with the *self-help* genre. Give an example of a typical theme and elicit others. Books open. Students read the instructions. Organise the class into small groups. While students discuss the options, monitor and provide support as necessary. Note that this would be a good moment to revisit the use of *by far*, *easily* and *by a long way* with superlatives (**Ready for Grammar** section, page 222). Round off the task by asking a member of each group to report on what their group discussed.

2 Remind students to read the questions before reading the text. While reading, it's very important to underline relevant parts of the text. At this point in the course, it would be good to start setting a time limit for reading tasks, say, 15 minutes. Ask any fast finishers to flip back and quickly review one of the **Vocabulary** sections from a prior unit in the coursebook. After 15 minutes, pair up the students and give them time to compare their answers. Go over the answers as a class. Ask the students to justify their answers with specific parts of the text. During this stage, it would be helpful to display the text on the board, if you have access to technology.

3 This **SPEAK** task could be done in small groups or open class. While students discuss the topic, note down any particularly good pieces of language or common errors to explore later in feedback stage.

Extra activity

The *Framework for 21st century skills* includes a list of life and career skills (also known as *soft skills*). Board the list on the right. Put students in small groups and ask the students to rank them in terms of how important they are to lead a successful life in the 21st century. You could extend the task by having students discuss (or debate) who should bear the responsibility for teaching these skills to young people, schools or parents.

Flexibility and adaptability
Initiative and self-direction
Social and cross-cultural skills
Productivity and accountability
Leadership and responsibility

READY FOR GRAMMAR

7 Reported speech

Changes

Some words and features of grammar used in direct speech may have to be changed in reported speech.

1 Tense changes

- Present tenses change to past; present perfect and past tenses change to past perfect.

  'I'm having a great time,' said Paul.

  *Paul said he **was having** a great time.*

  'I've never ridden a horse,' said Clare.

  *Clare said she **had** never **ridden** a horse.*

  'We were trying to phone you,' she said.

  *She said they **had been trying** to phone us.*

- The modal verbs *will*, *must*, *may* and *can* change to *would*, *had to*, *might* and *could*.

  Would, *might*, *could*, *should* and *ought to* do not change, nor does *must* when it is used for deductions.

  'It must be done by tomorrow,' she said.

  *She told me it **had to be done** by the following day.*

  'It must be raining,' she said.

  *She said it **must be raining**.*

2 Other changes

Pronouns and certain words indicating time and place may have to change when we use reported speech.

*'**I** saw **you here yesterday**,' said Alan.*

*Alan said **he** had seen **me there the day before**.*

3 Tense changes are not necessary:

- if the statement being reported is still true.

  'I intend to retire next year,' he said.

  He told me he intends to retire next year.

- if the reporting verb is in the present or present perfect.

  'We are going to get married.'

  They have announced that they are going to get married.

  'I never tell lies.'

  She says she never tells lies.

4 When questions are reported:

- auxiliary verbs *do*, *does* and *did* are not used.
- the word order is the same as for statements.
- *yes*/*no* questions are reported with *if* or *whether*.
- question marks are not used.

  'Where's Paul?' *He asked where Paul is/was.*

  'Did you enjoy it?' *She asked if I (had) enjoyed it.*

Word formation

1–3 Books closed. Put the affixes from Exercise 1 on the board: *en-*, *-ise*, *-ify*, *-ate, -en*. In pairs, students think of verbs that begin or end with the affixes. Elicit their ideas to the board. Books open. Students read the instructions and do Exercises 1–2 individually. Checking the answers by eliciting them one by one could be very time-consuming. Why not display the answers, or direct students to the **Answer key**, and let them check their own answers? In open class, elicit shifts in word stress (*difference* /ˈdɪfrəns/ and *differentiate* /ˌdɪfəˈrenʃieɪt/) and spelling changes (*example* and *exemplify*; *strong* and *strengthen*; *high* and *heighten*). Note that in the USA the words in numbers 1 and 4 are spelled with the suffix *-ize*.

3–4 Students work individually to complete the exercises. Allow time for them to quickly pair check before going over the answers as a class.

READY FOR GRAMMAR

7 Reported speech

Verb patterns

Several different verb patterns can be used in reported speech. Some reporting verbs can be used with more than one verb pattern. For example:

He asked to leave.

He asked them to leave.

He asked that they should leave. (formal)

5 verb + *that* clause

e.g. *add*, *admit*, *announce*, *assure*, *claim*, *complain*, *concede*, *conclude*, *confirm*, *emphasise*, *estimate*, *explain*, *mention*, *point out*, *predict*, *reassure*, *remark*, *remind*, *repeat, say*, *state*, *stress*, *tell*, *warn*

Note that *assure*, *reassure*, *remind* and *tell* are followed by an object.

*Critics **predicted that the film would be** a success.*

*My daughter **reminded me that I had promised** to take her to the zoo on her birthday.*

6 verb + *(that) sb (should) do sth / sth (should) happen*

e.g. *advise*, *agree*, *ask*, *demand*, *insist*, *propose*, *recommend*, *request*, *suggest*

*They **demanded that** he **should resign**.*

*We **suggested he apply** for the job.*

7 verb + infinitive with *to*

e.g. *agree*, *ask*, *claim*, *demand*, *offer*, *promise*, *refuse*, *threaten*

*He **claimed to be** an expert on ghosts.*

8 verb + object + infinitive with *to*

e.g. *advise*, *ask*, *beg*, *convince*, *encourage*, *forbid*, *instruct*, *invite*, *order*, *persuade*, *recommend*, *remind*, *tell*, *urge*, *warn*

*She **urged him not to** get involved.*

9 verb + gerund

e.g. *admit*, *advise*, *deny*, *recommend*, *regret*, *suggest*

*He **denied taking/having taken** the money.*

10 verb + preposition + gerund

e.g. *advise*, *argue*, *protest*, *warn* ***against***

apologise, *blame*, *forgive*, *praise*, *tell off*, *thank* ***for***

discourage, *dissuade* ***from***

accuse, *speak* ***of***

congratulate, *insist* ***on***

admit, *confess*, *consent*, *object* ***to***

*She **admitted to feeling** rather nervous.*

*He **told me off for singing**!*

*I **insisted on his/him wearing** a suit.*

11 Some reporting verbs can be used in the passive after *it*. This structure can be used if the speaker does not wish to take responsibility for a statement or is reporting the views of others. Verbs include: *announce*, *believe*, *claim*, *confirm*, *estimate*, *rumour*, *suggest* and *think*.

***It is thought that** she may have left the country.*

***It has been suggested that** the minister took bribes.*

1 Read the first sentence, in direct speech, and then complete the second sentence, which reports it. Use the reporting verbs in the box. Do not write more than two words in each gap. There is an example (0).

admitted announced ~~conceded~~ concluded pointed out predicted reminded ~~repeated~~ stressed warned

0 ‘Yes, I do accept the situation is critical, but let me say once again that we are doing our best to find a solution.’

The prime minister *conceded* that the situation *was* critical, but *repeated* that the government *was doing* its best to find a solution.

1 ‘Yes, I did sell the stolen paintings, but I would like to mention that I have given all the proceeds to charity.’

The defendant admitted that she had sold the stolen paintings, but pointed out to the court that she had given all the proceeds to charity.

2 ‘I think there’ll be more than 250,000 taking part in the protest. There might be some violent activists – so be careful!’

The police chief predicted that there would be over 250,000 taking part in the protest. He warned his officers that there might be some violent activists and urged them to be careful.

3 ‘The result of all this is that we must increase profits. Remember – if we don’t, the company will go bankrupt.’

The managing director concluded that they had to increase profits and reminded the board that if they didn’t/did not, the company would go bankrupt.

4 ‘I’d just like to tell everyone that I intend to resign at the end of this season. I should emphasise that I have not been asked to leave.’

The manager has announced that he intends to resign at the end of this season. He stressed that he had/has not been asked to leave.

Which reviewer

expresses the same opinion as reviewer C regarding the scope of McPherson's book? 1 D

has a different view from the others on the originality of McPherson's ideas? 2 B

shares reviewer A's opinion about the support McPherson offers for his beliefs? 3 B

expresses a different view from the others concerning the extent to which McPherson's ideas are workable? 4 C

3 SPEAK Do you agree with the idea that 'an inadequate upbringing' is solely responsible for the way that a person's character develops? Are there any other factors that might play a greater role in a person's character development?

Word formation Verbs

1 In 1–5 below, the affix at the beginning of each line can be used to form verbs with all of the words in the line, except one. Underline the odd one out and write down the verb forms of all the words.

0	**en-**	sure	wide	able	danger	courage
		ensure	*widen*	*enable*	*endanger*	*encourage*
1	**-ise**	special specialise	summary summarise	valid validate	modern modernise	commercial commercialise
2	**-ify**	class classify	example exemplify	simple simplify	pure purify	general generalise
3	**-ate**	difference differentiate	qualification qualify	captive captivate	value evaluate	assassin assassinate
4	**-ise**	character characterise	stable stabilise	familiar familiarise	dominant dominate	computer computerise
5	**-en**	strong strengthen	sad sadden	rich enrich	deaf deafen	high heighten

2 For each of the verbs in box A below, decide which of the prefixes in box B can be used to form new verbs.

cook – recook (cook again), overcook (cook too much)

A appear ~~cook~~ hear load number read use

B dis- mis- out- over- re- un-

2
disappear, reappear
mishear, overhear, rehear
overload, reload, unload
outnumber, renumber
misread, reread
misuse, reuse, overuse
(disused and unused – both adjectives)

3 Use the word given in capitals at the end of the line to form a word that fits in the gap.

0 I see they've finally got round to *widening* the Shoreham Road. **WIDE**

1 Each employee's performance is evaluated at least once a year. **VALUE**

2 We could barely hear ourselves speak above the deafening roar of the sea. **DEAF**

3 He was fined £500 and disqualified from driving for three years. **QUALIFY**

4 They lost the battle, despite outnumbering the enemy by two to one. **NUMBER**

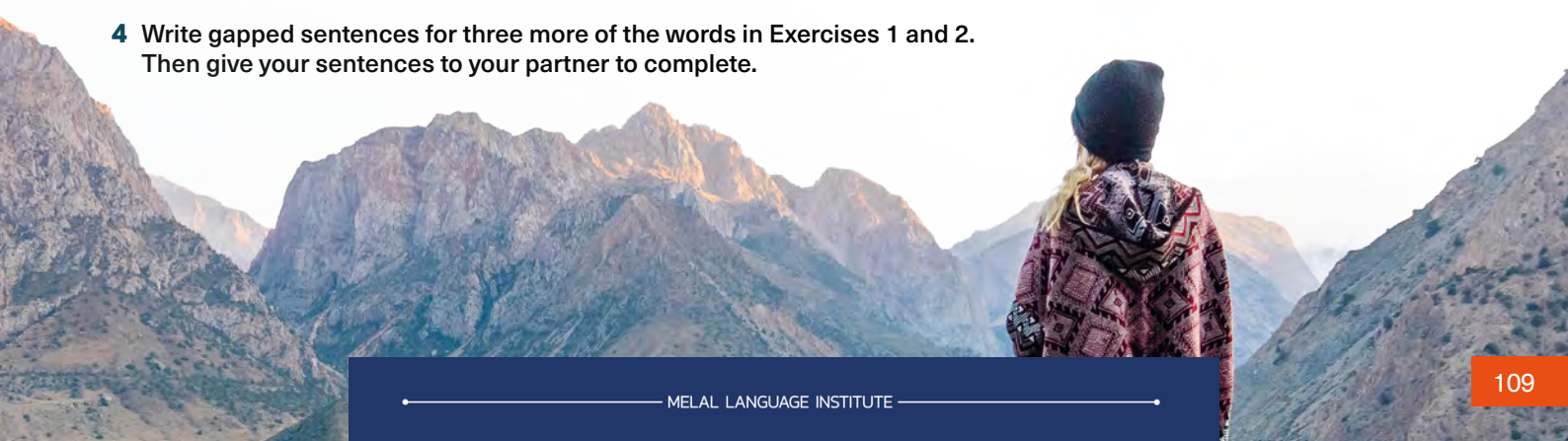
5 I spent my first two weeks back at work familiarising myself with all the new procedures. **FAMILIAR**

6 Arnold died in 1953. His wife, who outlived him by almost half a century, passed away on the last day of the millennium. **LIVE**

7 Before enrolling on a course, you should first ensure that it has been validated by an officially recognized body. **VALID**

8 New *Deluxe* moisturising cream smooths out wrinkles and ensures that your skin stays young-looking. **SURE**

4 Write gapped sentences for three more of the words in Exercises 1 and 2. Then give your sentences to your partner to complete.



Listening Part 3 Multiple choice

7.1 You will hear an interview in which two professors of psychology, Rowena Gray and Jesse Mulligan, are talking about the science of happiness. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

1 What does Jesse say about the typical goals that people set themselves?
- A They tend not to be very realistic or reachable.
- B They generally revolve around status at work.
- (C) They won't lead to lasting fulfilment if achieved.
- D They are influenced by the expectations of others.

2 Jesse mentions his recent holiday in Chile in order to
- A explain the reasons why people hide their disappointment.
- B encourage people to compete in a healthier way with others.
- C emphasise the importance of getting away from constant stress.
- (D) give an example of an activity that is worth spending money on.

3 In her public talks, Rowena advises teenagers to
- (A) choose who to compare themselves with carefully.
- B resist the urge to criticise more successful people.
- C avoid finding faults with their own personality.
- D spend less time looking at their social media feeds.

4 Rowena admits that during conversations with friends, she sometimes
- A wishes they would overlook the line of work she is in.
- (B) forgets to mention the good things happening in her life.
- C enjoys hearing about the misfortune of people she knows.
- D neglects to ask about the problems they are dealing with.

5 Rowena believes her lectures on happiness are popular because students
- A appreciate the way she always appears cheerful herself.
- (B) are determined to overcome negative feelings they have.
- C like her humorous approach to discussing serious issues.
- D feel reassured when they hear about her stories of self-doubt.

6 Jesse and Rowena both feel that their podcast has made them
- (A) make more effort to follow their own advice about happiness.
- B measure their levels of happiness on a more frequent basis.
- C try new relaxation techniques as a means of staying happy.
- D avoid appearing anything less than happy in public places.

Language focus Reported speech

Direct and reported speech

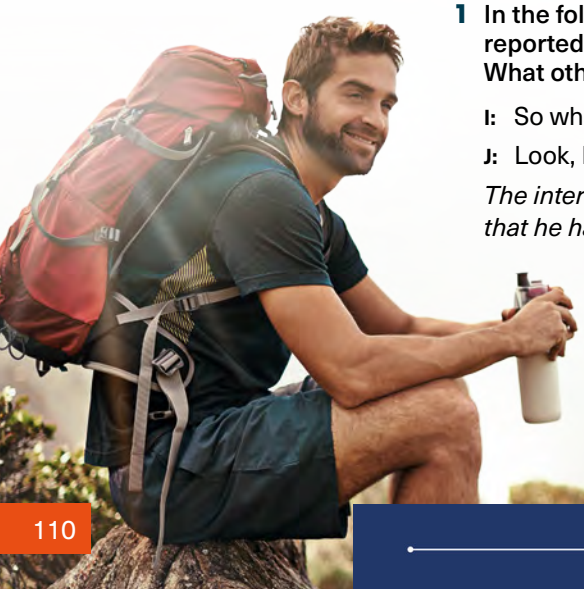
1 In the following example, an extract of direct speech from the Listening has been reported. What tense changes have been made after the reporting verbs in bold? What other changes do you notice?

I: So what can people do to feel happier?

J: Look, I went to Chile for a short break this year.

*The interviewer **asked** Jesse what people could do to feel happier, and Jesse **replied** that he had gone to Chile for a short break that year.*

1
Tense changes: can ➔ could, went ➔ had gone
Word order with questions: what can people … ➔ what people could
This year ➔ that year



Listening

1 ▶ 7.1 Remind students that this listening task primarily tests their ability to understand the speakers' attitudes and opinions, which are usually implied rather than openly stated. Set a time limit for students to read the questions. In the official exam, they have one minute, but at this point you could give them a minute and half. Play the recording twice. While checking answers, you could display the **Audioscript** (see below) and explore any wrong answers as a class.

AUDIOSCRIPT

Listening Part 3 Multiple choice

▶ 7.1

I = Interviewer R = Rowena Gray
J = Jesse Mulligan

I: Today we're looking at the science of happiness. My guests are Rowena Gray and Jesse Mulligan, both professors of psychology. Jesse, you believe there are things people can do to make themselves happier. But you're not talking about setting goals, are you?

J: Not the kind of typical goals people *think* they should set. For example, they feel dissatisfied with their life – and they say, I need to get that promotion, I've got to get those perfect grades, I've got to find the perfect partner … they put pressure on themselves because they believe that accomplishing something like that will make a huge
Q1 difference. But you know, even if they do – the thrill wears off, they just get used to the new situation, and their happiness level drops back to what it was before.

I: So what can people do to feel happier?

J: Look, I went to Chile for a short break this year. It would have been nice if the trip had been longer –
Q2 but anyway … My point is – I bought an *experience*, not a thing, and so, whether that's a vacation, a beach walk, or laughing over a meal with friends – it's not subject to social comparison. I can look back and remember the fun I had, and nobody can take that joy away from me. With material goods, it's true people feel pleasure from buying a phone or a pair of sneakers, for instance – but then they're always aware that someone else's phone might be superior, or their sneakers are starting to wear out. It's little things, too, that can make a difference. The science shows that even a couple of minutes chatting to a stranger can lift your spirits.

I: And fewer people do that nowadays, right? Rowena, I know you're particularly interested in levels of happiness amongst teenagers.

R: Yes, and some of my public talks are aimed specifically at teens. You see, all of us, we're constantly assessing where we are in life – but not *objectively*. When we ask, 'How good-looking am I?', we're thinking about ourselves in relation to someone who's extremely attractive – or at least has a team of make-up artists and stylists on hand to ensure they look that way. Or when we wonder 'How wealthy am I?', we're rating ourselves against multimillionaires. And because teenagers are online so much, this negative way of evaluating yourself is exacerbated, and they feel inadequate. So I'm
Q3 saying – choose different reference points, and realise that 'Hey, I'm actually doing alright.' Don't be so harsh on yourself.

I: Spending time with friends is something you advocate, isn't it?

R: Yes, it's important to get out and socialise. But one thing to bear in mind is that happy people talk about happy stuff. And I know that for myself, when I meet up with my friends, I'll often start with all the stuff that's bothering me – that I want to get off my chest – because I think it'll cheer me up. But the research shows if you touch on a piece of luck you've had – something fortunate that happened – just by actively recalling it, it'll give your mood a
Q4 real lift. I mean, I still catch myself moaning about colleagues, or an academic paper I'm drafting, but I then make a conscious effort to switch back to positive mode. And let's be honest, even those closest to you can only tolerate so much negativity.

I: And I understand that your lectures on happiness are extremely popular.

R: I'm happy to say they are. I can confidently say we have more students attending than in any other class. We do have a laugh – I think that's important – but from talking one-to-one with my students, it's easy to identify the common factor – I mean *why* they all turn up. I think many of them are finding
Q5 it difficult to navigate life, and they're trying really hard to find solutions. No-one really wants to be stuck in that kind of rut. I also think they appreciate my honesty. I mean, when I do occasionally find myself slipping into bad habits and doing things that undermine my happiness, I'm open about that.

I: And you're now working together on a regular podcast on the science of happiness, I believe. Has recording the podcast affected *you* in any way?

J: Well, it's been helpful for me because I have to
Q6 practise what I preach now – you know, if I'm telling people to be mindful and meditate, if I'm constantly telling them to spend more time with their loved ones and talk to strangers, then I have to do that, too.

R: Same for me because, you know, otherwise my students, or anyone that knows us from the podcast, they're going to be like 'Professor Gray, I saw you on the train and you weren't talking to people!' So in a way, I'm forced to do what I'm suggesting other people ought to do, but then I also feel better as a result.

J: Exactly. It doesn't mean I'm in a permanent state of joy but from tracking my happiness over the last few months, I definitely see I'm a point or two happier.

Language focus

1 Alternatively, you could start this **Language focus** section with books closed. Board the two lines of dialogue and the reported sentence in italics but with the reporting verbs (*asked* and *replied*) gapped. Elicit the reporting verbs (*answered* is also possible). Then elicit the changes in tense, word order and pronouns.

2 When you check the answers to this, display the correct reported speech next to the direct speech if possible. That way it will be easier to discuss the changes.

3–4 Explain that we use a number of different verb patterns with reporting verbs. In order to use these verbs correctly, students will need to learn which verb follows which verb pattern. Students could quickly quiz themselves or a classmate by covering the column with the verb patterns.

5–6 Use the example sentence to explain that some reporting verbs must have a specific preposition after them. You could extend the exercise by asking students to rewrite the sentences to make them true for themselves, but still using the same reporting verbs. Direct students to the **Ready for Grammar** section (see TB108, TB109 and below).

7–8 After students write sentences individually in Exercise 7, organise the class into small groups for the **SPEAK** task. Go around the room and monitor, providing on-the-spot correction of the target language.

You may wish to use **Who said what?** on the **Teacher's Resource Centre** at this point.

READY FOR GRAMMAR

2 Cross out the two options which cannot be used to complete each sentence. There is an example at the beginning (0).

0 The doctor *reassured* / ~~*explained*~~ / *promised* / ~~*mentioned*~~ her that the medicine would have no serious side-effects.
1 She *invited* / ~~*refused*~~ / ~~*offered*~~ / *asked* me to go on holiday with her.
2 David ~~*denied*~~ / *admitted* / *confessed* / ~~*claimed*~~ to being a little nervous before the interview.
3 We were ~~*accused*~~ / *blamed* / *told off* / ~~*complained*~~ for causing the disruption.
4 My mother ~~*persuaded*~~ / ~~*encouraged*~~ / *insisted* / *requested* I go with her to the hospital.
5 Several people have *commented* / ~~*complimented*~~ / *remarked* / ~~*congratulated*~~ on Priya's new look.
6 Zoe's beautician *advised* / ~~*suggested*~~ / ~~*argued*~~ / *warned* her against having further cosmetic surgery.
7 We tried to *dissuade* / *discourage* / ~~*urge*~~ / ~~*convince*~~ Zoe from going through with it, as well.
8 It has been ~~*told*~~ / ~~*assured*~~ / *announced* / *confirmed* that the concert will go ahead as planned.

3 Rewrite each sentence in two different ways. In each gap you should write between two and four words.

1 'I'll cut you out of my will if you marry George,' he told his daughter.
   a He said that he would cut his daughter out of his will if she married George.
   b He threatened to cut his daughter out of his will if she married George.
2 'I've always loved you,' he told her.
   a He said that he had always loved her.
   b He confessed to having always loved her.
3 'It wasn't me who stole it,' she insisted.
   a She insisted that she hadn't stolen it.
   b She denied having stolen it.
4 There's a rumour they paid her over $20 million for her part in the film.
   a It is rumoured that she was paid over $20 million for her part in the film.
   b She is rumoured to have been paid over $20 million for her part in the film.
5 'Can you take my name off the list?' he asked her.
   a He asked her if she could take his name off the list.
   b He requested that his name not be included on the list.
6 'Aliens abducted me,' he told journalists.
   a He assured journalists that he had been abducted by aliens.
   b He claimed to have been abducted by aliens.

Go back to page 111.

2 **Rewrite these extracts so that they are in reported speech.**

Rowena said/explained that when she met up with **her** friends, **she would** often start with all the stuff that **was** bothering **her**.

1 **R:** When I meet up with my friends, I'll often start with all the stuff that's bothering me.

2 **J:** I can look back and remember the fun I had, and nobody can take that joy away from me.

Jesse said that he could look back and remember the fun **he had had**, and **that** nobody **could** take that joy away from **him**.

3 **I:** Has recording the podcast affected *you* in any way?

J: Well, it's been helpful for me.

The interviewer asked whether recording the podcast **had affected Jesse/them** in any way, and **Jessie replied/answered that** it **had been** helpful for **him**.

Alternative verb patterns

3 **Many reporting verbs can be followed by alternative verb patterns to the 'that' clause.**

'I should have started younger,' said Dr Evans.

Dr Evans regretted that he had not started younger.

Dr Evans regretted not starting / having started younger.

Match the groups of verbs 1–4 with the corresponding verb patterns a–d.

1	urge	remind	warn	a	(to) doing something
2	promise	agree	refuse	b	to do something
3	suggest	deny	admit	c	someone to do something
4	suggest	insist	agree	d	(that) someone (should) do something

4 **Which group from 1, 2, 3 or 4 above, do these verbs belong to? Some verbs belong to more than one group, as with *suggest* in groups 3 and 4.**

ask demand encourage offer persuade recommend threaten

ask: 1, 2, 4 demand: 2, 4 encourage: 1, 3 offer: 2 persuade: 1 recommend: 1, 3, 4 threaten: 2

Verbs and dependent prepositions

5 **Complete the sentences with an appropriate preposition. Use the same preposition for both gaps in each sentence.**

0 Management were able to discourage workers ___*from*___ going on strike, but the union would not be dissuaded ___*from*___ taking legal action.

1 I apologised ___for___ arriving late, but she thanked me ___for___ turning up at all.

2 He congratulated me ___on___ passing my driving test and insisted ___on___ buying me a drink.

3 She accused him ___of___ deception and spoke ___of___ reporting him to the police.

4 The union protested ___against___ the decision to sack him, but his own colleagues supported the move and argued ___against___ reinstating him.

5 She consented ___to___ the interview but objected ___to___ being photographed.

6 **Go to Ready for Grammar on page 228 for further rules, explanations and practice.**

7 **Complete the direct speech below. Be as creative as possible.**

- 'Don't worry! I'll help you to _____.'
- 'I'm afraid I told _____.'
- 'If I were you, I'd change _____.'
- 'Did you remember to _____?'
- 'There's no way that _____.'
- 'Sure, I'd be happy to _____.'

8 **SPEAK** **Work in groups of three. Take turns reading out a sentence you wrote in Exercise 7 and reporting it.**

A: Don't worry! I'll help you to make a good impression on Julia.

B: What did he/she say?

C: She/he said not to worry, and that he/she would help you ...

7 REVIEW

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

A healthy lifestyle



Staying healthy and feeling young need not involve an expensive gym **(0)** *MEMBERSHIP* and risky cosmetic surgery. There are many cheaper and safer alternatives to choose from. Drinking two litres of water a day, for example, will help people overcome feelings of **(1)** tiredness, and will provide relief if they suffer from stiff joints. Juices made with various **(2)** combinations of fruit and vegetables will give people a lift and their energy levels will **(3)** noticeably increase. Cutting out refined sugar and processed food from the diet will help get rid of **(4)** unwanted toxins in the body. Not only does a detox diet **(5)** purify and re-energise a person physically, but it can **(6)** sharpen their mind and improve mental function. The power of laughter should also not be underestimated. According to scientists, it can beat stress, boost **(7)** immunity and improve the ability to learn and **(8)** memorise facts.

MEMBER

TIRE

COMBINE

NOTICE

WANT
PURE
SHARP

IMMUNE
MEMORY

Vocabulary Risk and health

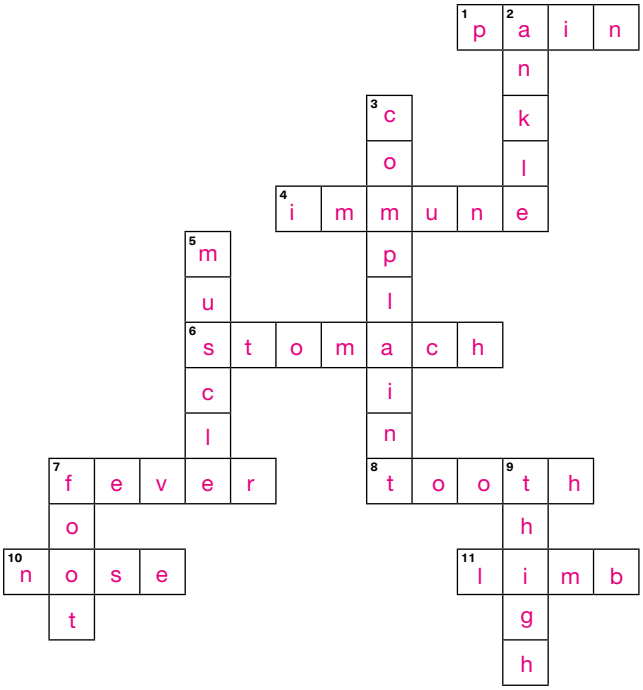
Complete the crossword. The expressions can all be found on page 105.

Across

1 relieve the pain
4 the immune system
6 an upset stomach
7 a mild fever
8 a chipped tooth
10 a blocked nose
11 risk life and limb

Down

2 a sprained ankle
3 a minor medical complaint
5 a torn muscle
7 a swollen foot
9 a bruised thigh



Language focus Reported speech

1 In each of the following sentences there is one word that should not be there because it is grammatically incorrect. Cross out the unnecessary word.

0 Paul said that if he had known we were moving house last week, he would have offered ~~us~~ to come and help.

1 She confessed to being a little unfit and in need of exercise, and she agreed to ~~having~~ run in the local half marathon in April.

2 He complained ~~about~~ he was suffering from hay fever and claimed that a vase of flowers in the school entrance had brought it on on Monday.

3 The teacher reminded us that we should read more and virtually insisted we ~~need~~ buy an English newspaper; I haven't got round to doing it yet, but I will.

4 The transport minister commented to reporters on the need for greater safety on the roads and pointed ~~them~~ out that a number of measures were about to be taken.

5 Mrs Jacobs mentioned that she had had the car repaired five times in the last year and added that she regretted ~~of~~ ever having decided to buy one in the first place.

2 Report the following sentences without using the verbs *say* or *tell*.

0 'I didn't take your pen, so please don't shout at me.'

He denied taking her pen and asked her not to shout at him.

1 'You really must come and visit us sometime. You'll love it here, you can be sure of that.'

She insisted we go and visit them / She invited us to visit them sometime and assured us we would love it there.

2 'I'm sorry I haven't phoned earlier – I've been very busy.'

He apologised for not phoning earlier and explained that he had been very busy.

3 'It's a very dangerous part of town, so please, please, don't go there on your own.'

He warned her that it was a very dangerous part of town and urged/begged her not to go there on her own.

4 'You ought to wear your gloves on the run tomorrow, and don't forget to do some warm-up exercises beforehand.'

She recommended he wear / advised him to wear gloves on the run the next day, and reminded him to do some warm-up exercises beforehand.

5 'It might rain at the weekend, but if it doesn't, I'll take you all to the funfair.'

She predicted it might rain at the weekend, but promised to take them all to the funfair if it didn't.

Writing Part 2 Informal email

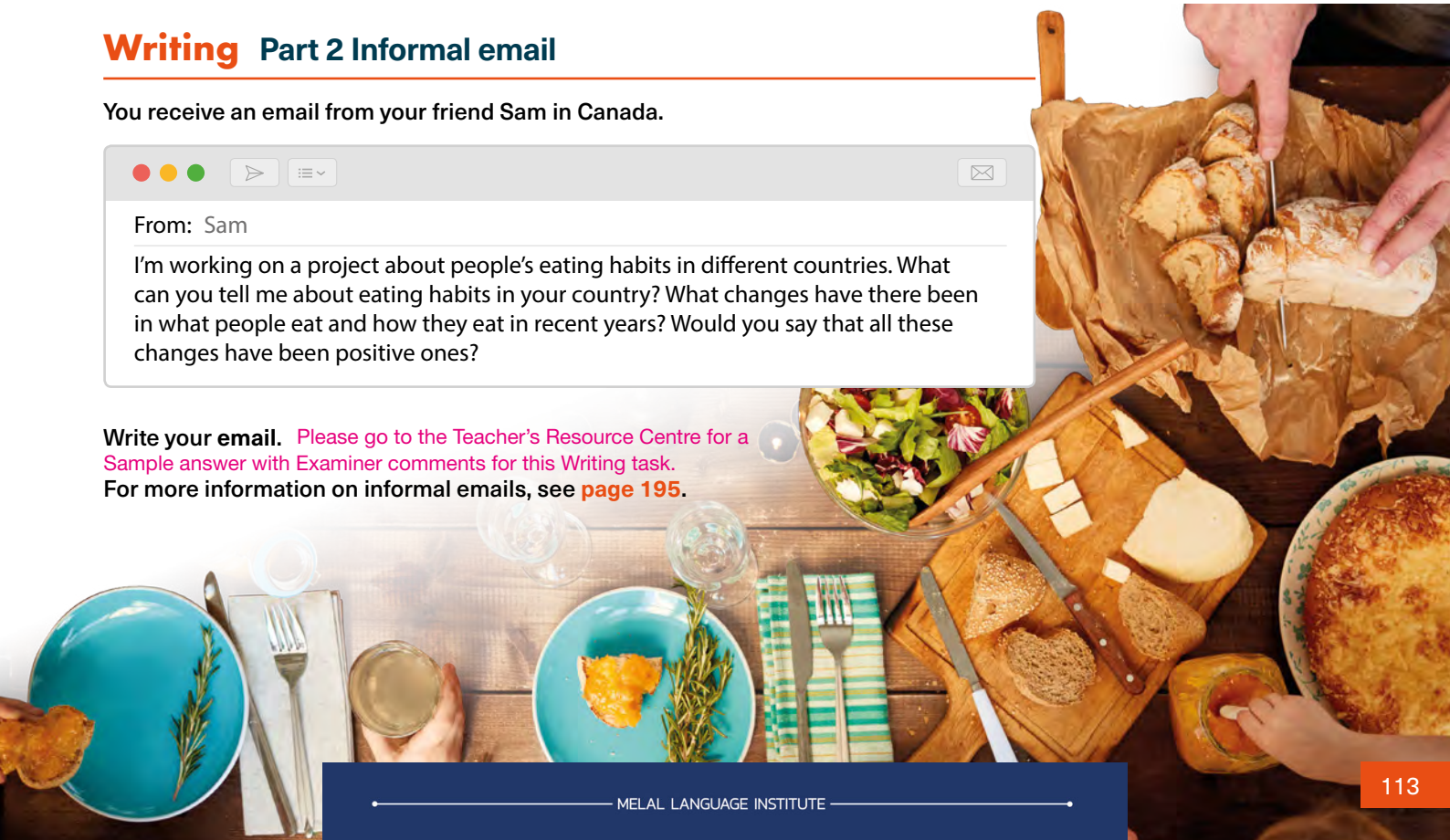
You receive an email from your friend Sam in Canada.

From: Sam

I'm working on a project about people's eating habits in different countries. What can you tell me about eating habits in your country? What changes have there been in what people eat and how they eat in recent years? Would you say that all these changes have been positive ones?

Write your email. Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.

For more information on informal emails, see page 195.



REVIEW

Pronunciation Connected speech: intrusive /w/, /j/ and /r/



1 7.2 In connected speech, an extra, 'intrusive' sound is sometimes added to link vowel sounds in two consecutive words. Look at these examples, then listen and repeat.

1 My‿energy levels are‿always higher‿in the morning.
/j/ /r/ /r/

2 I'm usually too‿exhausted to go‿out in the‿evening; I tend to stay‿at home.
/w/ /w/ /j/ /j/

3 Checking social media‿is the first and last thing I do‿each day. We‿all have our‿addictions.
/r/ /w/ /j/ /r/

4 If I were‿on a diet and I saw‿a piece of chocolate, I'd probably‿eat it; I have no willpower.
/r/ /r/ /j/

5 Although‿I do‿exercise regularly, I don't enjoy‿it very much.
/w/ /w/ /j/

2 SPEAK Work in pairs. How true are the statements in Exercise 1 for you?

3 Read the information about connected speech and intrusive sounds in the box.

Connected speech: intrusive /w/, /j/ and /r/

In connected speech, when one word ends with a vowel sound and the next word starts with another, we often insert a /w/, /j/ or /r/ sound to link them.

- /w/ is inserted when a word ends with these sounds:
  /uː/ you‿are /əu/ go‿on
- /j/ is inserted when a word ends with these sounds:
  /iː/ the‿end /ei/ pay‿it /ai/ high‿enough /oi/ boy‿and girl
- /r/ is inserted when a word ends in the letter *r* or *re*, or the vowel sounds /ə/ or /oː/.
  more‿eggs four‿apples /ə/ media‿and news /oː/ law‿and order

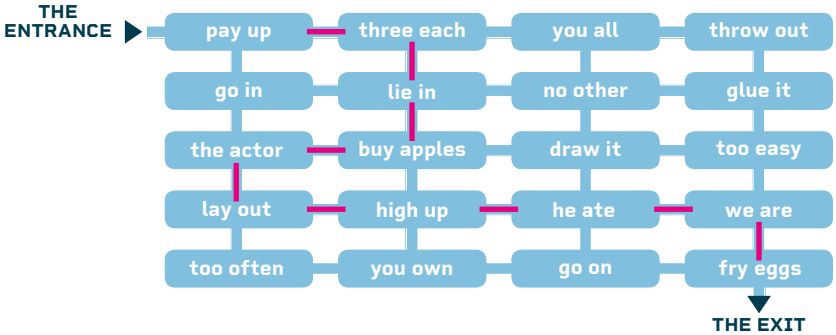
4 In 1–5, draw (‿) between the words where you think there will be an intrusive sound and write the sound.

1 The only exercise you ever get is when you go into the kitchen for something to eat.
2 We shared a tray of tea and cakes and talked through our ideas for a new office.
3 I want to draw a picture of the sky at night, but I have no idea at all how to go about it.
4 If the expression 'we are what we eat' is true, then I'm not sure I like who I am!
5 We were on our way to our dance class when we saw a deer in the park.

5 7.3 Listen to check your answers to Exercise 4.

6 SPEAK Work in pairs. Take turns to read the sentences in Exercise 4 aloud.

7 SPEAK Find your way through the maze by finding words linked by /j/.



Pronunciation

1–2 7.2 Books closed. Board the following phrases in a column: *you are*, *he is*, *law and order*. In the second column, write the following phonemes: /w/, /j/ and /r/. Say the phrases and elicit which sound is 'added in' to each one. Books open. You could have the students just listen to each sentence once before listening and repeating.

3–6 7.3 Refer students to the box. Answer any queries. Note that in rhotic accents, like those from the US, Canada, Ireland and Scotland, the /r/ sound is always present and therefore not intrusive. Students complete Exercise 4 and listen to check their answers. While students practise saying the sentences, circulate and monitor their pronunciation.

7 Students could do this SPEAK task in pairs or small groups. Monitor students' pronunciation and intervene to provide on-the-spot correction.



This unit deals with the themes of technology, consumerism and other topics commonly discussed in the world of today. The grammar and vocabulary are taken from the reading and listening exercises, and students have the chance to consolidate this new language through controlled and freer practice.

Read the unit objectives to the class.

SPEAKING Part 1 Interview

Ask students what they see in the picture and how it makes them feel. Discuss what the recent advances in A.I. and robotics mean for the future of work. Then focus students on the questions. You could simulate exam conditions by putting students into groups of three and assigning one student the role of the examiner. Only the examiner can see the questions. Alternatively, you could get a bit creative with the questions using the following ideas:

a Write or display the questions on the board, but add a word or phrase to each question, e.g. Would you like to be very rich *and famous*? Why or why not? Students have to guess what you added. Another idea would be to have students be the ones to add a word or phrase to each question.

b Rewrite the questions to include as many synonyms as possible, e.g. What *kind* / *type* / *sort* of gadgets do you think you will be using *at home* / *in your house* in the future? Students ask and answer the questions using the synonym they prefer. During feedback, ask students what made them prefer one word or phrase to another.

ONLINE MATERIALS

DIY open cloze (**Teacher's Resource Centre**)
Up or *down*, *over* or *under* (**Teacher's Resource Centre**)
Unit 8 Test (**Test Generator**)
Unit 8 Wordlist (**Student's/Teacher's Resource Centre**)
Unit 8 On-the-go-practice (**App**)

8 THIS IS THE MODERN WORLD

Reading and Use of English Part 7 Gapped text

1 **SPEAK** Read the quotes from four historical figures. What does each person say or imply about money and wealth? Do you agree with them?

I must say I hate money, but it's the lack of it that I hate most.

Katherine Mansfield

The only way not to think about money is to have a great deal of it.

Edith Wharton

Wealth consists not in having great possessions, but in having few wants.

Epictetus

An investment in knowledge pays the best interest.

Benjamin Franklin

2 You are going to read part of an article about the psychological effect that money has on our behaviour. Six paragraphs have been removed from the extract. Choose from paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

Modern values

Mark Buchanan asks whether the desire for money and status has increased in modern times, and if so, what might be driving it?

Cash, *currency*, *greenbacks*, *dosh*. Just words, you might say, but they carry a weird psychological force. Chew them over for a few moments and you will become a different person, according to one recent US study which found that simply thinking about money makes people less inclined to help or cooperate with others.

1 B

Yet the evidence shows that money is a very different tool altogether, stirring up stress and envy and other strong emotions. And of course, not everyone will treat money in the same way. Some people, for example, will become addicted to accumulating it, secure in the thought they have enough put away for a rainy day. They see money as a surrogate friend, offering reassurance about the future.

2 C

So, while some economists would have us believe that it is merely a means of transaction, we can see from those two groups that money exerts a powerful psychological force over us. In fact, some psychologists have been testing the theory that our emotional response to money is biologically driven. Professor Barbara Briers is one of them. She decided to test whether our appetite for cash is directly related to our appetite for food, in an attempt to provide an evolutionary explanation for our motivation to strive for money in present-day societies.

3 A

Briers reckons this indicates that our brain processes ideas about money using the same pathways evolved to think about food, so that in our minds the two are synonymous. Professor Daniel Ariely of the Massachusetts Institute of Technology accepts the influence of evolution, but is also looking at the influence of the 21st century. He suggests that modern society now presents us with two distinct sets of rules – making our attitude to money even more complex.

4 G

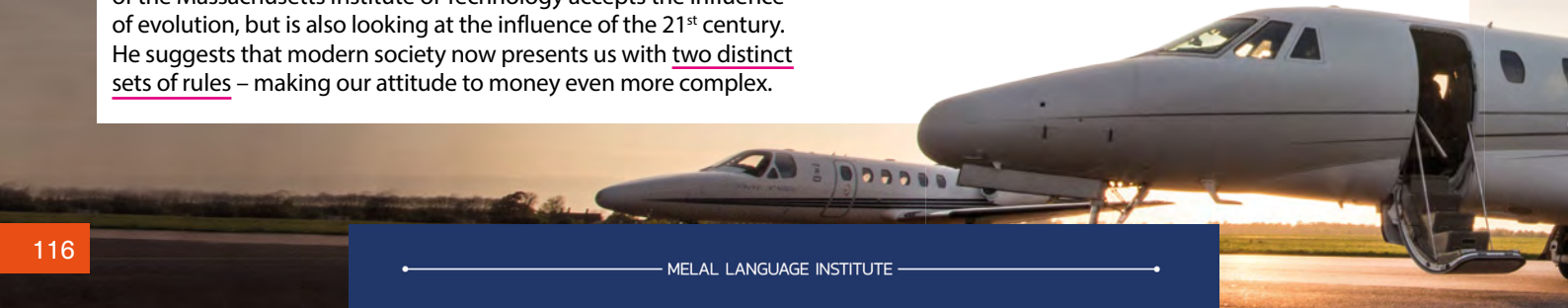
Then there is a set of market norms – the principles that apply in business situations. These revolve around money and competition, and encourage individuals to put their own interests first. This ability to assess which set of norms applies in a particular situation is important in guiding our behaviour, Ariely says. It allows us to avoid making foolish mistakes – expecting too much trust in the midst of a competitive business negotiation, for example.

5 F

This doesn't seem to happen very often because we recognise the cues associated with the realm of market norms, as demonstrated in a recent experiment carried out by Professor Kathleen Vohs and colleagues at the University of Minnesota. The team got student volunteers to complete a challenging activity in which they had to arrange a series of discs into two patterns. But before doing this, they were split into two teams. The first was asked to make sensible phrases from a group of words unconnected to money (such as 'cold', 'desk' and 'outside') and the other team made phrases from a group of words that were money-related (including 'salary', 'cost' and 'paying').

6 E

Vohs suggests there is a simple dynamic at work here. 'Money makes people feel self-sufficient,' she says. 'They are more likely to put forth effort to attain personal goals, and they also prefer to be separate from others.' The touchy-feely side of us may disapprove of such behaviour, but it is useful for survival.



Lead-in

Books closed. A fun way to lead into this reading lesson is with a chain story. Write the following noun phrases on individual slips of paper (all of which are taken from the reading task): *new clothes*, *a credit card*, *a desk*, *a charity*, *a friend*, *a rainy day*, *a foolish mistake*, *a tree*, *a painting by Picasso*, *a mother-in-law*. Put students in groups of four or five. You will need one set of cards per group. Each student in the group selects a card, which they look at but don't show to the other members of the group. Give the class a sentence to start their stories, e.g. *You have just won the lottery and …* Explain that one student in each group will continue the story and try to find a way to include the word on their card. After they have said the word, they put their card face up on the table. Then another student in the group takes over the story.

Reading and Use of English

1 Ask students if they are familiar with any of the historical figures in Exercise 1 (*Katherine Mansfield/ Edith Wharton – famous writers, Epictetus – philosopher, Benjamin Franklin – a British American polymath and one of the Founding Fathers of the United States*). Ask students to read through the quotations individually and think about to what degree they agree or disagree. In pairs or small groups, students discuss the quotations. For this **SPEAK** task, you could board the following functional language:

- agreeing: *That's (so) true, Exactly, You raised some good points, I think ..., I feel the same way.*
- disagreeing: *I disagree with the idea that …, Yes, but …, That's a good point, but have you considered …?, What makes you so sure that …?*

2 Students read the instructions. Focus on the title and the introductory sentence. In open class, elicit some predictions about what the text will be about. Before students start the task, discuss effective ways of approaching Reading and Use of English Part 7. You could elicit or explain the following procedure: *quickly read the base text for gist; examine the gaps and think about what is missing and how the ideas are developed through the text; read the missing paragraphs and underline content which seems to extend, give examples or contrast with the main points in the base text; choose the paragraph that best fits each gap; check the extra paragraph does not fit anywhere*. Students work individually and then check answers as a class. Set a time limit for the reading task (no more than 15 minutes). Allow students time to check their answers with a partner before going over them in open class.

Teaching tip

On the paper-based version of the official exam, students will have to transfer their answers to an answer sheet for both the Listening and Reading and Use of English papers. It would be useful to give students practice doing this in class. Answer sheets can be downloaded from the **Teacher's Resource Centre**.

Encourage students to write in pencil, so the answer sheets can be saved and reused later for other tasks. Note that the official exam board recommends that candidates write their answers in capital letters for Parts 2, 3 and 4 of the Reading and Use of English paper.

Extra activity

Motivation is a key element to any exam preparation course. Use the following activity to get students thinking about how to reach their goal of passing the *C1 Advanced*. Tell students to imagine that it is the future and they have just passed the *C1 Advanced* exam with a high score. Board the questions below and allow students some thinking time. Then, in pairs, students take turns interviewing each other. Round off the task by asking students to share useful ideas or advice that came up during their conversations.

1 What's the best thing about passing the exam? How will it change your life?

2 What would you say was your biggest motivation for taking the *C1 Advanced*?

3 How has preparing for the *C1 Advanced* helped you improve your English?

4 Think of a couple of challenges you faced. How did you overcome them?

5 What advice would you give other students who are preparing for the *C1 Advanced*? Is there anything you would have done differently?

3 Organise students into small groups. If time allows, you could ask them to write an extra question to give to another group. While students discuss the questions, go around and note down examples of successful and less successful language usage, which you could board and discuss later during a feedback stage. In open class, nominate a member of each group to report on what they discussed.

Teaching tip

While students do the **SPEAK** tasks in *Ready for C1 Advanced*, have a piece of paper or notebook on hand where you can write down examples of words and phrases that contain errors or just don't sound right. Also make sure to take note of good usage, too. After the task, or at the end of the lesson, put a limited number of these items up on the board to discuss in open class. Try to do this in an organised way, with sections for types of errors, or one section for errors and one section for good usage. When exploring less successful usage, ask yourself: *What would I say?*

Extra activity

You could revisit this reading task later on in the course and do the following task. Tell students to create two columns in their notebooks, one for *questions* and one for *comments*. Students read the text again carefully and write down any questions they would like the teacher (or class) to answer, as well as any comments they would like to make about the content of the text. Lead an open class discussion of their questions and comments.

Pronunciation

Student A

Take turns with your partner to read your sentences aloud. Use catenation where possible, paying particular attention to the phrasal verbs in bold, which you should read as quickly as possible. Your partner will tell you which phrasal verb you have used.

Student A: 'Who turned the music‿off? Put‿it back‿on.'

Student B: 'Put on.'

1 Don't drop that on the pavement. **Pick it up** *now*!
2 That's tonight's homework. **Hand it in** tomorrow**.**
3 It's *your* problem. You have to **sort it out** yourself.
4 That's a nasty habit. You really ought to **give it up**.
5 This course sounds good. I think I'll **sign up for it**.

Go back to page 128.



Student B

Take turns with your partner to read your sentences aloud. Use catenation where possible, paying particular attention to the phrasal verbs in bold, which you should read as quickly as possible. Your partner will tell you which phrasal verb you have used.

Student A: 'Who turned the music‿off? Put‿it back‿on.'

Student B: 'Put on.'

1 Don't leave any meat on your plate. **Eat it all up**.
2 I won't tell you the answer. **Work it out** yourself**.**
3 Don't leave it here. Please **take it away** with you.
4 It's too dark to see. What is it? I can't **make it out**.
5 There's no salt left. We've completely **run out of it**.

Go back to page 128.

A The study findings seemed to confirm that this is the case. Subjects were less likely to donate to charity on an empty stomach than a full one, and those instructed to dream about a big lottery win went on to consume the most in a taste test.

B This seems all the stranger when you consider what money is supposed to be: a medium of exchange making economic life more efficient. Just as an axe allows us to chop down trees, money allows us to have markets that, traditional economists tell us, dispassionately set the price of anything from a loaf of bread to a painting by Picasso.

C Then there are those who almost do the opposite, maxing out their credit cards as they relish the thrill of spending money on new clothes, eating out and so on. Research shows their brains react to money as they would to a drug.

D In order to do this, people need to balance the pursuit of extrinsic aspirations such as wealth and fame, with the pursuit of intrinsic ones, such as building and maintaining relationships.

E The researchers noted that the subjects who had been given the latter set then worked on the difficult main task for a very long time before asking for help. The same subjects were also unwilling to assist anyone else with the task.

F Offering to pay your mother-in-law after she has cooked you a nice meal would be equally inappropriate. 'When we keep social norms and market norms on separate paths, life hums along pretty well,' says the professor. 'But when they collide, trouble sets in.'

G On the one hand we have 'warm and fuzzy' social standards of behaviour to conform to, designed to foster trust and cooperation and long-term relationships which are mutually beneficial.

3 SPEAK Look at the pictures and discuss the following questions.

1 How do you feel about money? Are you the kind of person who saves for a rainy day, or do you get a thrill from spending money?

2 If you were a billionaire, would you spend your money on a luxury lifestyle or would you have other priorities?











Speaking Part 3 Collaborative task

1 SPEAK Here are some things that people might need to consider before buying something. Talk with your partner about how important it is for people to consider these things.



2 Now decide together which two of these things are the least important for young consumers.

Useful language

Agreeing with your partner

I see your point. / (That's a) good/fair point. / You have a point there.

On the whole/Generally I agree with you/with what you're saying.

That's so true/exactly how I feel.

I couldn't agree with you more.

I suppose/guess so. (weak agreement)

Disagreeing with your partner

I'm afraid I disagree.

I don't think so/that's necessarily true.

That's not always the case.

No way! I totally disagree. I think the exact opposite is true. (strong disagreement)

Speaking Part 4 Further discussion

SPEAK Work in pairs. Discuss the following questions.

1 Why do you think online shopping has become so popular?

2 Some people think that advertising has more of a negative effect on people than a positive one. What do you think?

3 How do you think that people can be encouraged to re-use and recycle rather than buy new things?

4 Do you think that children should be taught about managing money before they leave school?

5 Some people believe that society has become too materialistic nowadays. What's your opinion?

Speaking

1–2 To simulate exam conditions put students in groups of two or three, with one student in the role of the examiner. Adapt the examiner script from TB104 and display it on the board for the examiner to read. After students do the task once, focus their attention on the **Useful language** box. Explain to students that politely disagreeing with another candidate can be a good way of increasing their mark for *interaction*, because it shows the examiner that they are linking their contributions to those of other candidates. Students could change roles and repeat the task. Tell them to disagree politely at least once.

Speaking

You could simulate exam conditions by having the student in the role of the examiner hide the questions (and the timer) from the candidates. Remind the examiners to address some questions to individual candidates and then ask one of the following three questions to a second candidate: *What do you think? Do you agree? How about you?* While students do the task, take notes related to one or two of the subscales that official examiners use to mark the speaking paper: grammatical resource, lexical resource, discourse management, pronunciation and interactive communication. Round off the task by giving students general feedback on the subscale(s) you've chosen. If time allows, have students repeat the task with a new student in the role of the examiner. You could also regroup students so they have new partners.

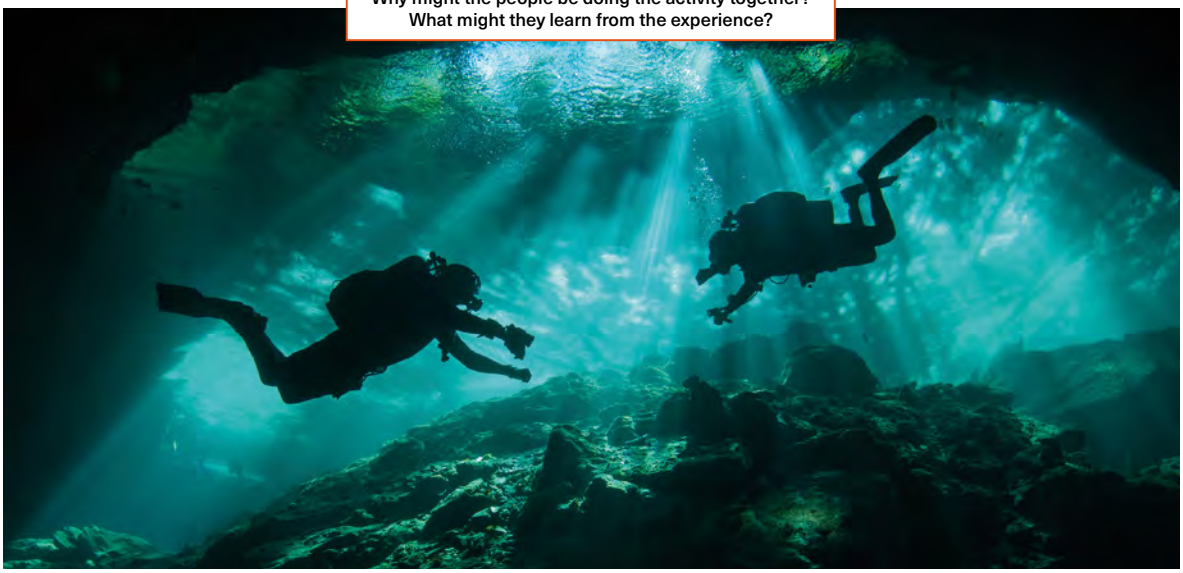
Speaking Part 2 Long turn

Look at these pictures. They show people who have chosen to do an activity together.

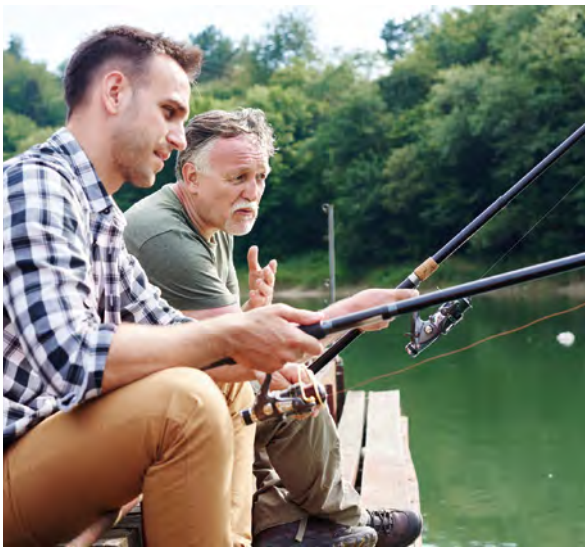
Student A: Compare **two** of the pictures and say why the people might be doing the activity together, and what they might learn from the experience.

Student B: When your partner has finished talking, say which people might benefit the most from doing the activity together.

Why might the people be doing the activity together? What might they learn from the experience?







Go back to page 119.

Reading and Use of English

Ask students to read the **Don't forget!** box. You may want to check the meaning of *clutter* (the mess created when there are too many things in a place). Check answers. Ask students to discuss a) the reasons minimalism has become popular with some people, and b) why some people can't control their spending.

You may wish to use **DIY open cloze** on the **Teacher's Resource Centre** at this point.

Speaking

1–2 To simulate exam conditions, you could put students into groups of three or four and assign one student the role of the examiner. The following script for the examiner could be displayed or put on a handout: *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 answer a question briefly about your partner's pictures. (Student A), it's your turn first. Here are your pictures. They show people in frustrating situations. I'd like you to compare two of the pictures and say what might be frustrating the people and how the situation could have been prevented. All right?* (Allow one minute.) *Thank you. (Student B), which situation do you think would take the least time to resolve?* (Approximately 30 seconds.) *Thank you. Now, (Student B), here are your pictures. They show people who have chosen to do an activity together.* (Student B opens book to page 206 – see TB118 for the **Additional materials**.) *I'd like you to compare two of the pictures and say why the people might be doing the activity together and what they might learn from the experience. All right?* (Allow one minute.) *Thank you. (Student A), which people do you think would benefit the most from doing the activity together?* (Approximately 30 seconds.) If time allows, students could repeat the task with a new student in the role of the examiner. You could also regroup students.

AUDIOSCRIPT

Listening Part 2 Sentence completion

8.1

Good morning. My name's Andy Brown, and I'm the co-founder of Deliverance Games. It's a pleasure to be here – and I'm hoping that my talk might be useful to you. Well, the industry has come a long way since the basic pixelated formats of the 1980s. In one respect, the older games and modern games are similar: we play them for the thrill, for the victory – but they're very different in another. Many modern games engage the player emotionally and intellectually. As a product, I suppose we could describe them, if you like, as a marriage between art, when we consider their visual impact on us, and science: the technology that allows us to step inside these very different worlds. Ex 2 Q1

Back in the 80s – I suppose it was fair to say that young men were largely the target market. But today we have to acknowledge that gaming has been fully integrated into mainstream culture. The equipment has been moved into the living room for the whole family to play. Whether it's a Sony PlayStation® or Xbox®, pretty much every household has one. The way I see it, developers have both responded to and instigated this trend. Ex 2 Q2

You might ask, where do developers get their inspiration from? Well, numerous sources, of course, but at the moment, we can see the definite influence of classic cinema. For example, in the past, good and evil could easily be recognised – through the characters you created, through the options they were offered. You knew which side you were on. Well, we're maturing now, along with our audiences. It's no longer black and white – but every shade of grey. Ex 2 Q3

So, now, for my team, they're working on ways to establish mood – a sense of anxiety, of despair, for example. Rather than focusing on dialogue, which we're already quite confident about, they're focusing on the use of lighting. It's a case of trial and error – to see what works best in any given scene. And this is something we're working on in our current projects with – I believe – great success. Some things, I guess, won't change. There are the central and basic concepts, or themes, that create authenticity and purpose in a game. Combat is one – you'll always need a good fight, whether it's between unidentified enemy soldiers, aliens, zombies … whatever … and the problem-solving element is also vital. And finally, and I think this is true no matter what kind of game you're putting out, you need the element of exploration. It's in our human nature to pursue this. Ex 2 Q4 Ex 2 Q5

So, why are some sections of society so anti-gaming? In large part, I feel this is down to the media. They never seem to miss an opportunity to focus on a story or a piece of research that shows the industry in a bad light. Look, it's basic common sense that if you let your kid play for 24 hours straight, they're missing out on other things – on life – but let's have some balanced reporting, please. This is something we really never get from journalists. Ex 2 Q6

Another thing I'd say is that parents and teachers both seem to overlook something important about the gaming industry – they just don't know about the great number of career opportunities it offers. And this is an industry that now turns over huge profits annually – so worth getting into. And I think there's a feeling amongst some parents, a suspicion in fact, that gaming is somehow rotting their kids' brains. But the evidence is there to prove otherwise. Now I've got a vested interest in all this, of course, but if you look at the research, we know for a fact that not only do kids get more creative through game playing, but they also get better at logic. Surely that's something that most people would be happy to see developing in their child. Now, one *future* development concerns crowd-funding, which … Ex 2 Q7 Ex 2 Q8

Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Home Blog Archives

Benefits of a minimalist lifestyle

Nowadays, many people are questioning whether they need quite **(0)** *SO* much stuff in their homes, from old jackets long forgotten at the back of wardrobes **(1)** *to* bulky gadgets filling up kitchen cupboards. They believe that by disposing **(2)** *of* unnecessary items and reducing general clutter, their general state of mind will improve.

If the thought of starting the 'decluttering' process seems overwhelming, the advice offered online **(3)** *may/might/could* well be helpful. Minimalist bloggers suggest, for example, that people start with one area that particularly bothers them, and visualise **(4)** *what* they want it to look like. Alternatively, for those **(5)** *who* can afford it, there is the option of hiring a professional declutterer.

Because it is easy to give **(6)** *in* to temptation when out shopping, some bloggers suggest setting a weekly budget, so no new items are bought on impulse. This approach can certainly deter people from living **(7)** *beyond* their means. And since it is often compulsive spending which **(8)** *leads* to debt, cutting up the credit card is also recommended.

Don't forget!

- Always read the text through once before you start to fill the gaps.
- Look carefully at the words and sentences both before and after a gap.

Speaking Part 2 Long turn

1 **Look at these pictures. They show people in frustrating situations.**

Student A: Compare **two** of the pictures and say what might be frustrating the people, and how the situation could have been prevented.

Student B: When your partner has finished talking, say which situation might take the least time to resolve.

2 **Now change roles. Go to the Additional materials on page 206.**

What might be frustrating the people?
How could the situation have been prevented?







Listening Part 2 Sentence completion

1 **SPEAK** Why do people play or watch other people play video games? In what ways do you think video games might have changed over the years?

2 8.1 You will hear a man called Andy Brown, the owner of a video games development company, giving a talk to a group of students on the gaming industry. For questions 1–8, complete the sentences with a word or short phrase.

THE GAMING INDUSTRY

Andy refers to modern games as the product of a **(1)** ‘ marriage between art and science’.

Andy says that gaming is now part of **(2)** mainstream culture, rather than being an activity just for young men.

Andy explains that **(3)** (classic) cinema is currently providing developers with inspiration.

Andy’s team are experimenting with **(4)** lighting to help create different moods in a game.

In Andy’s opinion, the themes of combat, problem-solving and **(5)** exploration are essential in game design.

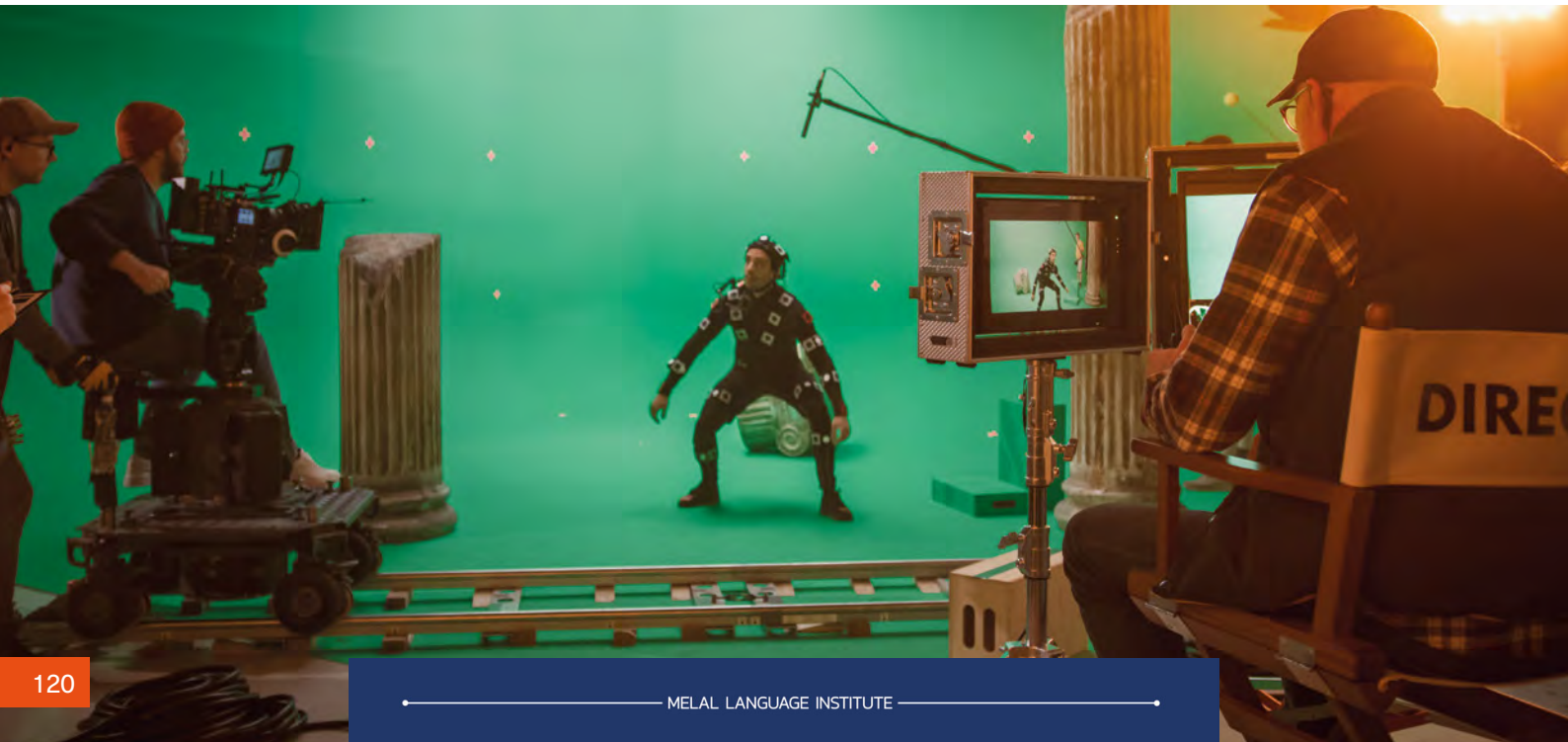
Andy says there is a lack of **(6)** balanced reporting about gaming in the media.

According to Andy, parents and teachers are unaware of the **(7)** career opportunities within the gaming industry.

Andy emphasises how a young person’s creativity and **(8)** logic can be developed by gaming.

3 **SPEAK** Work in small groups. Which of Andy’s beliefs below do you agree with?

- Modern games engage the player emotionally and intellectually.
- Gaming is no longer just an activity for young men.
- Gaming helps develop a young person’s creativity and rational thinking.



Listening

1 You could pair up the students for this SPEAK task or discuss the questions in open class.

2 8.1 Students read the instructions. Set a short time limit for how long they can read through the sentences and make predictions about what information is missing. Play the audio twice. Check answers. Direct students to the Audioscript on pages 244–245 (see TB119) to investigate why, if that's case, they got certain answers wrong.

3 After students discuss the questions in their groups, round off this SPEAK task in open class by nominating at least one student from each group to share their ideas.

READY FOR GRAMMAR

8 Determiners and pronouns

Determiners

1 The following words are determiners: they come **before nouns** and can be used to indicate which thing(s) you are referring to, or to talk about quantities and amounts.

all, *another*, *any*, *both*, *each*, *either*, *enough*, *every*, *(a) few*, *fewer*, *less*, *a lot of*, *(a) little*, *many*, *more, most*, *much*, *neither*, *no*, *one*, *other*, *several*, *some*, *this*, *that*, *these*, *those*

2 Determiners can be used:

- before singular countable nouns.

  e.g. *another*, *any*, *each*, *either*, *every*, *neither*, *no*, *one*, *some*, *this*, *that*

  *Can I have **another** sandwich, please?*

  Either and *neither* are used to talk about two things. *Each* is used to talk about two or more things; *every* is only used to talk about more than two. All four determiners are followed by a singular verb.

  *It's an exciting final, which **neither player** deserves to lose.*

  ***Each/Every** song sounds the same.*

- before plural nouns.

  e.g. *all*, *any*, *both*, *enough*, *(a) few*, *fewer*, *a lot of*, *many*, *more*, *most*, *no*, *other*, *several*, *some*, *these*, *those*

  *We haven't got **enough** eggs to make an omelette.*

  Few means 'not many' or 'not as many as desired or expected'. *Very* can be used before *few* to emphasise it.

  *There are **very few** apples left. We need to buy some.*

  A few means 'some' or 'more than expected'.

  Quite can be used with *a few* to mean *a fairly large number*.

  *We've still got **a few** eggs – enough to make an omelette.*

  *We've got **quite a few** plums – we need to eat them before they go rotten.*

- before uncountable nouns.

  e.g. *all*, *any*, *enough*, *less*, *(a) little*, *a lot of*, *more*, *most*, *much*, *no*, *some*, *this*, *that*

  *He's nearly bald – he's got **very little** hair left.*

  Some can be used to mean 'approximately' or 'a large amount':

  *I was waiting for **some two hours** – that's quite **some time**.*

3 Sometimes more than one determiner can be used before a noun.

every few/five days *every other week*
another few drinks *no other town/books*
many more/other ways *these few examples*

Pronouns

1 Most of the determiners mentioned can also be used as pronouns. Pronouns are used **instead of nouns**. *Every*, *no* and *other* cannot be used as pronouns: *each* is used instead of *every*, *none* instead of *no*, and *others* instead of *other*. *A lot of* becomes *a lot* as a pronoun.

*Bad reviews are better than **no** reviews. (determiner)*

*Bad reviews are better than **none**. (pronoun)*

2 Pronouns can be used:

- on their own.

  *'Would you like sugar on it?' 'Just **a little**.'*

  *'Do you prefer tea or coffee?' 'I don't like **either**.'*

  One another and *each other* are used as objects of verbs.

  Rob and Alice loved one another/each other.

  (Rob loved Alice and Alice loved Rob.)

- with *of* + pronoun.

  *They've got two boys – **both of them** are blond.*

- with *of* + *the*, *this*, *that*, *these*, *those*, *my*, *your*, etc + noun

  *Try **some of my** homemade jam.*

  ***Neither of these** books is mine.*

  of is optional with *all* and *both* before a noun

  ***All (of) my clothes/Both (of) my socks** are wet.*

- after a determiner.

  There are no others. I've got a few more. Look at this one.

  Try each one. Would you like any more?

  All and *both* can also be used:

- after a noun or pronoun.

  *My parents **both** work at home.*

  *Jazz, pop, rock ... I listen to them **all**.*

- after a modal or auxiliary verb.

  *We've **all/both** seen that film.*

Language focus

1 As this **Language focus** section is linked to the listening on page 120, they should ideally be done during the same lesson, after the students have had the chance to notice the target language in context. However, if you are starting a new lesson with this section, you could start the lesson with books closed. Revisit the topic of video games by displaying the following quotation from the listening: *Today we have to acknowledge that gaming has been fully integrated into mainstream culture*. Ask students to think of any evidence or personal experience that supports or refutes this statement. You could also get students to speculate about how video games could help people learn a second language. Books open. Students complete Exercise 1 and check their answers with the **Audioscript** (see TB118). To speed up this stage, ask half the class to look for 1–3; the other half, 4–6.

2 This could be done in open class with Exercise 1 displayed on the board.

3–4 Students could do Exercise 3 in pairs or individually followed by a brief pair check. Go over the answers. Model Exercise 4 by eliciting what *this facility* might refer to in the example (0). After students have discussed the other sentences with a partner, elicit some of their ideas in open class. Note that there are no 'right' answers to Exercise 4.

5–6 Alternatively, you could combine Exercises 5 and 6 together in open class. First elicit the answers and then ask students if they are true for them. If not, have them think of some true sentences. You could also contribute your own examples, e.g. *I go trekking once every few weeks*.

7 Refer students to the **Ready for Grammar** section on page 230 (see TB120 and below). Use your judgment about how long to spend here before returning to the unit to do the freer practice. Any exercises not done in class can be set for homework or saved for revision. Note that Exercise 2 illustrates how pronouns and determiners are often tested directly on the *C1 Advanced* exam: in Reading and Use of English Part 2 Open cloze.

8 Make sure to give students preparation time for this **SPEAK** task. They will need to plan what they want to say and decide which expressions with determiners and pronouns they would like to use. While students discuss the topics, circulate and monitor their use of the target language, providing on-the-spot correction as appropriate.

READY FOR GRAMMAR

8 Determiners and pronouns

1 Each of the paragraphs 1–4 contains two mistakes in the use of pronouns and determiners. Find the mistakes and correct them. You will need to change the pronoun or determiner, or one of the words which follows.

any *was*

0 I tried on no fewer than ten coats, and didn't buy ~~either~~ of them. Each one ~~were~~ either too long or too short and none of them would have been suitable for work.

other year/two years

1 Every ~~other years~~ I meet up with a few of my old school friends. All of us are married with children now and we each other/one another

have very little free time, but we do our best to keep in touch with ~~each another~~.

2 This is one of the few cafés where you can still have a quiet drink. There are quite a few others I enjoy going to, them none are

but most of ~~they~~ play loud music and ~~neither is~~ very welcoming.

every

3 Alan's been working at Crabtree's for some 30 years, and there's ~~all~~ likelihood he'll be there for another 20. Most people in his profession change company every five years or so, but he has ~~none~~ no intention of moving on.

4 Both of my daughters use the computer, but they're each restricted to an hour a day for gaming on it. the other much/many

Several of my friends' children, on ~~another~~ hand, spend as ~~most~~ as 20 hours a week playing games on theirs.

2 Choose one word from the box to complete the common expressions in bold.

all any each either every few little lot most none one

1 We've got **an awful** lot to do and **precious** little time to do it in, so let's get started now!
2 The service in the restaurant is first class and the quality of the food **second to** none.
3 He gave five concerts in London and I went to every **single one** of them.
4 You can get there by bus or train. Either **way**, it'll cost you a lot of money.
5 All **too often** students fail to read the instructions properly, and **few, if** any, get full marks.
6 We had to queue **a good** few hours to get the tickets, but we **made the** most **of** our time, reading, talking and playing cards.
7 She turned the pages one **by one**, carefully studying the information on each one.
8 I'd like to thank each **and every one** of you for all your hard work.

Go back to page 121.

MELAL LANGUAGE INSTITUTE

Language focus Determiners and pronouns

1 **Complete the following extracts from the Listening with a word from the box. You need to use one of the words twice.**

another both every many one

In **(1)** *one* respect, the older games and modern games are similar, but they're very different in **(2)** another.

(3) Many modern games engage the player emotionally and intellectually.

Whether it's a Sony PlayStation® or Xbox®, pretty much every household has **(4)** one.

It's no longer black and white – but **(5)** every shade of grey.

... parents and teachers **(6)** both seem to overlook something important about the gaming industry ...

Check your answers in the Audioscript on pages 244–245.

2 **Determiners, which come before nouns, are often used to talk about quantities and amounts.** **1** determiner **2** pronoun **3** determiner **4** pronoun **5** determiner **6** determiner

*I don't think we've got **enough** evidence to show that gaming can improve your reaction time.*

Many words which are determiners can also be used on their own as pronouns. Pronouns are used instead of nouns.

We need more evidence to show that gaming can improve your reaction time.
*We haven't got **enough**.*

Look at the extracts in Exercise 1 and decide whether each of the words you have written is used as a determiner or a pronoun.

3 **Determiners can be used before singular nouns, plural nouns, uncountable nouns or nouns of more than one type. In 1–3, cross out the grammatically incorrect word.**

0 *All* / ~~*Much*~~ / *Some* / *No* mobile phones have this facility.

1 *No* / *Each* / ~~*All*~~ / *Neither* player is allowed to handle the ball in this game.

2 This happens on *many* / *very few* / ~~*every*~~ / *most* days of the year in my country.

3 *A lot of* / *Very little* / ~~*Several*~~ / *No* fruit is this colour.

4 **For each correct alternative in the sentences in Exercise 3, discuss what the speaker might be referring to.**

0 All mobile phones can be used to speak to people and send text messages.

5 **Sometimes more than one determiner can be used before a noun. Cross out the incorrect alternative(s).**

1 I go swimming ~~*every many*~~ / *every few* weeks.

2 I'll be on holiday in ~~*another one month*~~ / *another few months*.

3 There are *no other* / ~~*no many*~~ languages I'd like to learn.

6 **SPEAK Work in pairs. How true are the sentences in Exercise 5 for you? If necessary, use a different phrase to form a true sentence.**

7 **Go to Ready for Grammar on page 230 for further rules, explanations and practice.**

8 **SPEAK Have a three-minute conversation with your partner on one of the following topics. Try to include at least four determiners and pronouns. At the end of the three minutes, tell your partner which expressions they have used.**

Entertainment Health and fitness The media
The natural world Relationships Technology Weekends

Vocabulary Cost and amount

1 **The words/phrases in bold from the Listening task refer to cost or amount.**

... **in large part**, the internet's been overtaken ...

There's just a **modest** subscription **fee** for the premium content.

In 1–6 below, use the information in the first sentence to complete the second, more formal sentence. You should write two words in each gap; one from box A, and a noun from box B.

A ~~extra~~ full great high large no small

B ~~charge~~ cost deal discount limit number refund

0 We can do this if you pay a little bit more.
This can be arranged for a small ___*extra charge*___.

1 You can send in as many entries as you like.
There is ___no limit___ to the number of entries that can be submitted.

2 If so, we'd give you all your money back.
If this were the case, you would be entitled to a ___full refund___.

3 The press are really interested in the event.
The event has attracted a ___great deal___ of media interest.

4 It's a bit cheaper if you pay cash.
We offer a ___small discount___ if you pay cash.

5 We've put up the price because it's very expensive to send it by rail now.
The current ___high cost___ of rail transport has resulted in a price increase.

6 A lot of customers have complained.
We have received a ___large number___ of complaints from customers.

2 Possible answers

1 The details of a competition.

2 A mail order company explaining the rights of customers who are not satisfied with a product they have ordered.

3 A newspaper article about a forthcoming event, such as a concert or sporting contest.

4 A shop offering discount to customers who pay in cash rather than by credit card.

5 A company explaining to retailers the reasons for a recent price increase.

6 A warning letter to an employee whose work or behaviour has been the subject of complaint.

2 **SPEAK** **Work in pairs. Discuss the possible context for each of the completed sentences 1–6 above.**

Listening Part 4 Multiple matching

1 **8.2** **You will hear five short extracts in which people are talking about their favourite science blogs.**

TASK ONE

For questions **1–5**, choose from the list (**A–H**) what each speaker particularly likes about the science blog.

A the balanced approach
B the international coverage
C the level of detail
D the historical aspect
E the relevance of topics
F the enjoyable style of writing
G the supporting images
H the references to researchers

Speaker 1 F 1
Speaker 2 H 2
Speaker 3 B 3
Speaker 4 A 4
Speaker 5 G 5

TASK TWO

For questions **6–10**, choose from the list (**A–H**) one criticism each speaker has about the science blog.

A outdated content
B irregular posting
C occasional repetition
D insufficient evidence
E biased attitude
F use of jargon
G confusing visuals
H pessimistic tone

Speaker 1 B 6
Speaker 2 E 7
Speaker 3 G 8
Speaker 4 C 9
Speaker 5 F 10

While you listen you must complete both tasks.

Don't forget!

There are two questions for each speaker: one in Task One and one in Task Two. Three of the options in each list are not used.

Lead-in

Begin this section with a classic ELT activity: *the dictogloss*. Isolate a section of the **Audioscript** from the listening on page 120 (see TB119) that contains at least one vocabulary item related to cost and amount. For example, you could use the section towards the end starting with *So, why are some sections of society so anti-gaming?* and finishing with *This is something we never really get from journalists*. Explain that you will play this section three or four times. (Alternatively, you could read it aloud at a normal speed.) The first time, students note down key words or main ideas. They compare these notes with a classmate and begin to reconstruct the text. Each time they listen, students make more notes and then work with their partner to flesh out and refine their reconstruction. After the 3rd or 4th listening, students compare their reconstructions with the original in the **Audioscript** on page 245.

Vocabulary

1 Books open. Students complete the exercise individually or in pairs. Check answers.

2 Go around the room and monitor, providing on-the-spot correction of the target language.

Listening

1 8.2 Ask students to speculate about which topics might be discussed in science blogs. Focus their attention on the **Don't forget!** box. Point out that in this Listening Part 4, TASK ONE is concerned with what each speaker *particularly likes*, while TASK TWO focuses on *criticisms*. Set a short time limit to read the task. (In the exam, candidates have only 30 seconds, but you can give them a bit longer at this point in the course.) Check answers. For any answers they got wrong, encourage students to consult the **Audioscript** on page 245 (see below).

AUDIOSCRIPT

Listening Part 4 Multiple matching

8.2

Speaker 1 *TechSpeak* is a science blog about the latest developments in information and communications technology – which I guess – if it's not your field – could potentially leave you cold. But the writer does this thing where he switches between describing the emotional experiences that people have with their tech and presenting
Q1 facts that'll surprise you. It's quite a clever way of engaging readers, actually. It helps you overlook
Q6 the fact that the entries are rather random – you could go for weeks without seeing anything new. Of course, any time you talk about the future, it's all speculation. I won't hold it against the writer if human beings haven't all been upgraded with microchips in their arms by 2050.

Speaker 2 If you're interested in health and medicine, read the *What next?* blog. I'm part way through a health sciences degree, so I appreciate that the writer doesn't just make an unsupported claim – he
Q2 tells you which academic papers he's sourced for ideas and who the authors are. So, if you need to, you can google a great number of them for yourself – time permitting. One of his pet themes is genetics. I think the heading for the last post was something like, 'One day soon, people will live for at least 120
Q7 years.' He may well be pro this kind of medical advance himself, but where's the counterargument? How would human longevity help the planet?

Speaker 3 *Howandwhy* is my favourite science blog. It's a collaborative effort with three different writers
Q8 making contributions. Don't let the infographics put you off – I mean, there was one recently on population growth that made no sense whatsoever. Focus on the text, and you'll find it's really informative. You know, the global population's going to stand at 11.2 billion by 2100, and the media's usually all doom and gloom about statistics like that. But the blog is more optimistic – and it's
Q3 genuinely refreshing to see a focus on innovations not just from the US and Europe but elsewhere. For example, in India, apparently there's a community solar energy project that's making progress, and I don't think we can understate the importance of moving away from fossil fuels.

Speaker 4 The blog *Smart Science* is about artificial intelligence. Like the other day they did an article on augmented learning – using virtual reality headsets for educational purposes. It's going to radically change the way people learn. Maybe, in ten years' time, our kids'll be getting an education without physically being in class. Their articles are pretty lengthy, and they do tend to overload you with information. You sometimes end up skimming over
Q9 bits because it's just the same point being made again. That aside, they'll check their facts and don't exaggerate to make a piece sound exciting. Plus,
Q4 the writers are objective in their attitude, presenting both sides – which is rare in a world nowadays where, in large part, the internet's been overtaken by people desperate to express their opinion.

Speaker 5 I'm obsessed with space exploration, so *Starstudy* is my go-to blog. There's just a modest subscription fee for the premium content. I'm more interested in spacecraft design than, say, the retrospective features – the 1969 moon landing, for example – but I understand that readers will
Q10 be interested in different subjects. The bloggers should definitely cut down on the terminology and explain things in simpler terms, though. We're
Q5 not all engineers! What stands out for me are the illustrations, and I often download and print them off. They give you a real insight into the challenges designers are facing – how to create comfortable living and working conditions for astronauts. Eventually, we're going to run out of resources on Earth, but hopefully we will have managed to colonise other planets before that happens.

2 For this **SPEAK** task, it would be useful to board some functional language for discussing advantages and disadvantages: **Advantages:** *One possible/clear advantage would be …*, *On the positive side …*, *One upside could be …*, *A good reason to be in favour of …* **Disadvantages:** *One downside might be …*, *For me*, *the most obvious drawback is …*, *One criticism I have is …*, *One argument against ….* Alternatively, you could choose one of the ideas from this **SPEAK** section and organise a formal debate on the topic. Students in one group have to argue in favour, while those on the other side have to argue against **–** no matter their real opinion. Allow preparation time. Encourage the students to think of specific reasons and/or examples to support their arguments. Note that this **SPEAK** task will give you some useful information about how well students are able to use future forms, which they will look at in more detail in the **Language focus** section to follow.

Language focus

1–4 Students read the instructions for Exercise 2. They do the exercise individually before checking with a partner. At this point in the lesson, you could have students discuss Exercise 3 in pairs and then direct them to the **Ready for Grammar** section (see below and TB124) to check their ideas by reading the grammar explanations. Alternatively, you could go through Exercises 2 and 3 in open class, eliciting and/or explaining the grammar rules as you go. Use the explanations in the **Ready for Grammar** section and the **Answer key** to help you. Depending on how comfortable students are with the grammar at this point, use your judgement about how much time to spend with the controlled practice exercises in the **Ready for Grammar** section before returning to the unit for the freer practice exercise. You can save any exercises not done in class for revision or set them for homework.

5 This **SPEAK** task is meant to be done as a roleplay – that is, unscripted and unrehearsed. However, students will need preparation time to write questions and think about possible responses to them. If you think it might be problematic to discuss politics with a particular group of students, you could eliminate the option of *a politician*. With groups of less outgoing students, you could have them carry out the roleplay in pairs instead of in open class. This will still give them a lot of useful speaking practice and opportunities to recycle the target language without the pressure of being 'in the spotlight'.

READY FOR GRAMMAR

8 Future forms

Talking about the future

1 *will* and *going to* can be used to make predictions.
*I don't think **I'll be/I'm going to be** well enough to work.*

2 *going to* also describes intentions or plans.
*I **'m going to work** really hard this year.*

3 The present continuous describes fixed arrangements.
*I **'m having** lunch with Ryan tomorrow.*

4 Modal verbs express different degrees of uncertainty about the future.
*Jazmin **should be** here soon. (probability)*
*We **might have** a party next week. (possibility)*
may/might/could well + infinitive without *to* expresses probability.
*We **might well be moving** in the next few weeks.*

5 Verbs of thinking, such as *believe*, *doubt*, *expect* and *think*, are followed by *will* when referring to the future. *Hope* can also be followed by a present tense.
*I **expect I'll lose** again – I always do.*
*I **hope they (will) keep** in touch with us.*

6 *be (un)likely to* + infinitive expresses probability.
*The situation **is likely to get** worse.*

7 *be bound to* + infinitive expresses certainty.
*It's a ridiculous plan and it**'s bound to fail**.*

8 *be (just) about to* + infinitive / *be on the point of* + gerund can be used to talk about the immediate future.
*I'll call you back – I**'m just about to go** into a meeting.*

9 *be due to* + infinitive refers to scheduled times.
*The new supermarket **is due to open** in April.*

10 The present simple also refers to scheduled times.
*Hurry up! The bus **leaves** in ten minutes.*

11 *be* + *to* + infinitive to talk about arrangements.
*Next year's tournament **is to be held** in Frankfurt.*

12 The future continuous is used:
- to talk about actions or events which will be in progress at a certain time in the future.
  *Don't call at 8 – I'**ll be watching** the match then.*
- to talk about a future action that will happen because it is regular or decided. It can be used to ask about someone's plans politely.
  *I'**ll be seeing** Joe later – I'll give this to him then.*
  ***Will you be coming** out with us tomorrow night?*

13 The future perfect is used to talk about actions and events which will be completed by, or which continue until, a certain time in the future.
*I think we'**ll have finished** the job by Friday.*
*Next month I'**ll have been working** here for ten years.*

Will and *would*

1 *Will* and *would* can be used to express:
- present and past habits. This use is not possible with stative verbs (e.g. *be*, *know*, *like*).
  *She **will** often **fall** asleep in front of the television.*
  *He **would** always **read** us a story at bedtime.*
- typical annoying behaviour.
  *He **will keep interrupting** when I'm talking.*
  *I **would get a cold** now, just as the holiday is starting!*

2 *Will* can be used to express assumptions.
*'There's someone at the door.' 'That'**ll be** Lydia.'*

2 SPEAK Discuss the pros and cons of some of the ideas mentioned by the five speakers.

One day soon, more and more people will

- have microchips inserted under their skin.
- live for at least 120 years.
- be able to sell and/or share solar energy they have collected.
- be learning through virtual reality headsets.
- be heading into space – to explore and perhaps to colonise other planets.

Language focus Future forms

1 In these sentences from the Listening task, which of the verb forms in bold refers to
a) an activity that will be in progress at a certain time in the future? kids'll be getting
b) an event that will be finished before a certain time in the future? we will have managed

Maybe in ten years' time, our **kids'll be getting** an education without physically being in class.

Eventually we're going to run out of resources on Earth, but hopefully **we will have managed** to colonise other planets before that happens.

2 For each pair of sentences 1–10, decide if the meaning is similar (S) or different (D). If the meaning is different, explain what is meant by each sentence.

1 I hope she passes. S / (D)
I expect she'll pass.

2 We're going to meet at seven. (S) / D
We're meeting at seven.

3 Will you come to the show on Friday? S / (D)
Will you be coming to the show on Friday?

4 Hassan might well win the next race. S / (D)
Hassan should win the next race.

5 The Brighton train is due to leave at 6.20. (S) / D
The Brighton train leaves at 6.20.

6 I'm about to lose my temper. (S) / D
I'm on the point of losing my temper.

7 She's bound to get the job. S / (D)
She's likely to get the job.

8 They're thinking of getting married. S / (D)
They're planning on getting married.

9 The government is to spend €45 million on health care. S / (D)
The government is expected to spend €45 million on health care.

10 That'll be Lorenzo texting me. S / (D)
That Lorenzo will keep texting me!

3 The final pair of sentences (10) in Exercise 2 do not refer to future time. What time(s) are they referring to?

4 Go to Ready for Grammar on page 232 for further rules, explanations and practice.

5 SPEAK Work in pairs. Choose one of the following scenarios and then follow the instructions.

An interview with ...

- a politician
- a celebrity
- an astronnaut

1 Together, brainstorm and note down a set of questions to ask during the interview. Make sure some of these questions focus on the future.
2 Decide who is going to be interviewer and interviewee.
3 Do your interview in front of your classmates. Ensure you use some future forms in both the questions and answers.

A: So, is it true that you are on the point of resigning from your position?
B: Absolutely not. In fact, I'm planning on staying in the job for at least another five years.

3
In the first sentence, the speaker has probably just heard a text come through on his phone. He is assuming that the sender is Lorenzo – so the time is 'right now/at this moment'.
In the second sentence, the speaker is saying that Lorenzo frequently texts him – and that he doesn't appreciate it.



Vocabulary Verbs formed with *up*, *down*, *over* and *under*

1 SPEAK Work in pairs. *Up*, *down*, *over* and *under* can be used to form a number of verbs. Read the extracts from the Listening. Discuss the meaning of the words in bold using the context to help you.

1 ... the internet's been **overtaken** by people desperate to express their opinion.
taken control of
2 ... if humans haven't all been **upgraded** with microchips in their arms by then.
made more powerful or effective
3 ... I often **download** and print them off.
move information to your computer from another computer system or the internet
4 ... I don't think we can **understate** the importance of moving away from fossil fuels.
say that something is less important, serious, big, etc than it really is

2 Complete the sentences with the correct form of a verb from the box.

downplay downsize ~~overhear~~ overrule overthrow
undergo uphold uproot undertake

0 We closed the door to prevent anyone *overhearing* our conversation.
1 The military government was overthrown by a popular uprising and democratic elections were held.
2 The company has been downsizing its operations, leading to the closure of a number of factories.
3 The Court of Appeal had been expected to overrule the judge's decision, instead of which it was upheld and Jenkins had to serve out his sentence.
4 The two leaders undertook to find a peaceful solution to the crisis and arranged to meet again.
5 Although the actor is still undergoing tests, doctors are downplaying the seriousness of her illness.
6 During the war, thousands of children were uprooted, forced to leave family, home and school.

Writing Part 2 Report

1 SPEAK Work in groups. Discuss what apps or websites you use for language learning.

2 Some language schools have multimedia rooms or learning centres where students can do extra study. In your opinion, what would the ideal multimedia room or learning centre offer in terms of technology and services? Add to the table below.

Technology	Services
Really fast broadband a good ratio of computers per student; quality headphones; a good range of audio books	*Appointments with teachers for individual learning advice* help with making a study plan; the chance to join a conversation practice group; help with homework; advice on which resources to use

3 What do you think these student comments might refer to?

1 'It's stuffy and crowded.' the room
2 'Most of them are in American English.' stories/books/audio books/films/DVDs, etc
3 'I think some of it is out-of-date.' information about exams/tests
4 'There aren't enough of them, so you can never get on one.' computers/laptops
5 'The recordings are poor quality.' audio books/audio files
6 'It would be good to have a wider range.' magazines/ DVDs/graded readers, etc
7 'The memory is too small for so many programs.' computers
8 'I can't hear myself think!' the noise level in the room
9 'There's no-one available when something goes wrong.' no staff to help

Vocabulary

1 Books closed. To introduce this **Vocabulary** section, choose four images that involve the adverbs *up*, *down*, *over* and *under*, but don't make them too obvious. For example, for *up* you could show a picture of the characters from the Pixar movie by the same name. Elicit the adverbs one by one. Explain that today you will be focusing on verbs that can be formed using these adverbs. Books open. Students read the instructions and discuss the words in pairs. Elicit or explain their meaning in open class.

2 While they do the task, encourage students to look up any of the words they are unfamiliar with in dictionaries. Check answers as a class. Point out that with the exception of *downplay* /ˌdaʊnˈpleɪ/, the word stress does not fall on the adverb which has been added to the beginning of the words. A fun way to practise this vocabulary would be to play a quick game of *backs to the board*. Write one of the words on the board. One student, who is sitting in a chair facing away from the board, listens to their classmates' examples and explanations and tries to guess the mystery word. In large classes, the same game can be played in small groups.

You may wish to use ***Up* or *down*, *over* or *under*** on the Teacher's Resource Centre at this point.

Writing

1 You could do this SPEAK task in open class with books closed. Ask students to give you examples of apps or websites they have used to improve their English. Board their ideas. Lead a discussion of the topic by asking questions such as: *Which ones would you recommend to your classmates? Why? Do any give you specific practice for the* C1 Advanced *exam? What about advanced level grammar or vocabulary? What makes some of these apps or websites more interesting or enjoyable than others? Would you suggest any improvements to your favourite app or website?*

READY FOR GRAMMAR

8 Future forms

1 Decide which answer (A, B, C or D) best fits each gap.

1 I hear that Kwame and Julie are __C__ to start a family soon.
A projecting **B** considering **C** hoping **D** assuring

2 I __C__ they'll accept the offer, but it's worth a try.
A suspect **B** hope **C** doubt **D** expect

3 I'm just __B__ to go out. Can I call you back later?
A close **B** about **C** almost **D** soon

4 The company has announced that all employees __A__ to receive a bonus next year.
A are **B** will **C** were **D** should

5 She's off sick today, but she may __D__ be back at work tomorrow.
A probably **B** likely **C** doubtless **D** well

6 Come round at 2 pm. We should __C__ our lunch by then.
A be finished **B** have to finish **C** have finished **D** have been finishing

7 Building work is __A__ to start next month, but I wouldn't be surprised if there was a delay.
A due **B** thought **C** bound **D** expecting

8 No-one else thinks I'll win, but I'm pretty __B__ of success myself.
A definite **B** confident **C** assured **D** positive

2 Complete the email with the most suitable future form.

Hi Ula and Saulius
We are so looking forward to coming to Poland. **(1)** *It'll be* / *It's going to be* great to see you again.
We **(2)** *are leaving* / *are going to leave* for Dubai on Sunday with Emirates. I hope there won't be any problem with the connecting flight to Warsaw, although Joe reckons something is **(3)** *due* / *bound* to go wrong. Anyway, we will **(4)** *have spent* / *be spending* a few hours there, so I expect we **(5)** *are* / *will be able to* do a little shopping. Unless there's a delay, our flight **(6)** *should* / *could* arrive in Poland on Monday afternoon. Will you **(7)** *work* / *be working* when we arrive? If not, is there any chance you could pick us up? We **(8)** *can* / *could* well be exhausted after our travels. I hope Isla will sleep on the plane, but I'm afraid she's one of those babies **(9)** *that'll stay* / *that is staying* wide awake for the entire journey!
Anyway, I think Isla is **(10)** *on the point of* / *just about to* start crying, so I'd better go and feed her.
Bye for now
Belinda

Go back to page 124.

2 Start by asking if any of the students are familiar with multimedia rooms or learning centres. With smaller classes, you could make this exercise more kinaesthetic by dividing the board in two and inviting students to come up and write their ideas.

3 Clarify that all these statements refer to aspects of a multimedia room or learning centre. Elicit ideas for number 1 in open class. Then put students in pairs to discuss 2–9. Conduct brief open class feedback.

4 Alternatively, this could be done in open class with the Part 2 task projected on the board. Elicit the answers to the questions and discuss different options for the content of paragraphs, headings, etc. Refer students to the **Don't forget!** box. Remind them that if they closely follow the conventions of the report – for example, by including a title and headings – they will receive a higher mark in *communicative achievement*.

5 In addition to providing students with useful language for reports, this exercise provides them with a good model of how to write the introduction.

6 Focus students on the **Useful language** box. Elicit where these expressions would normally appear in report (*at the end*). Students plan their reports individually. Have students compare their plans with a classmate, who suggests possible improvements and points out anything important that is missing. The final writing could be done in class or set for homework. In either case, students should time themselves. At this point in the course, students should start trying to complete writing tasks within the 40 minutes allotted on the official exam.

Sample answer

Report on potential improvements for the Multimedia Centre

Introduction

This report looks at the actual resources and facilities available in Lowcroft Academy multimedia centre. The opinions of students using the centre have been considered in order to do suggestions for improvments. Possible cost cut measures are also being discussed.

One of the main problems which students mentioned was the lacking of space. It is often hard for students to complete their works effectively because there is not enough space. I suggest letting students to use the classroom next-door. This would not cost the school anything and would be appreciated by students.

Secondly, there are insufficient computers and students abuse of the facilities by spending too much time at social networks. It might be an idea to install a filter and only let access to educatitive websites. Also if more sockets were installed in the classroom next-door students could bring their own laptops.

A large amount of students have complained about the headphones being broken, so some new sets should be brought. PC City has some good discounts now so we can buy new ones for a cheap price. Also a system of checking the headphones in and out would encourage students to take more care of the equipments. Finally, many students enjoy reading about the news and one requested thing is that the centre pays an online subscription for some newspapers and magazines.

Conclusion

In conclusion, without spending a lot of money, the multimedia centre library could be improved a lot by letting students to use the classroom next-door, buying a few online subscriptions and controlling theuse of computers and other equipments.

273 words

Examiner comments

Content: The writer addresses the main points successfully. Good realisation of task.

Communicative achievement: Register is consistently formal. The target reader would be well informed.

Organisation: Features of a proposal are included. Paragraphing and simple linking devices have been used effectively.

Language: There are some errors, e.g. in the choice of words – actual resources, do suggestions, works, amount, cheap price; misspelt words – improvments, educatitive; verb tenses – being discussed; prepositions – at social networks; uncountable nouns – equipments; and some grammar is rather awkward – one requested thing. However, the writer demonstrates a good range of vocabulary – facilities, resources, filter, sockets, headphones, and a variety of grammar structures – have been considered, appreciated by students, take more care of.

Mark: Pass

4 Work in pairs. Read the Part 2 task below and discuss

1 who your target reader is.
2 what the tone of your report should be (e.g. critical, persuasive, complimentary).
3 what the general content would be for each paragraph of your report.
4 what headings you would choose.

You help out in the multimedia centre at a language school called Lowcroft Academy. The school's director has asked you to write a report on the centre with a view to making improvements.

Your report should

- refer to the opinions of students
- make suggestions for improvements
- say in which areas spending could be reduced.

Don't forget!

› The title of your report should be clear and factual, for example:
Report on Lowcroft Academy Multimedia Centre

› Use headings to introduce main points, such as:
Introduction, *Survey findings*, *Recommendations for improvements*

5 Reports are often based on information you have collected. In this case, you might collect your information from students and/or teachers. Cross out the word or phrase which is least appropriate.

The **(1)** *aim* / ~~*point*~~ / *purpose* of this report is to **(2)** ~~*mention*~~ / *propose* / *recommend* ways in which facilities and services at the multimedia centre can be **(3)** *enhanced* / *improved* / ~~*increased,*~~ and also to **(4)** *outline* / ~~*describe*~~ / *suggest* where savings can be made. The recommendations are based on the opinions of students that **(5)** ~~*carried out an investigation*~~ / *completed a questionnaire* / *responded to a survey.*

6 Now write your report in 220–260 words.

Useful language

Making formal recommendations for a plan of action

In light of the results of the survey/these findings/these issues/these observations, ...
Taking all the above survey results/findings/issues/observations into consideration, ...
One idea/option would/might be to ...
It is strongly recommended that ...
The best plan of action would be to ...
It is essential/vital that ...
I would suggest/highly recommend that ...

For more information on writing reports, see page 197.

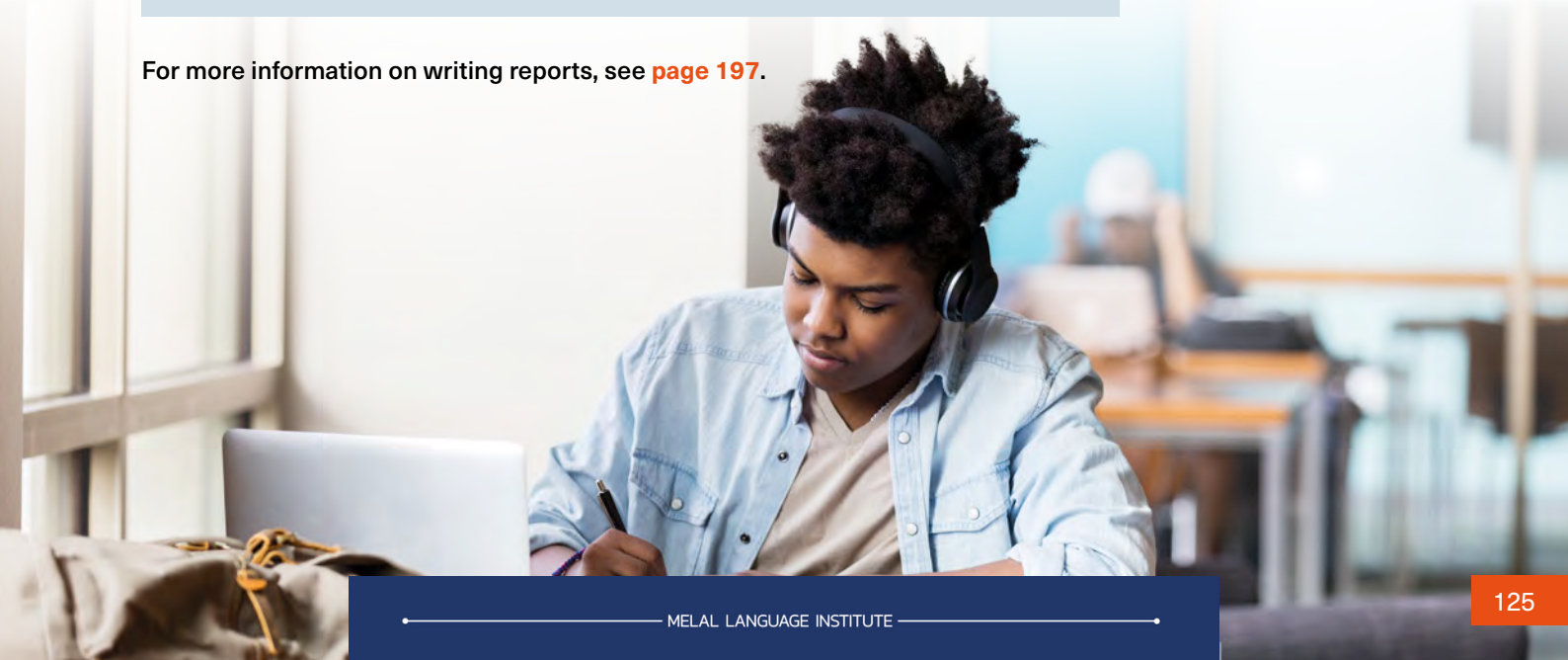
4

1 the school director

2 informative and persuasive

3 Paragraph 1: The aim of the report and how and from whom information was collected. Paragraph 2: The things in the multimedia centre that should be improved according to the students who responded to the survey. Paragraph 3: Suggestions for how spending could be reduced in the multimedia centre, e.g. no need to buy newspapers because we can read them online. Paragraph 4: The concluding paragraph: the writer's final recommendation and positive comment for the future.

4 a clear title, e.g. 'Report on potential improvements for the multimedia centre'
Paragraph 1: Introduction
Paragraph 2: Specific areas for improvement
Paragraph 3: Possible ways to reduce spending
Paragraph 4: Conclusion: Future developments



8 REVIEW

Language focus Determiners and pronouns

Complete the sentences with a word from the box. You do not need to use all the words.

all another any both each either every
few little many much other others neither

1 I've nearly finished it – I just need ___another___ couple of weeks.
2 My computer class is every ___other___ day: Monday, Wednesday and Friday.
3 This is my favourite cheese, but there are one or two ___others___ I really like as well.
4 It took us a good ___few___ hours to drive to Leeds.
5 I was very tired, but there seemed ___little___ point in going to bed until the storm had passed.
6 I have to go to the dentist's three times a year, about once ___every___ four months.
7 I've got two brothers and ___each___ of us is different in some way.
8 Where have you been ___all___ this time? We've been worried sick!
9 You can pay as ___much___ as €20,000 for a mobile phone number.
10 Has ___either___ of you two got a pen you could lend me?

Reading and Use of English Part 1 Multiple-choice cloze

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).



GADGETS FOR THE FUTURE

Over the years, the *Future Product of the Year Award* has often attracted unusual entries. One memorable competition was when inventors Stuart Penny and Gianni Tozzi **(0)** C the *Inculpable Mousetrap* forward for the judges' consideration. The pair have always viewed their invention as a philosophical exercise and acknowledge that it's unlikely to **(1)** D commercial success. The idea was that users would **(2)** C the trap before leaving home. If a mouse **(3)** A to approach the trap, a transmitter would send a signal to the user's phone, asking them to make a tough decision: should the trap be activated or should the mouse be **(4)** C off and allowed to go free?

Doing **(5)** B with the mousetrap for an award was Rachel Wingfield's hi-tech duvet, which she had hoped might **(6)** D the end of traditional alarm clocks. At a time of the user's choosing, tiny electric currents could be sent through electro-luminescent cords woven into the duvet. The resulting glow was **(7)** C to simulate the natural dawn, **(8)** A the sleeper into their day.

0	**A** left	**B** placed	**C** put	**D** laid
1	**A** favour	**B** welcome	**C** appreciate	**D** enjoy
2	**A** fix	**B** attach	**C** set	**D** fasten
3	**A** happened	**B** occurred	**C** chanced	**D** arose
4	**A** made	**B** called	**C** let	**D** held
5	**A** combat	**B** battle	**C** struggle	**D** contest
6	**A** dictate	**B** write	**C** compose	**D** spell
7	**A** pretended	**B** assumed	**C** supposed	**D** suggested
8	**A** easing	**B** relieving	**C** smoothing	**D** aiding

Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 Jake used his month's free membership really well by going to the gym every single day.

MOST

Jake made the most of his month's free membership by going to the gym every single day.

2 'We have already done some extensive research,' Professor Johansson told the reporters.

DEAL

Professor Johansson told the reporters that a great deal of research had been done already.

3 Each and every one of our employees has contributed to the great success of our company.

SINGLE

The great success of our company is due to the contribution of every single one of / made by every single one of our employees.

4 Can we please stay on one channel when we're watching TV?

KEEP

I wish you would not / wouldn't keep changing/switching the channel when we're watching TV.

5 I'd say that the chances of Ian rejecting their offer are very low.

HIGHLY

I'd say that Ian is highly unlikely to turn their offer down.

6 I expect they will cancel Saturday's match because the field is so muddy.

BOUND

The field is so muddy that Saturday's match is bound to be called off.

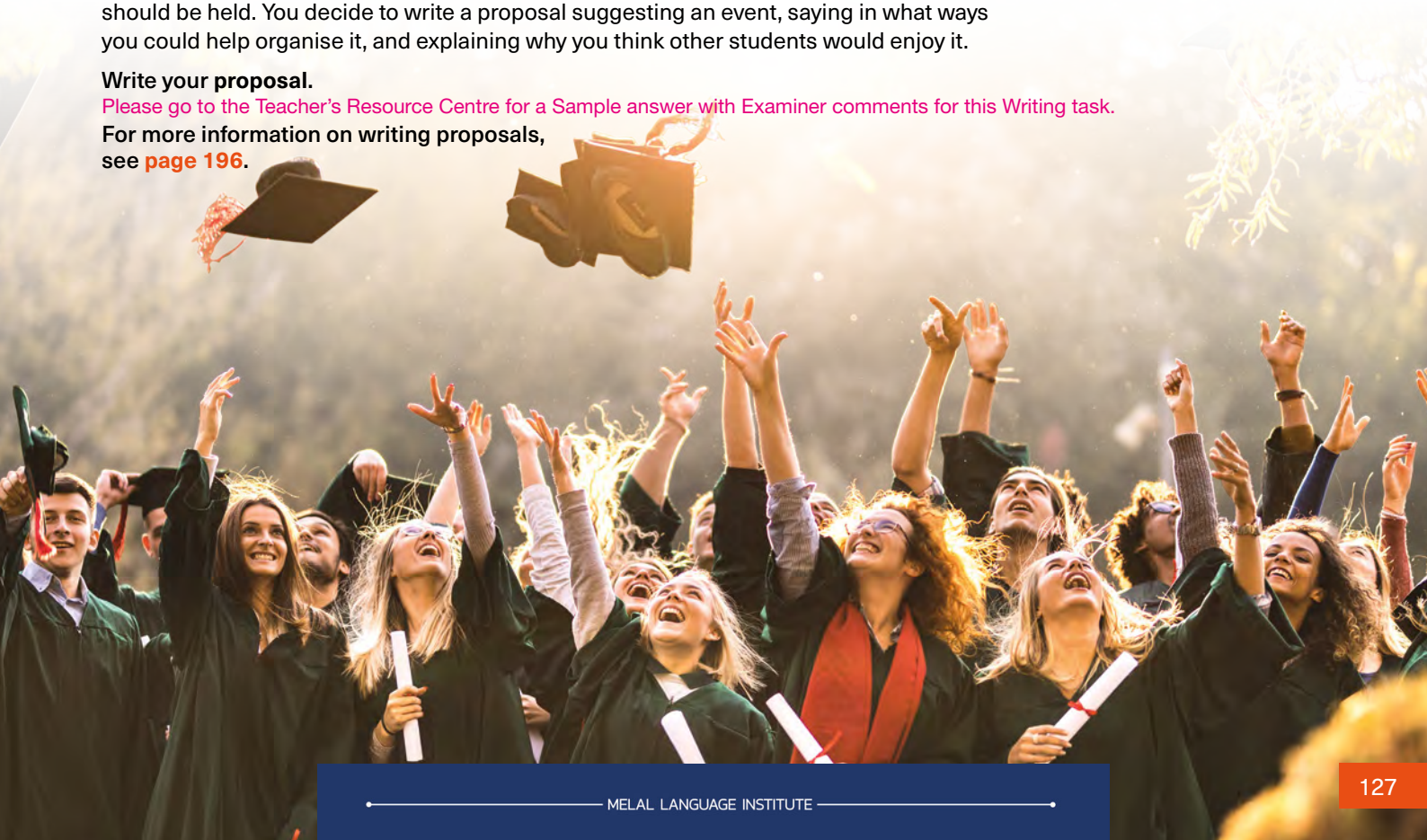
Writing Part 2 Proposal

Your college plans to hold its annual graduation event in a few months' time. The college principal has asked students to give their opinions about what kind of event should be held. You decide to write a proposal suggesting an event, saying in what ways you could help organise it, and explaining why you think other students would enjoy it.

Write your proposal.

Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.

For more information on writing proposals, see page 196.



REVIEW

Pronunciation Connected speech: catenation

1 8.3 **Listen to the extracts from the Listening task on page 120. Where you see (‿), the speaker says the two words together as if they were one. What do you notice about the sounds that link those words?**

It's no longer black‿and white, but‿every shade‿of grey.
It's‿a case‿of trial‿and‿error.
I've got‿a vested‿interest‿in‿all this.

The final sound of the first word is a consonant; the initial sound of the second word is a vowel.

2 SPEAK Practise reading aloud the extracts in Exercise 1, linking the same words together as the speaker you listened to.

Catenation

Catenation is one way that words are linked together in connected speech. When one word ends with a consonant sound and the next word begins with a vowel sound, speakers often join the two words together without pausing between them. This can sometimes make it difficult to hear where one word ends and the next one begins.

3 SPEAK In the following sentences, mark (‿) those words which could be joined using catenation. Then practise reading the sentences aloud.

1 a We've got to dance first‿of all.
b We've got‿a dance festival.
2 a He took‿it all‿apart.
b He took‿a taller part.
3 a I want to pack‿it in‿an ice box.
b I want‿a packet, tin‿and nice box.
4 a She softens‿it in there.
b She's‿often sitting there.
5 a This coffee's bad; I'm making a bit more.
b This cough is bad; I'm‿aching a bit more.

4 SPEAK Work in pairs. Think of a context for each of the sentences in Exercise 3.

1a The speaker might be planning to put on a show with some friends. Someone suggests they start the show with a song, to which the speaker replies, 'We've got to dance first of all.'

5 8.4 **Listen to five short extracts and decide which sentence, a or b, each speaker says from 1–5 in Exercise 3.**

Speaker 1 b
Speaker 2 a
Speaker 3 a
Speaker 4 b
Speaker 5 a

6 SPEAK Work in pairs.

Student A: Turn to page 202 and follow the instructions.
Student B: Turn to page 211 and follow the instructions.



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Pronunciation

1–2 8.3 Alternatively, you could start this lesson with books closed. Write or display the sentences from Exercise 1 on the board without the linking marked. Play the audio and elicit the places where two words are joined together with no pause. Students then think of a rule for this feature of pronunciation based on the examples. Students then check their own rule against the one in the box in Exercise 2. Note that *catenation* is also commonly referred to as *consonant-vowel (CV) linking*. While students read the sentences aloud in pairs, circulate and monitor their pronunciation.

3–4 Display the answers, or direct students to the **Answer key**, before they practise reading them aloud with a partner. When you elicit ideas for Exercise 4, encourage students to use modals of deduction and speculation (**Ready for Grammar** page 212).

5 8.4 Play the audio as many times as needed for students to feel confident about their answers. Correct the exercise in open class.

6 Monitor students' use of catenation with a particular focus on their pronunciation of the phrasal verbs in the sentences (see TB117).

MELAL LANGUAGE INSTITUTE



Travel and adventure are the themes of this unit. Students explore engaging topics like mountain climbing and sustainable tourism through the reading, writing, listening and speaking tasks. In the language focus section, students get valuable practice with creating emphasis.

Read the unit objectives to the class.

SPEAKING Part 1 Interview

Focus students on the picture. Ask them how the photo is related to the title of the unit. You could elicit or explain the figurative meaning of *to go places* (to be successful, or to be likely to be successful in the future, e.g. *I always believed he would go places. He was such a diligent student*).

If you want to give students practice with exam procedures, put students in groups of three or four and assign one the role of the examiner. Only the examiner can see the questions. Display the following script for the examiner to read: *Good morning / afternoon / evening. My name is … And your names are? Can I have your mark sheets please? Thank you. First of all, we'd like to know something about you*. Note that students don't usually find the questions in Speaking Part 1 on the *C1 Advanced* particularly challenging. However, it is still worthwhile giving them practice with the type of questions they will meet in this part of the speaking paper, which usually relate to candidates' interests, experiences and plans for the future. The more fluently students can answer the questions in Speaking Part 1, the more confident they will feel going into the more challenging tasks to follow.

ONLINE MATERIALS

Holiday memories (**Teacher's Resource Centre**)
Swot analysis (**Teacher's Resource Centre**)
Unit 9 Test (**Test Generator**)
Unit 9 Wordlist (**Student's/Teacher's Resource Centre**)
Unit 9 On-the-go-practice (**App**)

9 GOING PLACES

Reading and Use of English Part 8 Multiple matching

1 **SPEAK** **Work in small groups. Imagine you are organising an expedition to raise money for charity. Your aim is to climb Mount Stanley in Uganda, and attempt to reach this mountain's highest point, Margherita Peak (5109 metres).**

- What sort of people would you want in your team?
- What would you need to take with you on the climb?
- What difficulties do you think you might face?

2 **You are going to read an article about a climbing group's experience of ascending Mount Stanley. For questions 1–10, choose from the sections (A–E). The sections may be chosen more than once.**

In which section of the article does the writer refer to

the group not considering an alternative and easier route?	1 B
the realisation that his group caused problems for the people helping them?	2 E
feeling that his success on this climb made up for earlier failures?	3 D
his recognition of the skill involved in certain construction work?	4 B
a reservation concerning the ability of the people assisting the group?	5 C
his acknowledgement that a name is particularly appropriate?	6 A
his melancholy feeling about the end of a relationship?	7 E
being inspired by the view despite his physical exhaustion?	8 C
his doubt about the likelihood of the group's success?	9 A
participation in the climb having a positive effect on a relationship?	10 D

Vocabulary Describing an adventure

1 **The adjectives below are all used in the article (line number in brackets). In 1–6, decide which of the nouns in each group does *not* collocate with the adjective.**

1 arid (*3*) desert / island / landscape / ~~jungle~~
2 intrepid (*5*) traveller / ~~scenery~~ / group / voyage
3 idyllic (*7*) spot / ~~companion~~ / conditions / setting
4 swirling (*29*) mist / water / wind / ~~sun~~
5 gruelling (*36*) hike / climb / ~~stroll~~ / race
6 exquisite (*38*) waterfalls / flowers / ~~earthquakes~~ / views

2 **Use the context to work out the meaning of the bold phrasal verbs in the article.**

3 **Complete sentences 1–7 with the correct form of a phrasal verb in the box.**

kick in ring out run into set off set out turn out win through

1 In a fight-or-flight situation like this, the adrenalin will ___kick in___ very quickly.
2 A shot ___rang out___ and the race to get down the slope began.
3 We ___set out___ to raise enough money for a six-week trek, but we ended up with twice the amount we needed.
4 It ___turned out___ that no one had remembered to pack the mosquito repellent.
5 Despite the storm, his sheer perseverance ___won through___ and the boat arrived safely in port.
6 Unsure of our location, we split into groups and ___set off/set out___ in different directions.
7 Five minutes after we left shore, we ___ran into___ trouble.

4 **Tell your partner a brief anecdote – invented or true – about an experience or adventure you had.**

2
set out — to begin a journey
run into — to meet someone by accident/unexpectedly
kick in — to start to have an effect
set off — to begin a journey
ring out — to produce a loud, clear sound
win through — to succeed after great difficulty
turn out — to develop in a particular way or to have a particular result

MELAL LANGUAGE INSTITUTE

Lead-in

Books closed. Put students into small groups. Give each group three or four of the following words from the reading text: *ascent*, *axe*, *beckon*, *crampon*, *crunch*, *dogged*, *exhort*, *fringe*, *hut*, *mist*, *puff*, *plunge*, *squelch*, *swamp*, *vindication*. Allow the students time to research the words in monolingual dictionaries or the Macmillan dictionary online. Regroup students and ask them to teach each other the words they looked up with their original group. In open class, ask students to predict the topic of the reading based on the words.

Reading and Use of English

1 You could start by raising students' interest in Mount Stanley by discussing the pictures on page 131. If you have access to technology, you could also play a short video of people climbing the mountain. (There are number of engaging ones online which would give students a good idea of the sort of difficulties climbers face on this type of ascent.) Put the students in small groups. They read the instructions and discuss the questions. Note that this task gives students useful practice with the type of discussion/decision task they will face in Speaking Part 3. Encourage them to *justify their opinions* about who they want on their team, *evaluate* different options for what to bring and *speculate* about difficulties. Remind students that they will need to be willing to compromise and find common ground with the other members of the group in decision-making collaborative tasks. While students carry out the task, take notes on successful and less successful examples of *justifying opinions*, *evaluating* and *speculating*. Board and discuss examples of each speaking subskill during feedback.

2 Remind the class of task information and exam strategies for Reading Part 8 with the following statements. Students decide if they are true or false.

1 *Read the text before the questions*. (False. It's better to read the questions first for this task, because it mainly tests your ability to scan – that is, to find and understand specific information.)

2 *As you read the questions, think about how each idea could be expressed with different words in the text*. (True. The answer is likely to be a paragraphed version of the same idea.)

3 *Read one text and then look back at the questions to find the ones associated with that text before you move onto the next one*. (True. It is not necessary to do this, but it can be a fast and efficient way of finding the answers.)

4 *This task only tests your ability to understand specific details, so you can ignore the parts of the text where the writer expresses an opinion about a topic*. (False. In addition to specific details, candidates also have to locate parts of text where the writer implies their attitude or opinion.)

Set a time limit for this task of no more than 15 minutes. Fast finishers can use their mobile phones to find out three more interesting facts about Mount Stanley to share with the class. Allow time for students to pair check, justifying their answers with specific sections of the text, before you go over the answers as a class.

Extra activity

Encourage students to evaluate and respond to the text by discussing some of the following questions:

1 How did you feel after you read the article? Why?

2 Did you find the article easy or difficult to read? Why?

3 Is there anything in the text you don't understand?

4 What kind of person do you think the writer is? Why?

5 What do you think was the writer's purpose in writing the article?

6 How successful is the writer in achieving their purpose?

7 Who is the target reader for this article?

8 Do you think there are any 'missing stories' in this text, for example, about the support people who helped the writer climb the mountain?

9 Does the article make you want to read more about the topic of mountain climbing? Why or why not?

10 What have you learned from the article?

These types of questions, which encourage students to approach a text more critically, can be intrinsically motivating. It can be empowering to actively read a text, potentially evaluating how successful it is as piece of writing, rather than simply reading it in order to answer comprehension questions. Note that these questions could be adapted and used with a number of other listening or reading texts throughout *Ready for C1 Advanced*.

Vocabulary

1 Books closed. To remind students what a *collocation* is, ask them to write a definition of the word in pairs. Then display or read out the following definition from the field of corpus linguistics: *a collocation is a series of words or terms that co-occur more often than would be expected by chance*. A useful metaphor for collocations is relationships: collocations are groups of words that 'belong together' or 'spend a lot of time together', and therefore have a 'strong relationship'. Ask students to think of parts of the *C1 Advanced* exam where they are tested on their knowledge and awareness of collocation. (*It is tested receptively in all parts of Reading and Use of English, especially Part 1; in the speaking and writing papers it is tested productively*.) This would be a good moment to reemphasise the usefulness of recording new collocations by theme in vocabulary notebooks. Books open. Students read the instructions. Do number 1 as a class. Students could then complete the rest of the exercise individually or in pairs. You may want to check the pronunciation of idyllic /ɪ'dɪlɪk/. You could also quickly elicit the difference in pronunciation between *desert* /'dezət/ and *dessert* /dɪ'zɜːt/, as these are commonly confused.

2–3 Draw students' attention to the phrasal verbs in bold in the text on page 131. Put students in pairs and ask them to work out the meaning using the context. Elicit the meanings to the board in open class. Alternatively, direct students to the **Answer key**. Remind the class that with phrasal verbs the main stress falls on the particle rather than the main verb. Students complete Exercise 3 individually and then pair check.

4 Remind students that this task is meant to give them the chance to personalise the lexis from this **Vocabulary** section. It would be useful, therefore, to plan ahead of time which collocations and phrasal verbs they would like to practise using while they tell their anecdotes.

You may wish to use **Holiday memories** on the **Teacher's Resource Centre** at this point.

Teaching tip

The **SPEAK** tasks that come at the end of a **Language focus** or **Vocabulary** section are written in such a way as to give students the chance to practise the target language in a freer, less controlled away. However, if time allows, you could consider expanding these **SPEAK** activities into fully-fledged tasks. This can often be done by using a Task-Based Learning sequence, which consists of teaching the section backwards – in other words, starting with the **SPEAK** task and finishing with the language practice. This approach has the advantage of helping students notice 'gaps' in their English before focusing on a particular language point. Here is a lesson plan illustrating how this would work with the **Vocabulary** section on page 130.

1 *Priming*: Tell an anecdote of your own – invented or true – about an adventure you had. Students listen and think of follow-up questions to ask you. Include at least one or two lexical items from the **Vocabulary** for describing an adventure section on page 130. Elicit or explain some of the characteristics of a good anecdote:

- They are brief stories that usually take place in one scene and in one setting.
- They have a clear beginning (introduction of characters, setting) middle (action) and ending (joke, observation or explanation of what you learned from the experience).
- They are descriptive – you have to bring the scene to life with significant details.

2 *Preparation*: Students think of ideas for their anecdotes. Encourage them to think of more than one idea and then choose the best one.

3 *Target task*: Put students into groups of three or four. They tell each other their anecdotes. Students listening think of follow-up questions. Once everyone has shared their story, the groups decide who told the most interesting or entertaining anecdote.

4 *Planning*: Ask the groups to help the person with the best anecdote to prepare to tell their story to the whole class.

5 *Target task*: One student from each group tells their anecdote to the whole class. The class votes on the best one.

6 *Focus on form*: During the earlier stages, take notes on the most interesting or sophisticated lexis students used to describe their adventures. Now put these up on the board. You could also board less successful usage and elicit or suggest alternatives. Then tell students to open their books and do Exercises 1–3 in the **Vocabulary** section on page 130.

7 *Optional extension*: Students produce a written version of their anecdotes. Encourage them to make them sound more *literary* using more descriptive, sophisticated language. These written anecdotes can then be exchanged, read and commented on by classmates, and then given to the teacher later for feedback.





Welcome to **Margherita Peak**

Margherita is Mount Stanley's highest peak, offering stunning views at 5,109 m. John McKinnell was determined to see them for himself.

A The 2nd-century maps of Greek geographer Ptolemy were the first to label Uganda's Rwenzori mountains as the Mountains of the Moon, yet unlike the moon, they are not remotely arid or colourless. However, since they convey such a sense of total inaccessibility, strangeness and wonder, it's understandable how almost two millennia later, visitors are still referring to them in the same way. And so there we were, our intrepid group of seven, **setting out** to attempt the eight-day trek that would take us up Mount Stanley to Margherita Peak, accompanied by 18 support people. Although conditions were idyllic, I soon had a sense of foreboding – it stemmed from an exhausted party of Russian climbers we **ran into** on that first day. They had failed to conquer Margherita, despite attempting it in perfect conditions. Would we be as lucky with the weather, I wondered, and would we be skilled and strong enough to reach that sign at 5109 m saying, 'Welcome to the highest point in Uganda'? Ex 2 Q6 Ex 2 Q9

B Unfortunately, one of those questions was soon answered: tropical heat gave way to heavy rain. Still, on the first day, I found the paths excellent considering that Mother Nature is determined to convert them into streams and rivers – they are a testament to huge effort and proficiency on the part of their builders. On day two, we reached the fringes of the alpine zone. On day three, we were squelching through swamps as the trail took us up to 4000 m. It is at this point that altitude sickness often **kicks in**. The escape option involves completing a lower altitude circuit that skirts the main peak and reaches camp five a day ahead of schedule. This was not something we contemplated doing. Ex 2 Q4 Ex 2 Q1

C By day five, we were ready to tackle the Stanley Glacier. Crampons were strapped to boots, and the ice axes came into their own as we **set off** in two groups of four climbers, each linked by a 60 m rope. Our guides, Jeremiah and Sebastian, were supremely confident in finding the best route, but less wonderful in their technical guidance. We were perhaps halfway across the glacier when a desperate cry **rang out** as Rebecca nearly plunged into a deep crack in the ice. The guide wasn't in a position to stop her fall, but fortunately Andrew and I managed to hold her on the rope. Crunching across the glacier was otherwise enormously enjoyable. Things got steeper as we approached the final rocky ascent, with the peak becoming more of a lung-bursting climb than we had anticipated. But as I stood puffing and panting at the top, the swirling mist parted sufficiently for a brief glimpse of nearby Alexandra Peak, which lifted my spirits further. Ex 2 Q5 Ex 2 Q8

D For all of the team, nearing the top of Margherita Peak was close to a religious experience. For teenagers David and Rebecca, and their dad Stephen Viljoen, this was an amazing bonding experience, an achievement sweetened by its sharing. Andrew Kenny, at 60-plus, had constant, nagging doubts about this adventure, yet **won through** with his dogged perseverance. I choked back tears as I stepped up to the very top, which represented vindication for two very gruelling attempts – in vain as it **turned out** – to climb Mount Kenya's Batian peak in similarly poor weather. Ex 2 Q10 Ex 2 Q3

E On the way down, as we explored exquisite waterfalls, rushing rivers and silvery mists, I knew our hike was nearing its end. While comforts like hot showers and fresher food beckoned, I was already regretting the imminent parting from our guides and porters, with whom we had forged friendships. An endearing evening ritual at every hut along the trail was a pep talk from the guides – they'd praise our efforts and exhort us to maintain our excellent job of working together. In reality, in terms of cohesion, we must have been a guide's worst nightmare as we tended to string ourselves out ahead, behind, and in between our guides and porters. Back home, my wife met me at the airport and asked about the trek. 'It was wet,' I said. 'Wet, long, difficult and cold. But it was the achievement of a lifetime.' Ex 2 Q7 Ex 2 Q2

Listening Part 2 Sentence completion

1 **SPEAK** Work in pairs. Look at the photos of Queenstown, New Zealand. What kind of tourists do you think might choose to go there?

2 **9.1** You will hear a student called Amelia Pond giving a presentation about her work placement at the front desk of a hotel. For questions 1–8, complete the sentences with a word or short phrase.

AMELIA POND: WORKING ON THE FRONT DESK

Amelia says that **(1)** seasonal tourism has little impact on the hotel she chose for her placement.

Amelia realised the importance of an employee's **(2)** uniform in creating the right first impression.

The front desk clerk told Amelia that **(3)** financial checks were no longer necessary for regular guests on their arrival.

Amelia was impressed with the way the front desk clerk kept each **(4)** (hotel) department constantly updated.

The front desk clerk recommended that Amelia avoid the **(5)** night shift when she got her first job at a hotel.

According to Amelia, it is the **(6)** adventure activities that draw young people to Queenstown.

Recommending **(7)** (local) restaurants was something Amelia hadn't anticipated she'd be asked to do.

Amelia learnt that increasing **(8)** customer loyalty is vital to the hotel's success.

3 **SPEAK** Work in pairs. Discuss the following questions about your own attitude to travel. Give reasons for your opinions.

1 How much research do you do before going on holiday?
2 What kind of souvenirs are you likely to buy?
3 How important is it for you to stay in touch with 'the outside world'?





Lead-in

Write *NEW ZEALAND* vertically on the board. Students are going to make an *acrostic poem*, where the letters in each line of the poem spell out a word or phrase. Illustrate this by writing *wonderful views* (horizontally) for the letter *W*. If students are not very familiar with New Zealand, allow them to do some research on their mobile phones to get ideas. Students compare their poems with a classmate and discuss why they chose the words they did. Round off the exercise in open class by asking a few students to share their poems.

Listening

1 Encourage students to use language of speculation (*might/may*, *maybe/perhaps*, etc) and giving reasons (*due to*, *as a result of*, *because of* + noun) by eliciting a few examples of each to the board.

2 9.1 Ask students to cover the task except for the instructions and title. Elicit some ideas about what Amelia might say about her job. Give students 30 seconds to quickly read the task and make predictions about what kind of information might be missing. Play the recording twice. Go over the answers as a class. Use the **Audioscript** (see below) to investigate any answers that a number of students got wrong. Ask students for their personal reaction to the listening with questions like *What did you learn about working in a hotel? What would you personally find most challenging about being a front desk clerk?*

3 You could challenge students to extend their answers by saying they have to talk about the questions in this **SPEAK** section for at least five minutes without stopping. Set a countdown timer.

AUDIOSCRIPT

Listening Part 2 Sentence completion

9.1

Well, hello everyone. I think most of you know that I recently went to Queenstown for my work placement, um, at the Lake Hotel, and the person I was attached to for the week – my supervisor, if you like – was the front desk clerk. So basically I was learning all about what a typical day for him involved and what kind of skills you needed to do that specific job. I had a choice of three hotels that I could work in for the placement – but I ended up deciding on the Lake Hotel because it isn't really affected by seasonal tourism. A high proportion of its guests are there for conferences and meetings, so it's pretty much fully booked on a continual basis – and I wanted a bit of a challenge.

Ex 2 Q1

Anyway, as soon as I walked into the hotel, I suppose I was struck by how professional everyone seemed. Of course, your room and the hotel facilities are important, but actually, I realised it's the way the hotel staff are presented that you notice first, and in particular, how stylish and neat the uniform looks. I think I'll definitely have to smarten up once I start work for real.

Ex 2 Q2

Well, getting back to the front desk clerk – his name was André, he was Swiss, and he'd been working at the hotel for about three years. He told me that all guests need to feel special: when guests come in, for example, if it's not their first visit and they book frequently, the hotel will have gathered all the relevant information on them so that anyone on the front desk will be able to use their names and – for example – spare them the financial checks. All of their credit card details will be already stored since the first visit.

Ex 2 Q3

I worked from 7 am to 3 pm every day – under André's supervision, of course – and there was honestly a constant stream of people turning up all the time I was at the front desk. Then, of course, other guests would come and request a room move or extend their st

impressed me about André was how he managed to inform every department in the hotel about those changes, almost immediately in fact, no matter how busy he was. There's a daily meeting with management, too, but I didn't go along to that.

Ex 2 Q4

I asked André if he had any advice for me – I mean for when I got my first real job in a hotel. I suppose I was expecting him to give me some tips on dealing with a particularly difficult customer – like an unreasonable complaint, for example – or how to get out of working on the currency exchange desk. But in André's experience, it's the night shift that new employees find most difficult to get used to, so he suggested sticking to doing daytime hours only – provided, of course, that I have a choice. I guess it's up to the manager, isn't it? I spent quite a bit of time giving guests information about things to do in Queenstown – including where to go shopping and buy decent souvenirs – that was more for the groups and older guests. The younger ones were there primarily for the adventure activities – that was the main attraction – and they wanted advice on which companies to book with. So part of my job was to promote some of the more established and reputable operators, and I was fine with that because I'd expected it and got myself prepared.

Ex 2 Q5

Ex 2 Q6

The local restaurants, though, were a different matter. I was surprised that guests were asking me about them because obviously there's one in the hotel and you really want the guests to be eating there. I just had to admit that I'd only just started work – and I'd have to get André to help them. I did ask him later why it would be in the hotel's interest to recommend other places for the guests to eat or visit, even. He said that in order for the hotel's profits to continue to grow, it was essential to keep on building up customer loyalty – and that meant providing the best service possible. I could see what he meant. I suppose a lot of hotels have a similar outlook and philosophy. Well, I would definitely recommend Queenstown if you haven't done your work placement yet. **It wasn't until I began working there that** I realised how huge its hospitality industry actually is

Ex 2 Q7

Ex 2 Q8

Language focus

1–2 ▶ 9.2 Students read the instructions. Have them read 1–3 and see if they can complete any of the information from memory. Then play the audio as many times as necessary for students to complete the sentences. Explain that we use this unusual sentence structure, where we put *What* and *It* at the start of sentences, in order to make particular words or expressions 'stand out'. This is particularly useful in writing, where we can't use intonation to place special emphasis on a part of a sentence. Note that the word *what* here is not functioning as question word but instead as relative pronoun with the meaning of *the thing(s) which*. Individually or in pairs, students change sentences 1–3 to take away the emphasis. Elicit their new versions of sentences to the board.

3–4 Students do the exercise individually and then compare their ideas with a classmate. Then direct them to the **Ready for Grammar** section (see below), where they can check their answers to Exercise 3 by reading the grammar rules and explanations. Note that cleft sentences follow the grammatical principle of *end-focus*. This is a characteristic of English sentence structure where the most important information is placed in the predicate (the part of the sentence after the main verb), e.g. *It's **the night shift** that new employees find most difficult to get used to* (main verb: *to be*). As students do the controlled practice, go around and monitor, providing extra support as necessary. Check answers. Resolve any doubts about how to use this grammar before returning to the unit to do the freer practice exercise.

5–6 Give students time to complete the sentences in Exercise 5 individually. Then put the students in pairs for the **SPEAK** task. In open class, nominate a few students to share their answers with the class. Then give any relevant language feedback you noticed while monitoring. An extension idea would be to put a number of different kinds of people on the board, e.g. *teacher*, *police officer*, *doctor*, *activist*, *celebrity*, etc. Students create short dialogues between one of these people and a journalist who is writing a profile about them. The dialogues should include at least two examples of cleft sentences.

You may wish to use **Swot analysis** on the **Teacher's Resource Centre** to extend the practice at this point.

READY FOR GRAMMAR

9 Creating emphasis

If we want to give particular importance to a person, a thing or a clause in a sentence, we can use these structures: *It is/was ... that ...* or *What ... is/was ...* In each case, the underlined part of the sentence is being emphasised.

***It was** Liam's incredible sense of humour **that** first attracted me to him.*

***What** I find strange **is** (the fact) that he never talks about his father.*

1 *It is/was ... that ...* can be used:

- with *(only) when*, *while* or *not until* to emphasise a (period of) time.
  ***It wasn't until** he took off his hat **that** I recognised him.*
- with *because* to emphasise reasons.
  ***It's because** I'm a chef **that** people never invite me to dinner.*
- to emphasise prepositional phrases.
  ***It was on the radio that** I first heard the news.*
- to emphasise a thing or a person.
  ***It was** Gary **who/that** broke the chair.*

Modal verbs can be used instead of *is* and *was*.

***It might have been** the fish **that** made me feel ill.*

2 *What ... is/was ...* can be used to emphasise:

- a noun.
  ***What** I most wanted to see **was** the Mona Lisa.*
- an action or series of actions.
  ***What** you do then **is (to)** add the flour and stir it in thoroughly.*

All can be used instead of *What* to mean *'the only thing that'*.

***All** I really want **is** a little house in the countryside.*

9 Creating emphasis

Rewrite the sentences, emphasising the part of the sentence which has been underlined. There is an example at the beginning (0).

0 I find it amazing that he can't even fry an egg.
What *I find amazing is that he can't even fry an egg*.

1 How old is she? That's what I'd like to know.
What I'd like to know is how old she is.

2 He lost his job, so he started up his own business.
He lost his job, so what he did was (to) start up his own business.

3 What I enjoyed most about the film was the music.
It was the music (that) I enjoyed most about the film.

4 They got married in June, not July.
It was in June (that) they got married, not July.

5 I didn't recognise him until he took his hat off.
It was only when he took his hat off that I recognised him

6 I only found out she'd moved when I spoke to Jerry.
It wasn't until I spoke to Jerry that I found out she'd moved

7 I don't know what that noise is. I just switched it on, that's all.
All I did was (to) switch it on.

8 He thinks about his precious car and nothing else.
All he (ever) thinks about is his precious car.

Go back to page 133.

MELAL LANGUAGE INSTITUTE





Language focus Creating emphasis

1 9.2 **Listen to these three extracts from the Listening task and write the missing words in each gap.**

1 What really impressed me about André was how he managed to inform every department in the hotel about those changes.
2 It's the night shift that new employees find most difficult to get used to.
3 It wasn't until I began working there that I realised how huge its hospitality industry actually is.

2 **The words you wrote in Exercise 1 are given emphasis by the use of *What* and *It*. Look at the example and then write sentences 1–3 without emphasis.**

What I really loved about the hotel was the infinity pool. **It** was where I spent most afternoons.

I really loved the infinity pool in the hotel. I spent most afternoons there.

1 I was really impressed by how André managed to inform every department in the hotel about those changes.
2 New employees find the night shift the most difficult to get used to.
3 I didn't realise how huge its hospitality industry is until I began working there.

3 **Here are some other ways of creating emphasis. Read the examples and complete each of the explanations with an option from the box.**

a moment in time an action or series of actions a noun
a prepositional phrase 'the only thing that'

1 *What* can be used to emphasise an action or series of actions:
I couldn't find my key, so ...
what I did was (to) *try and climb in through the window, but ...*
what happened was (that) *a passer-by saw me and phoned the police.*
or a noun:
What I need is *a cup of strong, black coffee.*
2 *All* can be used instead of *What*, meaning 'the only thing that':
Don't make a fuss. ***All I did was (to)*** *spill some milk.*
He's so boring. ***All he (ever) talks about is*** *football.*
3 *It* can be used to emphasise a prepositional phrase:
It was in France*, not their native England,* ***that*** *they first became famous.*
or with *when* to emphasise a moment in time:
It was only when I got home that *I realised someone had stolen my wallet.*

4 **Go to Ready for Grammar on page 232 for further rules, explanations and practice.**

5 **Complete these sentences so that they are true for you.**

1 What worries me is ...
2 What I like ***most/least*** about ***school/my job*** is ...
3 What I'd like to know about _____ is ...
4 It was in _____ that I ...
5 I didn't enjoy _____ lessons at school. All we ever did was ...

6 **SPEAK** **Work in pairs. Compare and discuss your sentences from Exercise 5.**

Speaking Part 2 Long turn

Don't forget!

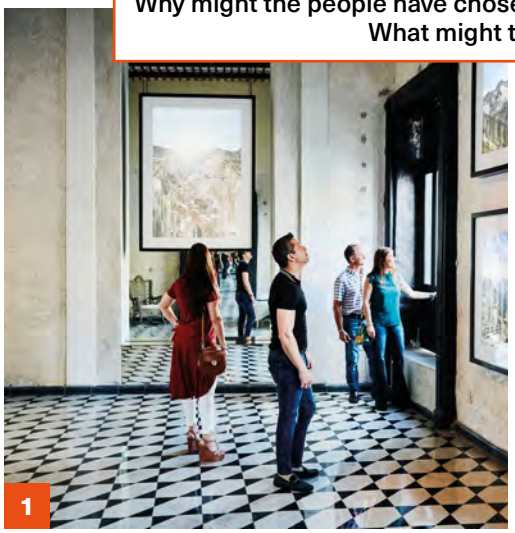
- You only have a minute to speak, so start to talk about the pictures as quickly as possible.
- Use your imagination, and remember the examiner is only assessing you on language ability – not whether your ideas are similar to theirs.

1 **Look at pictures 1–3. They show people spending time in different places.**

Student A: Compare **two** of the pictures and say why the people might have chosen to spend time in these places, and what they might do next.

Student B: When your partner has finished talking, say who you think is most likely to return to the same place.

Why might the people have chosen to spend time in these places? What might they do next?


1


2


3

Useful language

Speculating about people's reasons

Use the sentence starters (1–4) and endings from the box to practise speculating about the pictures.

1 *They may simply have wanted to ...*
2 *Perhaps they went here because they hoped to ...*
3 *If someone else had recommended it to them, maybe they chose this place so they could ...*
4 *They might have thought it was the kind of place where they could ...*

get out of the rain for a bit.	*spend some quality time together.*
have everything organised for them.	*go somewhere relatively cheap.*
do some kind of research.	*unwind and do nothing for a bit.*
experience the local culture.	*have a laugh and learn something at the same time.*

Lead-in

Books closed. Put the two sentences from the Speaking Part 2 task on the board: *Why might the people have chosen to spend time in these places? What might they do next?* Show students a series of pictures of people on holiday. To personalise the task, you could use photos from your own holidays if you feel comfortable doing so. In open class, elicit ideas about each picture. Make note of any good language used for speculating about people's reasons for doing things. If you have chosen to use personal pictures, finish the task by sharing a bit of information about your holiday, confirming any of the students' ideas that turned out to be correct. Then board the language you recorded related to speculating. Elicit more examples to the board.

Speaking

1 Books open. Focus students on the **Useful language** box. Organise students into pairs and ask them to use the expressions in the box (and those elicited to the board earlier) to speculate about the pictures. Refer students to the **Don't forget!** box. If you would like to use this Speaking Part 2 task as exam practice, form groups of three and assign one student the role of the examiner. See TB119 for a script that could be adapted to the topic of this Speaking Part 2. This script could be displayed on the board or put on a handout for the student in the role of the examiner to read. Tell the examiners to keep the time (1 minute for each set of pictures; 30 seconds for the follow-up questions) but hide the timer from the candidates.

Extra activity

Ask students to collect pictures from newspapers, magazines or the internet and bring them to class. Set a minimum number of, say, five pictures per student. The pictures should include people doing some sort of activity. In class, spread out all the pictures on a table or the floor. Ask students to identify thematic connections between the pictures and then group them into sets of three. Put students into groups of three or four and let each group choose a set of images. Explain that they are going to create their own Speaking Part 2 Task. First tell them to have a look at a few other Long turn tasks in *Ready for C1 Advanced* to get a feeling for the sort of questions asked in this part of the exam. Elicit that the questions nearly always start with *What*, *Why* and *How*. The modal verb *might* is also very common, e.g. *Why might the people …?* In their groups, students write questions for their pictures. Monitor and provide support. Remind them also to write a follow-up question for the second 'candidate' to answer about their partner's pictures. The groups then exchange their pictures and questions, and they do the tasks. The tasks are passed around the class until students have had a chance to try out a number of their classmates' Speaking Part 2 tasks. Round off the exercise by asking students to comment on which tasks they found easier or harder to talk about and why.

Teaching tip

Sometimes official speaking examiners have trouble understanding candidates not because of their English but because they do not speak loudly and clearly enough. If you think this might be a problem for your students, consider giving them practice with projecting their voices. If there is space, give students a speaking task but have them sit much further away from each other than they normally would. Another idea would be for students to take turns standing on one side of the room and talking about a topic of their choice for one minute while the rest of the students stand at the other side of the room. They listen carefully and ask questions based on the content of each short talk.

2 While students do the task, circulate and make note of successful and less success examples of speculating, which can be put up on the board and discussed during a feedback stage. If there is time, have the students repeat the task with a new student in the role of the examiner. You could also regroup students. This will give them the chance to work with other members of the class.

Word formation

1–2 Books closed. The more times students return to a text and do something different with it the better. Ask students to come up with a list of words or phrases related to hotels, e.g. *front desk clerk*, *luggage*, *room key*, etc. Play audio track 9.1 once. Students listen and tick off the words or phrases on their lists and add any new ones they hear. Books open. Students do Exercise 1 and check their answers in the **Audioscript** on pages 245–246 (see TB132). Alternatively, you could elicit the answers to the board in open class.

3 This exercise illustrates how knowledge and awareness of collocation is important for identifying the correct form of the stem words in a Reading and Use of English Part 3 task. After checking the answers, consider eliciting the word stress of some of the longer words, e.g. *respectable* /rɪˈspektəbl/. You could also point out that *colour* is spelled *color* in the USA and then elicit other words that can be spelled differently: *centre/center*, *travelling/traveling*, etc. To extend the exercise, ask students to make sentences that are true about themselves containing the collocations from the exercise and then discuss them with a classmate.

Teaching tip

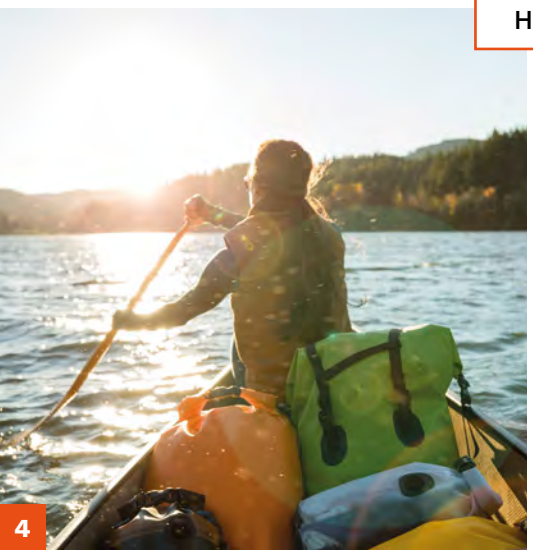
Include pronunciation in every lesson. One of the five subscales that students receive a mark for on the *C1 Advanced* speaking paper is pronunciation, which is one reason why there is a section at the end of every unit of *Ready for C1 Advanced* that gives students practice with a specific feature of pronunciation. In class, look for opportunities to focus on pronunciation in other parts of the unit. For example, when working on a word formation exercise, check that students not only know how to spell but also pronounce all the words correctly. When students are doing a **SPEAK** task, note down commonly mispronounced words to board and drill later during a feedback stage. When you put new vocabulary on the board, mark the word stress and underline any silent letters. When you identify an individual vowel or consonant sound that your students have trouble producing, set aside a bit of class time to discuss how exactly the sound is articulated, and then give students practice saying words that contain the target sound.

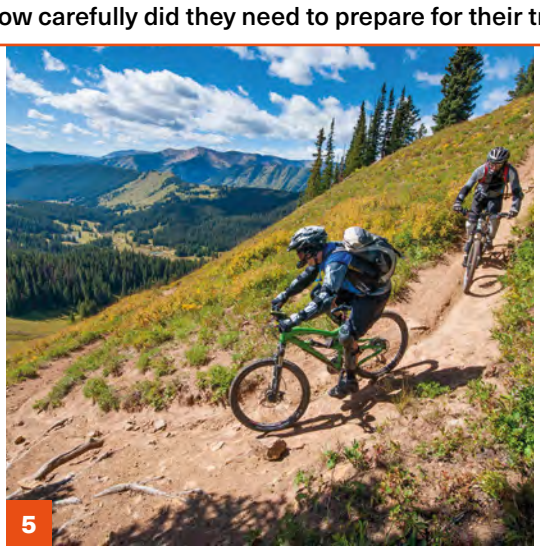
Teaching tip

For both teachers and students, Reading and Use of English Parts 1–3 are not always the most exciting part of the *C1 Advanced* exam to practise in class. In consequence, sometimes it's a good idea to leave exam conditions aside and try to make these tasks a bit more kinaesthetic. For example, you could make a Part 3 Word formation task a bit more dynamic in the following way: start by choosing a task, perhaps from a review section of *Ready for C1 Advanced*, and then put a few copies of it on one wall of the classroom. On the wall opposite, put up eight cards, each of which contain all derivatives of one of the missing words. Students do the task standing up. They are free to walk across the room to look at the cards if they need help forming a particular word or want to check their spelling.

Sit down with another teacher one day and try to think of other ways of getting students out of their seats during Reading and Use of English tasks – or ways to add an element of fun, teamwork or competition. Apart from your own imagination, the internet is also a great source of ideas!

Why might the people have decided to travel this way?
How carefully did they need to prepare for their trip?


4


5


6

2 Now change roles. Look at pictures 4–6. They show people travelling in different situations.

Student A: Compare **two** of the pictures and say why the people might have decided to travel this way, and how carefully they needed to prepare for their trip.

Student B: When your partner has finished talking about the pictures, say which trip you think would be most memorable.

Word formation Alternatives from the same prompt word

1 Complete these extracts from the Listening. The missing words are both formed from the same root, *supervise*.

1 ... the person I was attached to for the week – my supervisor, if you like – was the front desk clerk.

2 I worked from 7 am to 3 pm every day – under André's supervision, of course ...

2 Check your answers in the Audioscript on pages 245–246.

3 Underline the appropriate alternative in the following sentences. Each alternative is formed from the same prompt word given in capitals at the end of the sentence. Pay attention to the words in bold – these words are collocates of the correct alternative.

0 First prize is the not *inconsiderate* / *inconsiderable* **sum** of £50,0000. **CONSIDER**

1 In my opinion, *The Lord of the Rings* is one of those *timeless* / *untimely* **classics** that all young people should read. **TIME**

2 I grew up in England, but Spain has become my *adopted* / *adoptive* **country**. **ADOPT**

3 **Appearances** can be very *deceitful* / *deceptive*. **DECEIVE**

4 He produced a wealth of *supporting* / *supportive* **evidence** to prove his claim. **SUPPORT**

5 Police have refused to **reveal the** *identification* / *identity* of the man detained in connection with the murder. **IDENTIFY**

6 When I arrived for my appointment, I was shown into the doctor's *consulting* / *consultative* **room**. **CONSULT**

7 Millions of innocent civilians **suffered great** *hardness* / *hardship* as a result of the war. **HARD**

8 He's retired and now works for the company **in an** *advisory* / *advisable* **capacity**. **ADVISE**

9 The gardens contain a wealth of plants and flowers **of every** *imaginary* / *imaginable* / *imaginative* **colour**. **IMAGINE**

10 My two brothers, Pat and Eric, were both given heavy prison sentences **for their** *respectable* / *respective* / *respectful* **crimes**. **RESPECT**

4

activists: These are people who fight, campaign or protest to achieve social or political change. They might be connected to the tourism industry if they believe local people or the environment are being harmed or exploited.

conservation groups: They might be concerned about the impact of tourism on local wildlife or the environment (the oceans, coasts, forests, etc.).

contractors: These are people or companies who are given a contract and paid a fixed price to perform a service or job, especially in the construction industry. A contractor might be paid to build a swimming pool or to install air conditioning, etc.

developers: These are people or a company who buy land in order to construct new buildings. A developer might be connected to the tourism industry because they want to build a hotel, a resort or other facilities for tourists.

policymakers: They could be involved in tourism when they decide when and where hotels or tourist facilities are allowed to be built, who can be employed there, what their working conditions should be, etc.

researchers: They might be connected to the tourism industry if they are analysing trends in tourism or looking at the effect of tourism on local habits, economies or cultures.

residents: These are the people that live in a particular area. They might be affected positively by tourism if jobs are created for them. They might be affected negatively if their environment is destroyed, if local prices go up, or if jobs are only given to foreigners.

Writing Part 1 Essay

1 SPEAK Work in small groups. Discuss the following questions.

1 Where are the main tourist destinations in your country? Why do tourists go there?

2 In what ways has tourism benefited your country or region? In what ways has it had a negative effect?

2 Complete the sentences with a word from the box. There is one word you do not need.

community cultural employment endangered environmental living mass traditional unregulated urban waste

1 The **tourism industry** is unregulated, which means that neither local people nor tourists are protected by the law.

2 Mass **tourism** does not exist here; people come in small numbers to get away from it all and have a quiet time.

3 Certain **species** have become endangered due to the destruction of their habitat by the development of tourist resorts.

4 Tourism provides many employment **opportunities** for young people looking for work.

5 Some areas of natural beauty have been destroyed by urban **sprawl**, as uncontrolled development encroaches upon the surrounding countryside.

6 Our environmental **legislation** generally protects our air and water quality.

7 Living **standards** have improved for people residing in popular tourist areas, where the income from tourism has been reinvested in improving amenities for residents.

8 The development of hotels and holiday homes in some regions has caused community **displacement**, with local people being forced to move out of their homes.

9 Waste **material** from hotels and resorts creates more landfill in the surrounding area.

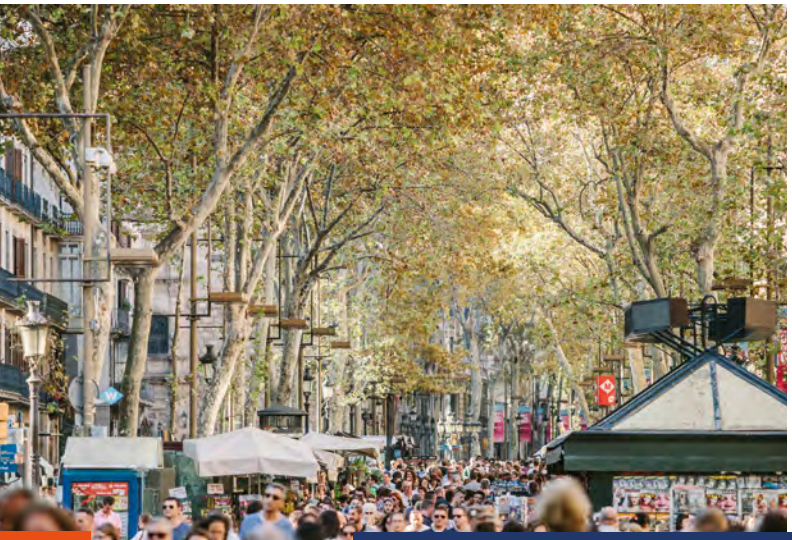
10 Foreigners sometimes violate cultural **taboos** without realising it, for example, when they enter places they are not supposed to visit.

3 SPEAK Work in pairs. Choose two or three statements in Exercise 2 which are true for your country. Talk about them in further detail.

4 In what way might these people or groups be connected to the tourism industry?

activists conservation groups contractors developers policymakers researchers residents ~~stakeholders~~

A stakeholder is a person, group or organisation that has an interest in, or will be affected by, the process or outcome of a project. So if a new resort is being built in a mountain village, the stakeholders will be the people who already live there, the people who are investing in the new resort, people who might later be employed in the resort, and so on.





Writing

1 Books closed. Lead-in into the topic by writing *main tourist destinations in* (*students' city or country*) on the board. Hand out five board pens. Students go up to the board, write one example and then give their pen to another student in class. When the board is looking quite full, pair up students and ask them to describe why tourists like to visit these places. In open class, elicit and discuss some of their ideas. Books open. Ask students to discuss the second question in Exercise 1 and try to think of specific examples using the tourist destinations on the board. Nominate a few students to share their ideas with the rest of the class.

2–3 This exercise is meant to expose students to a range of useful collocations related to the topic of tourism. Remind students that including this kind of advanced level lexis in their writing will help them get a good mark for language on the marking criteria. After checking the answers, clarify the meaning of the collocations as necessary. Then allow time for students to record some of the new collocations in their vocabulary notebooks. Encourage them to create a new section for the theme of tourism, if they haven't done so already. You may also want to elicit the word stress of some of the longer words, e.g. *unregulated* /ˌʌnˈregjuleɪtɪd/. Note that students from some language backgrounds might have trouble pronouncing *sprawl* /sprɔːl/ and *displacement* /dɪsˈpleɪsmənt/ because they contain clusters of three consonants. To model the **SPEAK** task, you could talk briefly about how true one of the statements is in the country where you grew up. As they discuss the statements, circulate and make note of examples of successful and less successful usage to write up on the board later and discuss during brief feedback.

4 One variation would be to ask students to close their books and to dictate the words in the box. Students open their books to check their spelling. You could then discuss the people or groups in open class or have students discuss them in pairs followed by open class feedback.

Teaching tip

When approaching the writing on the *C1 Advanced*, warn students against doing any of the following:

- Trying to reproduce a piece of writing that they have done in class on a similar topic. To do well, students will have to fully address the specific task in the exam. Candidates are very unlikely to meet the exact requirements with a pre-learnt answer.
- Counting words. The official handbook from the examination board clearly states that candidates will NOT lose points for being slightly over or under the suggested word limit. For students' own reassurance, it may be a good idea for them to know what 220–260 words in their handwriting on a page looks like.
- Making fair copies. The time allowed for the writing paper is designed to give candidates enough time to make short plans and write two full responses, but most certainly NOT designed to provide them with enough time to write more than one draft.

Extra activity

Here are a couple of ideas for helping students write better paragraphs:

- Choose a paragraph from a sample answer. Make sure it demonstrates good use of topic sentences, linking words and phrases, referencing with pronouns, etc. Cut up the paragraphs into individual sentences and ask students to put them back in the right order. Alternatively, you could display the sentences out of order using a projector. Once students have reconstructed the paragraph, ask them to reflect on what helped them know what order to put the sentences in. This helps students develop awareness of how sentences within a paragraph build on and support the main idea introduced in the topic sentence.
- Choose a sample answer from the **Ready for Writing** section or the **Answer key** that includes well-written, well-organised paragraphs. Type out the sample answer but add one or more extra sentences into each paragraph that is somewhat related but clearly off-topic. Ask students to read the sample answer and cross out the off-topic sentences. This calls attention to the importance of a focus for each paragraph and avoiding paragraphs that are a merely collection of vaguely related ideas.

5 Books closed. Tell students you are writing a blog post called *Five top tips for writing a great C1 essay* and you would like their help. Put students into pairs or small groups and ask them to think of advice. To get them started, you could write some key words on the board, e.g. *organisation*, *register*, *language accuracy/range*, *task instructions*, *planning*, etc. Conduct open class feedback. As a class, agree on five of the best tips to include in the blog post. Books open. Refer students to the **Don't forget!** box. Give an example of a sentence with an emotional tone, e.g. *Tourists leave rubbish all over the beach and couldn't care less about the local people who actually have to live there*. Ask students how you could express the same idea in a more objective tone. Focus students on the **How to go about it** box. Remind them that while it's true that careful planning takes time, it can often make the writing itself go faster. If you have already planned what you want to say, you can focus on how to express your ideas in your best English, without having to stop and think about what to say next. Allow students time to plan their essays. Monitor and provide support. The final writing can be set as homework, but at this point in the course you should consider doing a few timed writings in class. It is much easier to simulate exam conditions in class than at home.

Sample answer

We all know how important can be tourism for any region. Sometimes it's the only source of money, the real motor of the economy. Anyway, it does not always have only a positive impact. Very often the first victim is the environment. Big hotels, commercial centres and others attractions do not always respect what there was around before. Very often the money is more important than the nature that never complains. Consequently, it's time to make us a question: Is it possible to make tourism sustainable? What shall we do to avoid destruction of the environment? I think that there are some solucions for this problem: First of all the local government must be very sensitive to all kind of abuse that might bring a development of such tourist resorts. It must control all kind of permissions related to construction, because if buildings are attractive a good type of tourists will visit the country. Moreover, the local government should try to achieve employment for local people, It should be one of the most important points of any agreement with any company. If a hotel needs a guide they should have one from the local people. They should also enthuse local people to work in traditional restaurants where the tourists can eat typical food. I think that sustainable tourism is possible. The question is if we have people good enough to provide it. I hope so, because if not, we might be very sorrow and it could be too late to turn things around.253 words

Examiner comments

Content: The writer addresses the main points successfully. Good realisation of task.

Communicative achievement: Register is consistently semi-formal. The use of direct questions would engage the reader, and the reader would have a clear idea of the writer's opinion.

Organisation: Paragraphing and linking devices have been used effectively. Clear introduction and conclusion.

Language: The number of errors shows a lack of control, e.g. incorrect word order – *important can be tourism*; use of pronoun instead of adjective – *others attractions*; awkward constructions – *the nature that never complains*; and word formation – *enthuse*, *very sorrow*. However, none of the errors obscures communication. The writer also uses vocabulary related to the theme – *source of money*, *real motor of the economy*, *victim*, *abuse*, *resorts*, *guide*.

Mark: Pass

5 Do the Part 1 task below. Before you write your essay, read the *Don't forget!* and *How to go about it* boxes.

Your class has viewed a documentary on ways that sustainable tourism might be achieved. You have made the notes below:

Ways that sustainable tourism might be achieved

- providing employment
- protecting local culture
- preserving the environment

Some opinions expressed in the documentary:

'Local people must benefit financially from tourism.'

'All too often, tourists have no idea how their behaviour affects local people.'

'Natural resources like the local water supply often suffer when resorts are created.'

Write an essay for your tutor discussing two of the ways in your notes. You should explain which way is most likely to benefit both the host country and the tourists, giving reasons in support of your answer.

You may, if you wish, make use of the opinions expressed in the documentary, but you should use your own words as far as possible.

Write your essay in 220–260 words in an appropriate style.

Don't forget!

This is an academic piece of writing, and the target reader is a tutor; the register should be formal and your tone should be objective, not emotional, even if you feel strongly about some of the issues you mention.

How to go about it

Planning

- Choose two of the ways that sustainable tourism might be achieved. Then look at the 'opinions expressed in the documentary'. Do they provide you with any further information or ideas? Now write down two or three specific examples for each way, e.g. providing employment:
  1. *Property developers should be legally obliged to hire builders from the region; this would benefit not only the individual builders but also the families that depend on them.*
  2. *Resorts could support the local economy by selling locally sourced crafts, rather than imported products.*
- Plan an introduction: think about an opening statement that will grab the reader's attention, then a sentence with your definition of sustainable tourism, with a final sentence that indicates the purpose of the essay.
- Remember to choose one way that you think is likely to benefit both the host country and tourists; you can describe it in either the second or third paragraph, but you must use language that clearly shows that this is the way you believe is the most mutually beneficial.
- Decide which of the language from Exercises 1 and 2 on page 131 you could use in your essay.

For more information on writing essays, see page 192.

Listening Part 3 Multiple choice

1 **SPEAK** What are the pros and cons of using the following means of transport? Think in terms of cost, convenience and comfort.

bicycle bus ferry plane private car train

2 **9.3** You will hear part of an interview in which two road safety experts called Gemma Wiley and Brian Norton are talking about driving behaviour. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

1 What point does Gemma make about the term 'road rage'?
- (A) It might mean different things to different people.
- B It should refer to any action designed to scare other drivers.
- C It suggests that bad driving is purely a modern phenomenon.
- D It is often used by people who are poor drivers themselves.

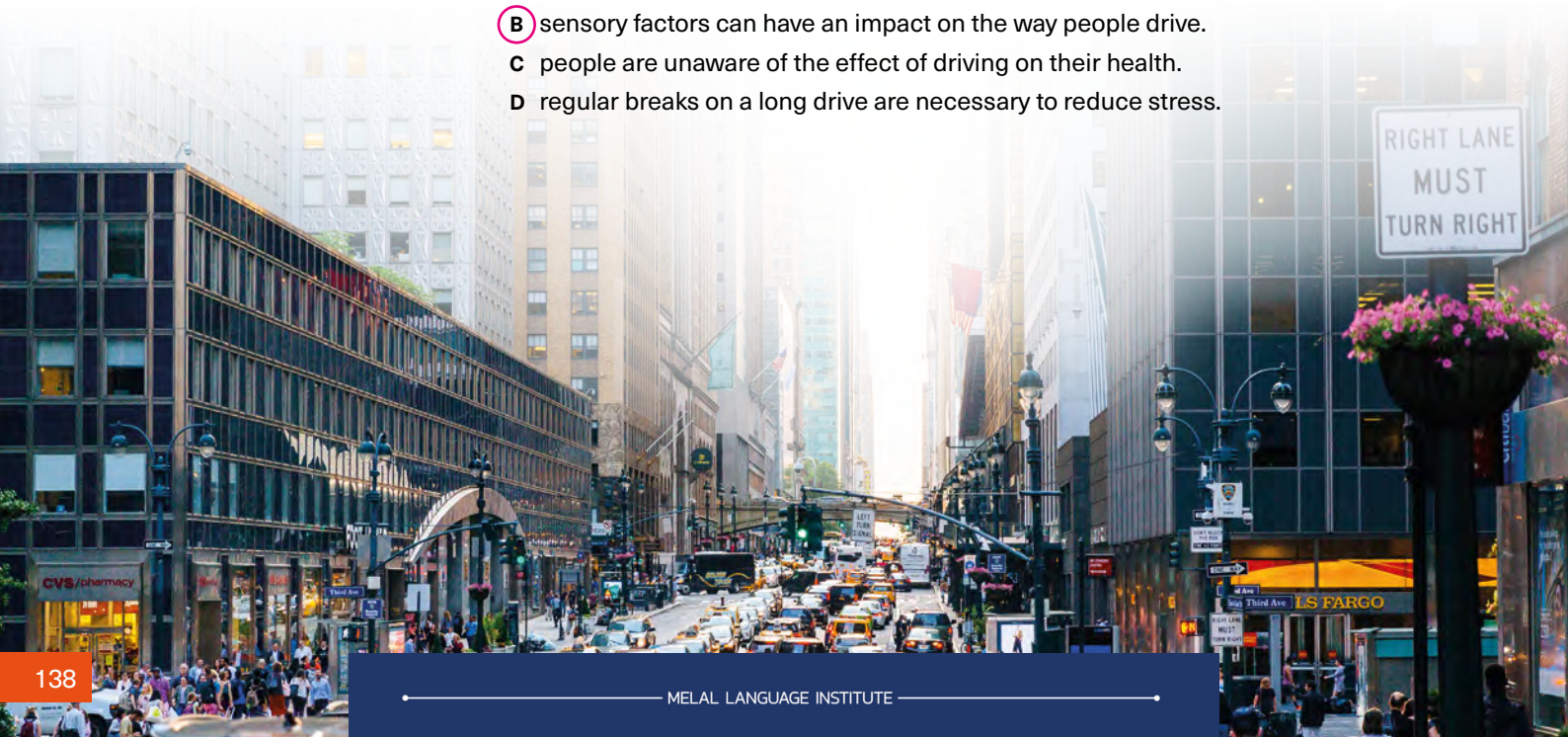
2 Brian says some drivers become aggressive when they think other people are
- A acting in a clearly disrespectful way towards them.
- B deliberately ignoring the rules of the road.
- (C) preventing them from arriving somewhere on time.
- D showing no awareness of other vehicles.

3 Brian is concerned that drivers experiencing 'revenge rage' may
- (A) become increasingly distracted during their trip.
- B misidentify the person they are annoyed with.
- C damage another car without hesitation.
- D suffer from a sense of helplessness.

4 Gemma posted an article about 'revenge ragers' in order to
- A criticise parents for modelling bad driving behaviour.
- B encourage young men to drive much more responsibly.
- C highlight ongoing discrimination against female drivers.
- (D) contradict views commonly expressed on the internet.

5 Gemma and Brian both think that more people would use buses if
- A fares were subsidised by local authorities.
- (B) routes were redesigned to suit their needs.
- C payment options became more flexible.
- D services ran according to the timetable.

6 When talking about the psychologist's experiment, Brian explains that
- A people familiar with rural roads take few risks with driving.
- (B) sensory factors can have an impact on the way people drive.
- C people are unaware of the effect of driving on their health.
- D regular breaks on a long drive are necessary to reduce stress.



Listening

1 Students carry out the **SPEAK** task in pairs or small groups. Elicit the difference between *convenience* and *comfort*. Alternatively, you could assign a different means of transport to each pair or small group, who later have to present their ideas about potential pros and cons to the class. This would be a good time to revisit the gradable adjectives from **Ready for Grammar** page 214, e.g. *really/very/quite comfortable*. During feedback, board any interesting language that comes up during the task.

2 ▶ **9.3** Remind students to focus on the questions and underline key words. Set a short time limit. (In the official exam, candidates have only 70 seconds.) Play the audio twice and check answers. Encourage students to consult the **Audioscript** (see below) to investigate any wrong answers. You could finish by asking the students if road rage is a problem in their country.

AUDIOSCRIPT

Listening Part 3 Multiple choice

▶ **9.3**

I = Interviewer G = Gemma Wiley

B = Brian Norton

I: Hello, everyone. Today I'm talking to road safety experts, Gemma Wiley and Brian Norton, about driving behaviour. Gemma, I think we first heard the term 'road rage' back in the 1990s.

G: It's certainly a term the media employ. It was an American radio station that first coined it – they were alluding to violent incidents on the freeway … people tailgating, using really offensive language, threatening physical injury. But that's not necessarily the case today. The definition's got a lot looser. So when we hear a radio report about this kind of incident, there may be *some* listeners who assume someone's just got a bit annoyed, whereas in fact, their behaviour behind the wheel may have caused actual harm. That's the way I see it.

Ex 2 Q1

I: Fair enough. So, Brian, why do some drivers become so aggressive?

B: Well, *in* their car, they feel a false sense of security. They're in their own little world, deceiving themselves that they're in control. But this contrasts with events happening outside the car that they have absolutely no say over. For instance, most people set a deadline for their road journey, and if the car or truck in front appears to be holding them up, they lose their temper. Of course the other driver might feel equally frustrated he's stuck in a jam – but isn't going to resort to breaking the law by zipping through traffic – or having a go at someone else.

Ex 2 Q2

I: I've also come across the phrase 'revenge rage'. How is that different?

B: Well, with revenge rage, a driver experiencing this will get worked up inside, but just think nasty thoughts about other road users, without acting upon them. They'll imagine pursuing someone who's just cut them up and forcing them off the road. The problem is they get so caught up in their visions of revenge that they begin to lose focus on the essential task of driving safely. And it gets worse as they continue towards their destination. So yeah, they could well be putting other innocent motorists at risk as a result.

Ex 2 Q3

I: Gemma, who are these so-called 'revenge ragers'?

G: I actually posted an article about this recently. The thing is, judging by the comments I come across on social media, people assume it's 18- to 25-year-old males that get worked up the most. I really wanted to put that notion to rest. Because, according to research, those people who merely fantasise about violent acts, they're evenly spread across the age groups and between the sexes. Women are just as likely as men to sit there seething or cursing under their breath. The common factor with revenge ragers is that they're low-mileage motorists … rarely going anywhere beyond a thirty-mile radius of their homes.

Ex 2 Q4

I: So is traveling by bus a more sensible option?

G: Not necessarily, because passengers might still be stuck in a jam – and feel irate about it. It really comes down to reducing the number of cars on the road, and for that to happen, bus travel has to be more attractive. What puts people off using the bus is that it'll finally turn up, and rather than going the most direct way into the city, it'll head off in a different direction altogether. Passengers find that infuriating. And once they get off, it's still a long walk to the office. Until that's sorted out, we're unlikely to see an uptake in bus use. Research suggests that'd make the biggest difference, rather than say, a cheaper ride.

Ex 2 Q5

B: Yes, urban planning departments must look at existing bus lanes, and think, are these actually taking users where they need to go? And if not, invest some time and money into making them work. Things won't change overnight … you'll still have delays and congestion, but things'll improve eventually.

I: In the meantime, how can drivers keep calm?

B: You know, if I remember rightly, this psychologist did this experiment … he gave a group of drivers prone to stress a kit containing a piece of turf and a spray of grass scent. And then, when they started feeling uptight, they had to park their car, take off their socks and shoes, and stand on their bit of grass. And what do you know – their heart rate and blood pressure went down immediately. So from that, you'd expect a higher proportion of calm drivers in the country. But the psychologist said it was a combination of things. So silence in the car, a nice smell, and what you can feel – they all help with relaxation. And I guess, being chilled out has to have a positive influence on our driving habits.

Ex 2 Q6

Lead-in

It would be ideal to do this **Vocabulary** section on the same day as the listening, as they are thematically linked. However, if you are starting a new lesson with this section, you could lead into the topic with the following idea. Put students in pairs. Display the situations below one by one with a projector or put them on individual cards. In pairs or small groups, students rank how angry they would be in each situation from 1–10 (1, not angry at all; 10, furious) and explain why. Round off the task with brief open class feedback.

- You are driving your car. Suddenly, another car cuts you up and you have to slam on the breaks to stop from crashing into it.
- You arrange to meet up for lunch with a friend at a restaurant. But they never come and don't answer your messages. Later your friend tells you that they completely forgot.
- You have been waiting in line for an hour at a government office. Then you notice that all the employees are leaving for their lunch break.
- You love video games. One day you come home and see that your dog has chewed the cable off your consul.
- You are trying to study for an English exam. Your sibling, flatmate or partner won't stop asking you questions about something unimportant.

Vocabulary

1 Books open. In open class, elicit which two expressions are more informal. Then give students a few minutes to discuss the difference between the expressions. Allow them to research the collocations in dictionaries. Conduct brief open class feedback. Encourage students to start a new page in their vocabulary notebooks for the theme of *anger*.

2–3 Students do the exercises individually and then check their answers with a classmate. Fast finishers could choose a few of the sentences and change the details to make the sentences true for them. Go over the answers as a class and clarify the meaning of the expressions as needed. Check the pronunciation of *irate* /aɪˈreɪt/. Tell the class you are going to give them a quick quiz. Give them a minute to study the collocations. Books closed. Explain that you are going say five of the words from the boxes in Exercises 2 and 3; they have to write down the full collocations in their notebooks. Finish by allowing students to open their books and check their answers.

4 Model this **SPEAK** task by talking briefly about something that makes you angry. This will hopefully make students feel more comfortable discussing the topic. Students do the **SPEAK** task small groups. Ask a student from each group to share their ideas with the class.

Extra activity

Return to these collocations later in the course with the following task. For half the collocations in the **Vocabulary** section create non-collocations: **get up your* nerves or **get berserk*. Put the students in pairs. Explain that they are going to do a *collocations auction*. Some items are real, some are fake. Form pairs. Each pair has $10,000 to bid. Display or hand out a list of the 14 collocations from page 139 including the seven non-collocations. When running the auction, try to sell off the non-collocations with the same enthusiasm as the real ones. At the end, students open their books and check which collocations were incorrect.

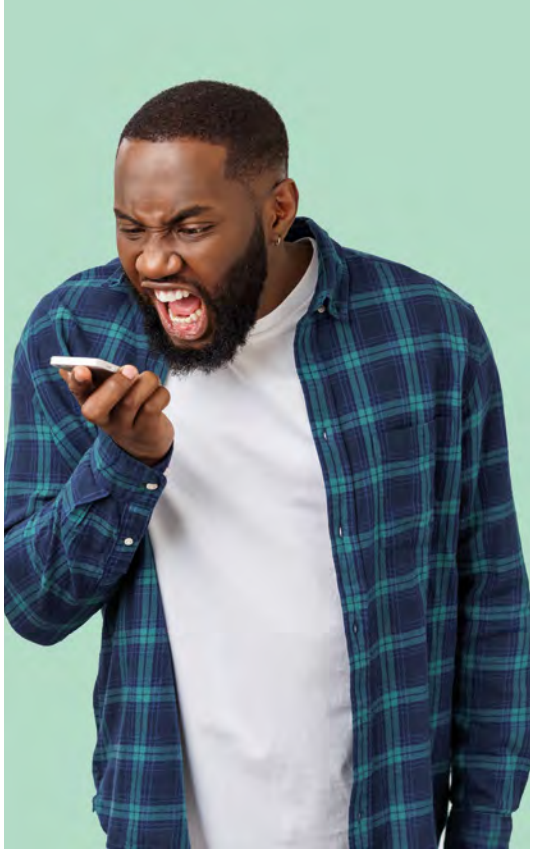
Teaching tip

When teaching new vocabulary, it would be good to keep in mind the following key principles from research into memory:

- *Repetition*: The more times we meet a word or phrase in a meaningful context, the more likely we are to remember it.
- *Retrieval*: The act of retrieving a word or phrase from memory makes it more likely that we will remember it later.
- *Spacing*: It is better to space out memory-related work over a period of time rather than concentrating it all into a single block.

There is a convincing, research-based argument to be made for regular revision in the second language classroom.







Vocabulary Anger

1 **The following expressions were used in the Listening to talk about people getting angry. Which two are more informal?**

become irate | get on your nerves | get worked up | lose your temper

2 **Complete the sentences with an adjective from the box. The words in bold are common collocates of the adjectives.**

berserk | cross | heated | irate | seething

1 They had a rather ___heated___ **argument** about the impact of air travel on climate change.
2 The waitress was attempting to calm an extremely ___irate___ **customer** who was complaining loudly about his bill.
3 I often feel a bit ___cross___ **with people** who never leave a tip.
4 Her face showed no emotion, but inwardly she was absolutely ___seething___ **with anger and indignation**.
5 He **went** completely ___berserk___, shaking his fist at me and screaming blue murder.

3 **Complete the sentences with a noun from the box.**

handle | outburst | steam | temper | tantrum

1 My sister is extremely irritable – she'll **fly off the** ___handle___ at the slightest thing.
2 I know it's a stressful situation, but try not to **lose your** ___temper___ in front of everyone.
3 I was taken aback by her **sudden** ___outburst___ **of temper**.
4 I was furious; I had to go for a long walk to **let off** ___steam___.
5 If my toddler doesn't get what she wants, she **throws a** ___tantrum___, stamping her feet and screaming her head off.

4 **SPEAK** **Work in small groups. Discuss the following questions.**

1 What sort of things make you angry?
2 What do you do when you lose your temper?
3 What do you do to calm down?

9 REVIEW

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

ANGER

Any **(0)** *PSYCHOLOGIST* will tell you that it's normal to feel angry from time to time, and that anger can even be a force for good when expressed **(1)** constructively However, when a person finds that their temper is becoming **(2)** uncontrollable , and that they are triggered by the slightest **(3)** inconvenience(s) , then it is time to seek help. A starting point is helping easily-angered people to recognise that their **(4)** expectations of others may simply not be realistic. For example, it can be all too easy to make the **(5)** assumption that a colleague is constantly late to work because they can't be bothered to set their alarm. It may actually be the case that an issue with a family member has suddenly **(6)** arisen , and that they feel obliged to take responsibility for this. By speaking **(7)** respectfully to colleagues and communicating in a more effective way about **(8)** problematic situations, people may find that their working relationships improve, and that their feelings of anger subside.

PSYCHOLOGY

CONSTRUCT
CONTROL
COVENIENT
EXPECT

ASSUME

RISE

RESPECT
PROBLEM

Vocabulary

1 In A and B, form expressions by matching each of the beginnings (1–6) with an appropriate ending (a–f).

A Tourism

1	provide employment	a	the environment
2	improve living	b	tourism
3	violate cultural	c	an industry
4	achieve sustainable	d	standards
5	preserve	e	taboos
6	regulate	f	opportunities

B Anger

1	go	a	off steam
2	fly	b	a tantrum
3	let	c	on your nerves
4	throw	d	berserk
5	get	e	off the handle

2 Complete sentences 1–6 using the expressions in Exercise 1. You may need to change some of the words. You may need to write more than one word in each gap.

1 I have a large cushion at work, which I punch every time I need to let off steam .
2 All I did was ask him why he was being so unreasonable and he went absolutely berserk .
3 If the adventure tourism industry is not more strictly regulated , further accidents are inevitable.
4 We need restrictions on fishing in this area if sustainable tourism is to be achieved ; otherwise there'll be no fish left for visitors to catch.
5 Rather like a small child who throws a tantrum , she will shout and stamp her feet if she doesn't get her own way.
6 The creation of a new wildlife park should provide many employment opportunities for local people looking for work.

Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 It was only when Paul got angry that I realised something serious had happened.
UNTIL
It was not/wasn't until Paul lost his temper that I realised something serious had happened.

2 Strangely enough, we only experienced problems when the weather improved.
RAN
Strangely enough, it was only when the weather got better that we ran into problems.

3 When it was time to pay for the drinks, we realised that no-one had a wallet with them.
NONE
When it was time to pay for the drinks, it turned out that none of us had brought a wallet.

4 During our holiday, we just sat on the beach all day.
DID
During our holiday, all we did was (to) sit on the beach the whole day.

5 We probably won't leave to go to the airport until midday.
LIKELY
We are not likely / unlikely to set off for the airport until midday.

6 I am convinced that Mark intended to disrupt the meeting.
MIND
There is no doubt in my mind that Mark set out to disrupt the meeting.

Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

A SUMMER IN THE SUN



Once students have sat their exams and reached the end of the academic year, they often start yearning for adventure, new experiences and freedom **(0)** *FROM* responsibility. Fortunately, even for those students who are short **(1)** of money, there are many ways they can go on holiday **(2)** without having take out a loan.

For students **(3)** in need of a break, one option is to go interrailing around Europe. InterRail passes start from as **(4)** little as €168, and can be used for up to three months. Furthermore, **(5)** according to many blogs and online reviews, because students often end up sharing compartments and swapping stories with others on their travels, interrailing is an incredible social experience that is quite **(6)** unlike any other.

Backpacking is another option. And if students find themselves **(7)** too tired to bother setting up camp after a long day of hitchhiking, they are no longer obliged to stay in a crowded youth hostel. These days, budget accommodation is cheap **(8)** enough to suit even the most economically minded traveller.

Writing Part 2 Review

An international travel website is asking for reviews of organised tours. You decide to write a review of a tour you have been on. In your review, you should briefly describe the tour, explain what you learnt while you were on it, and evaluate the advantages and disadvantages of organised tours in general.

Write your review.
Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.
For more information on writing reviews, see page 198.

REVIEW

Pronunciation Chunking

1 ▶ 9.4 **Listen to someone performing the Speaking Part 2 task on page 134 and answer these questions in pairs.**

1 How easy was it for you to understand the speaker's main points?

2 Did you find their way of speaking engaging? Why/Why not?

Chunking

Pausing between meaningful 'chunks' of language, such as clauses or short phrases, helps to make our speech clearer. Chunking enables the listener to follow what we are saying more easily, in the same way that punctuation helps the reader make sense of what is written. It can also help us to use intonation more effectively and so engage the listener.

2 Read the audioscript from Exercise 1. Mark with a forward slash (/) the places where you think the speaker should pause. The first two sentences have been done for you.

The people in the canoe / are definitely looking for an adventure. / The people with the camper van / might also want a kind of adventure / but not in such a wild place. / I think both groups may well have gone there/to get away from their normal life,/perhaps to escape the hustle and bustle of the city./The people in the canoe/probably needed to plan more carefully for their trip./They're in a more dangerous situation,/I think./The camper van holiday is not that risky/and maybe it offers more freedom/because they can choose where they go./If you're on a river/you're pretty much stuck there/and you can't go anywhere else./Both groups would have needed to pack carefully/because they have limited space/but this is especially true of the people in the canoe.

3 ▶ 9.5 **Listen to an improved version of the task. Does the speaker pause in the same places that you marked?**

4 SPEAK Work in pairs. Take turns to read the script in Exercise 2 aloud, pausing slightly after each chunk, and using a range of intonation. Your partner will give you feedback on your chunking, and how engaging you sounded.

5 Below are two more photos for the Speaking task on page 135. Write a script similar to the one in Exercise 2, comparing the two new photos.

6 Mark with a forward slash (/) the places where you think you should pause.

7 SPEAK Work in small groups. Take turns to do the Speaking task. Use your script and the marked pauses for support. When everyone has finished, decide who sounded the most engaging.

Why might the people have decided to travel this way? How carefully did they need to prepare for their trip?





142

Pronunciation

1 ▶ 9.4 Put the two questions from Exercise 1 on the board and direct students to page 134. Play the audio once. After they discuss the questions in pairs, conduct brief open class feedback. Then direct students back to page 142 and ask them to read the information in the **Chunking** box.

2–3 ▶ 9.5 Students mark the script and then listen to see if the speaker paused in the same places. Note that there are different 'correct' ways to chunk the same text. As long as students' marking shows a good awareness o pause, it's fine if it is not exactly the same as the script in the **Answer key**.

4 If students have the possibility to record themselves (e.g. with their mobile phones) as they perform this task, this would give them the ability to better assess their own performance.

5–7 Allow students to write their scripts individually before you form small groups for the final **SPEAK** task. Circulate and monitor their use of chunking. Students could also record themselves during this stage.

MELAL LANGUAGE INSTITUTE

READY FOR SPEAKING

Introduction

The **Speaking** paper consists of four parts and lasts 15 minutes. You usually take the test with one other candidate, although a group of three is also possible. There are two examiners: the interlocutor, who conducts the test and asks the questions, and the assessor, who listens and assesses your performance. The interlocutor also assesses and contributes to your final mark.

In the following advice to candidates, complete the sentences with words from the box.

dominate ideas initiate opinion paraphrase
questions range repeat silences speculate

DEMONSTRATING YOUR ABILITIES

- Use a **(1)** range of language and show your ability to link your **(2)** ideas.
- Avoid long **(3)** silences and frequent pauses as you organise your thoughts.
- Use alternative words to **(4)** paraphrase vocabulary that you have forgotten or do not know.

FOLLOWING INSTRUCTIONS

- Always pay close attention to the interlocutor's instructions. In Parts 2 and 3, the **(5)** questions are printed on the same page as the pictures or the written prompts to help you.
- Ask the interlocutor to **(6)** repeat what they said if you did not hear everything.
- Don't just describe the pictures in Part 2; **(7)** speculate, give opinions and evaluate.

TAKING TURNS

- Don't attempt to **(8)** dominate the conversation in Part 3. Instead, give your partner the opportunity to speak, and respond appropriately to what they say.
- **(9)** initiate conversation with a quiet partner by asking questions or inviting them to give their **(10)** opinion.

Speaking Part 1 Interview — Total time: 2 minutes

1 Work in groups of three. One of you is the interlocutor and the other two are candidates. You have two minutes to ask and answer questions from the following categories.

English How long have you been learning English? What are your main reasons for learning English? Which aspect of learning English do you find hardest?	**Travel and holidays** What is the most interesting place you have visited? Do you prefer going on holiday with your friends or your family? Where would you most like to travel to?	**The past** What were you doing this time yesterday? What are some of your earliest memories? What have been some of the happiest moments in your life?
Leisure time What do you enjoy doing in your free time? How important is sport and fitness in your life? Do you like spending time alone?	**House and home** What do you enjoy most about living where you do? If you could afford your ideal home, what would it be like? Would you ever consider living abroad?	**Future plans** What are you most looking forward to doing in the next few months? What do you hope to achieve in the future? Do you usually plan your weekends well in advance?

What to expect in the exam

- In Part 1, the interlocutor asks you questions about yourself.
- You may respond to the other candidate's comments, though you are not actively invited to do so by the interlocutor.

2 0.5 Listen to two students, Jan and Ana, doing the Part 1 task and answer the following questions.

1 How well does each student develop their responses?
2 Do they use a good range language? How accurate is it?

Ana's contributions are of reasonable length, though they could certainly be developed more. She is clearly hindered by the level of her language: she uses a limited range of vocabulary and her responses are rather inaccurate.

Jan is clearly a stronger student. He develops his responses well, uses a much wider range of language, and in this part of the test at least, there are no inaccuracies. (He corrects himself at one point.)

READY FOR SPEAKING

Introduction

Ask students to complete the task and compare their ideas with a partner. Check answers as a class. The **Audioscripts** for the **Ready for Speaking** tracks are available on Student's Book pages 250–251 and on the **Teacher's Resource Centre**. As an alternative to this section, or as additional practice towards the end of the course, there are also **Speaking exam videos** and accompanying **Worksheets** available on the **Teacher's Resource Centre**.

Speaking

1 Organise the class into groups of three or four. To replicate exam conditions, the 'interlocutor' can hide the questions from the other students and keep the time. There are plenty of questions, so the task could be repeated two or three times with a new student in the role of the interlocutor.

2 **0.5** Play the audio. Students discuss their answers in pairs. Play it again if needed. Ask students to share their answers with the class. Refer to the **Answer key** for commentary on the performance of Jan and Ana.

Speaking Part 2 Long turn

Total time: 4 minutes

What to expect in the exam

- In Part 2, you are asked to choose two of three pictures to talk about. You have a minute to compare the two pictures, and at the same time, to speculate and give your opinion about some aspect of their content.
- Your partner then has 30 seconds to comment briefly on your pictures by answering a different question.
- Your partner then speaks for one minute about a **different** set of pictures, after which you have 30 seconds to comment briefly on those.

How to go about it

- During your minute in Part 2, talk about the two pictures by:
  - using language for comparison (see pages 2, 57, 216)
  - using language for speculation (see pages 2, 17, 132).
- When commenting on the pictures, alternate between them, so that you naturally use more language of comparison.

1 **Work in pairs. Look at these pictures. They show people who are checking the time.**

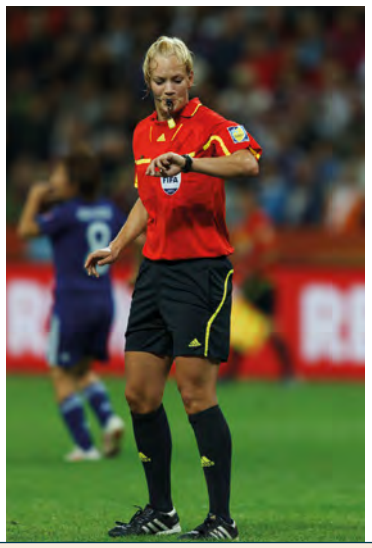
Student A: Compare **two** of the pictures, and say why the people might be checking the time and what they might do next.

Student B: When your partner has finished, say which person you think might be most concerned about the time.

Why might the people be checking the time? What might they do next?







Speaking

1–2 Focus students on the **What to expect in the exam** box. Give them a minute to read it. Books closed. Quiz the students with a few simple questions, e.g. *Do you have to talk about two pictures or three?* (Two). Books open. Refer students to the **How to go about it** box. Remind them to keep talking until the interlocutor stops them. Alternatively, students could do this in groups of three or four to more closely replicate exam conditions. Assign one student the role of the interlocutor, who reads the instructions, keeps the time and asks the follow-up questions. If there is a third 'candidate' in the group, they could discuss a Long turn task from an earlier unit of *Ready for C1 Advanced*. Have students repeat the task, if time allows, with a new student in the role of the interlocutor.

2 **Work in pairs. Look at these pictures. They show people reading together in different situations.**

Student A: Compare **two** of these pictures and say what the people might be reading, and why they might need to read together.

Student B: When your partner has finished, say in which situation the people might benefit most from reading together.

What might the people be reading?
Why might they need to read together?

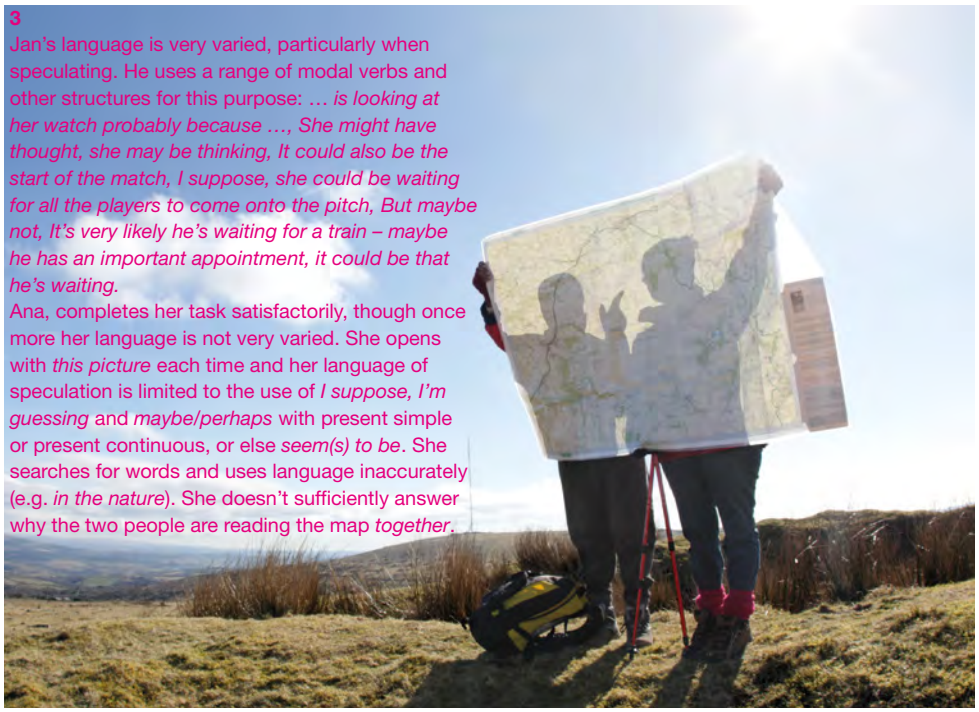




3

Jan's language is very varied, particularly when speculating. He uses a range of modal verbs and other structures for this purpose: *… is looking at her watch probably because …, She might have thought, she may be thinking, It could also be the start of the match, I suppose, she could be waiting for all the players to come onto the pitch, But maybe not, It's very likely he's waiting for a train – maybe he has an important appointment, it could be that he's waiting.*

Ana, completes her task satisfactorily, though once more her language is not very varied. She opens with *this picture* each time and her language of speculation is limited to the use of *I suppose, I'm guessing* and *maybe/perhaps* with present simple or present continuous, or else *seem(s) to be*. She searches for words and uses language inaccurately (e.g. *in the nature*). She doesn't sufficiently answer why the two people are reading the map *together*.



3 **0.6** **Listen to Jan and Ana doing the Part 2 task and answer the following questions.**

1 How well do they each complete their main one-minute task?

2 How varied is the language they use?

3 **0.6** Play the audio once. Students discuss the questions in pairs or small groups. Ask a few students to share their answers with the class. There is commentary on Jan and Ana's performance in the **Answer key**. To extend the task, direct students to the **Audioscript** (see **Teacher's Resource Centre**) for this section and ask them to write a new version of Ana's description of the pictures. Encourage students to include more varied language, more sophisticated language of speculation and also something about why the two people are reading the map together.

3
1) Interaction in this part of the test is very good. They respond to what each other says, sometimes inviting their partner to comment with a question: *Don't you agree? What do you think?* Jan asks for clarification when he isn't sure what Ana means: 'You mean you want to travel around the country for work, or you'd like a job that involves international travel?' which is a sensible and natural strategy to take. There are no over-long moments of hesitation.

Speaking Part 3 Collaborative task — Total time: 4 minutes

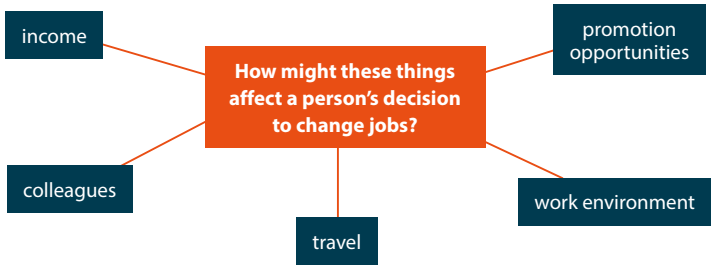
What to expect in the exam

- In Part 3, the interlocutor listens while you and your partner do a problem-solving task together for about three minutes.
- You are given written prompts, which form the basis for the task, and are asked to exchange ideas and opinions, make evaluations and/or speculate for about two minutes.
- The examiner then asks you a second, related question which requires you to try and reach a decision with your partner. You have one minute to do this.

How to go about it

- Don't simply agree with your partner. Express your own opinions or develop your partner's points by adding further comments.
- In Task 1, it is better to talk about a few of the prompts in depth than talk about all of them superficially.
- In Task 2, you don't have to reach a final decision together, but it is important you try to work towards one.

1 SPEAK Here are some things that can affect a person's decision to change jobs. Talk to each other about how these things might affect a person's decision to change jobs.



2 Now decide which of these things might have the least influence on a person's decision to change jobs.

3 0.7 Listen to Jan and Ana doing the Part 3 task and answer these questions.

1 How well do Jan and Ana interact with each other in the two tasks?
2 Do they reach a final decision in the second task?

2) When it comes to making a decision in the second task, it's clear that both students have been listening carefully to what the other person has said, and this allows them to negotiate and attempt to reach a decision. Ana refers back to the discussion in the first task with phrases such as 'As I said before'.
Ana seems to have gained in confidence and contributes well to the discussion, although she lacks the range of vocabulary and structure that Jan has.

Speaking Part 4 Further discussion — Total time: 5 minutes

What to expect in the exam

- The interlocutor asks further questions related to the issues raised in Part 3.
- The questions become broader and more abstract as the discussion develops.
- The interlocutor may direct a question to one candidate in particular, or else ask an open question for either candidate to answer.

How to go about it

- One way to deal with abstract questions is to refer to your own or people you know experiences.
- Listen to your partner's responses and comment on what they say, if appropriate.

1 SPEAK Discuss the following questions with your partner.

- Do you think it's a good idea to change jobs from time to time?
- Some people say it's better to have a job you enjoy than a job that pays well. What's your view?
- How important is it for a company to provide training opportunities for employees?
- How far do you agree that technology has brought more benefits to the workplace than problems?
- Sometimes people spend all their time working, so that there is no room in their life for anything else. Why do you think this is?

2 0.8 Listen to Jan and Ana doing the Part 4 task. How well do they each react to what each other says? In contrast to Part 3, in this part Jan and Ana have not understood that they can and should interact with each other. The interlocutor continually has to prompt them to respond to each other's comments, sometimes leaving a pause, which they fail to pick up on. At one point, Ana tentatively asks, 'Can I say something more?', showing that she is unaware that this is a discussion rather than a simple question and answer session. In her last turn, she does respond to a point made by Jan ('I agree with you') but then limits herself to repeating the same ideas that he has just expressed.

Speaking

1–2 Students read the **What to expect in the exam** box. Remind them of the timing: two minutes for the discussion phase; for the decision phase, one minute. Then focus on the **How to go about it** box. Organise students into groups of three or four and assign one student the role of the interlocutor. After feedback, regroup students and repeat the task.

3 0.7 Play the audio. Students discuss the answers in pairs. Discuss feedback in open class.

Speaking

1 Students read the **What to expect in the exam** and the **How to go about it** boxes. To simulate exam conditions, the 'interlocutor' should hide the questions from the 'candidates'. Allow five minutes. Conduct feedback. Then regroup students and repeat the task.

2 0.8 Play the audio. Students discuss the questions in open class. Feedback in open class.



In this unit, students will explore the themes of houses and homes, doing tasks related to urban life, neighbours, moving house and types of accommodation. They will also get useful practice writing an informal email.

Read the unit objectives to the class.

SPEAKING Part 1 Interview

Focus students on the picture. Ask if they have seen images of this type of neighbourhood before. Elicit that it is an image of a *favela* located in the city of Rio de Janeiro in Brazil. If students are unfamiliar with the topic, explain that *favelas* are low-income, informal settlements that have been historically neglected by the government and society at large. Elicit and discuss some of the challenges faced by residents of this type of neighbourhood. Then ask students to discuss how they think the image and the title of the unit could be connected. If you would like to simulate exam conditions while students discuss the questions, organise the class into groups of three or four and assign one student the role of the *interlocutor*, the examiner who conducts the test and asks the questions. The interlocutor is the only one who can see the questions.

ONLINE MATERIALS

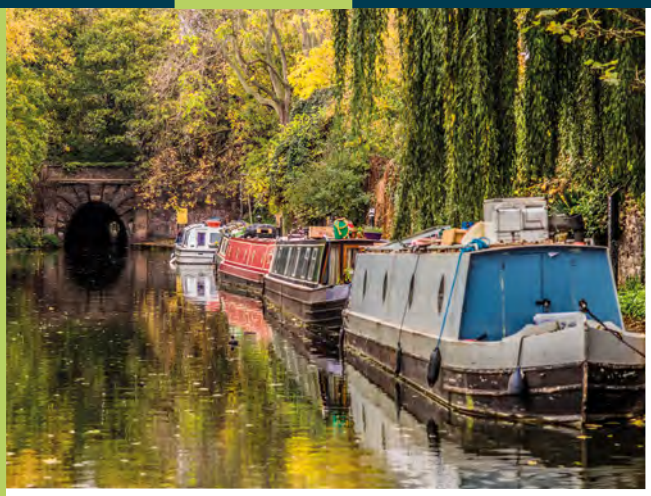
The ideal home (**Teacher's Resource Centre**)
Heads or tails (**Teacher's Resource Centre**)
Collocation pelmanism (**Teacher's Resource Centre**)
Unit 10 Test (**Test Generator**)
Unit 10 Wordlist (**Student's/Teacher's Resource Centre**)
Unit 10 On-the-go-practice (**App**)

10 HOME IS WHERE THE HEART IS

Vocabulary Describing places

1 Work in pairs. Read the query about moving to London and the two responses below. Use the context to work out the meaning of the words in bold.

Profile | New posts | Most popular | Trending





I'm moving from Madrid to London. Should I stay in Angel Islington or Shoreditch?



Ana Maria Lopez
14 September 12.09 pm

It all depends on your preferences. Angel Islington is charming, **leafy** and there are some amazing pubs, theatres and canal walks. It's definitely more **upmarket** than Shoreditch – meaning rent can be **steep**, so it's mainly middle-aged professionals that live there. Shoreditch is a bit **run-down** in places, but it's a lot more **edgy** than Islington and has more going on. Out of the two, I'd say Angel Islington – if you can afford it. It's really only a stone's throw away from Shoreditch – so you can easily walk to the parties and restaurants in Shoreditch.



Ben Adams
14 September 02.44 pm

Shoreditch is one of my favourite neighbourhoods. It's got real character, and the whole vibe is young and **laid-back** – with people just hanging out in coffee shops and socialising. Excellent bus connections mean it's **handy** for travelling into the city. That said, if you have children, maybe this isn't the place for you because things can get a bit **rowdy** with the nightlife. That's not to say it has any **dodgy** streets – it's all relatively safe. But if you want a more family-friendly area, Angel Islington might be better – with more green spaces, and modern chains rather than trendy **retro** shops.



Francesca Smith
14 September 06.31 pm

2 **SPEAK** Work in pairs. Discuss the following questions.

1 Would you rather stay in Angel Islington or Shoreditch? Why?
2 Compare two neighbourhoods that you know well. How would you describe them?

Lead-in

Books closed. In open class, elicit to the board important factors to keep in mind when choosing an area to live in, such as green spaces, nightlife, variety of restaurants, distance from the city centre, access to shops, noise levels, etc. Then tell students they have an English-speaking friend who is planning to move to their city or town for a year to study their language. In pairs, have students discuss the specific parts of their city they would recommend. Remind them to think about both advantages and disadvantages. Round off the task by asking a few students to explain their recommendations to the class. If you are teaching a group of multilingual students, you could adapt this lead-in to be about a fellow English student who is coming to live in the city or town where they are currently studying.

Vocabulary

1–2 Books closed. Ask students if they have ever used an online forum to ask for information/advice about something important, like moving to a new area, buying an expensive product or travelling. Discuss the quality and reliability of the advice in online forums. Books open. Students read the instructions and look at the pictures. Then give students a minute to skim the texts and decide which picture is of Islington (picture on the left) and which one is of Shoreditch (picture on the right). Put students into pairs. Tell them to read the text again and try to work out the meaning of the words in bold. Elicit the meaning of the adjectives in open class – or, to save time, direct students to the **Answer key**. Elicit that the word stress of both *laid-back* and *run-down* falls on the second syllable. You could also point out that *dg* in *edgy* and *dodgy* is pronounced /dʒ/. Encourage students to make a new page in their vocabulary notebooks for the theme of *describing places* and record a few of the new words along with example sentences. Put students into new pairs for the **SPEAK** exercise.

Answers

leafy – lots of trees

upmarket – posh, expensive (used for residential areas)

steep – expensive (for prices, fees, rents)

run-down – in bad condition

edgy – very fashionable

laid-back – relaxed

handy – useful/convenient

rowdy – noisy/wild

dodgy – unsafe

retro – imitating an era from the past, e.g. the 1950s, 1970s, etc. (for clothes, music, fashion)

Teaching tip

Whenever possible, include personalisation tasks in your lessons. This way, rather than discuss a topic in the abstract, students focus on their own lives – their own opinions and experiences. This type of exercise has a number of advantages. First of all, students usually like talking about themselves! So this kind of task is naturally engaging; it increases motivation and promotes participation. Second, if you make a personal, emotional connection to a piece of language, it is more likely to be processed at greater cognitive depth and therefore more likely to be retained. Third, students find out more about each other during this type of task. This improves rapport. Note that if you as a teacher are also willing to share information about personal experiences – with limits, of course – it can make students feel more comfortable sharing similar information with the class. When you think about it, some of the most memorable moments in the classroom are when one student is sharing an engaging story or experience and the rest of the class (and teacher) are listening with rapt attention. For a few minutes, everyone forgets they are in an English lesson and the language becomes a medium for true communication.

Extra activity

Here are a couple of ideas for personalisation activities for this vocabulary section:

- Ask students to prepare two-minute presentations about their own neighbourhood. Give them a few points to consider, e.g. *favourite places*, *types of housing*, *advantages to living there*, *what you would change*, etc. Encourage them to find a few images to show their classmates. Tell them to include vocabulary from Exercise 1 as appropriate.
- Ask students to imagine they are going away for the summer and want to rent out their house or flat using an online rental website. Show them a few rental adverts in English to familiarise them with this genre. Note that these adverts usually start with the best features and then provide basic information (how many rooms or bathrooms, pet-friendly or not, etc), followed by a description of the neighbourhood, what's nearby, etc. Students write descriptions individually. Tell them to include any appropriate vocabulary from Exercises 1 and 3. Monitor and provide support as necessary. Finish with a typical *gallery walk* activity: adverts are up on the classroom walls and students go around and read them. Round off the task by discussing which houses or flats would be the easiest to rent and why.

3 Books closed. Write *salt and pepper* on the board. Ask students if **pepper and salt* also sounds right. (*It doesn't*). Explain that this is an example of a binomial pair, i.e. an expression containing two words joined by a conjunction (usually *and* or *or*) that go in a fixed order. Elicit a few other examples of this linguistic phenomenon in English or the students' L1(s). Books open. Students read the instructions and do the exercise individually. Allow students a moment to pair check before confirming the answers in open class. They could quickly quiz themselves or a classmate by covering the first or second column and trying to remember the other half of the binomial pair. It's worth mentioning that in binomial expressions the conjunction *and* is often reduced to /ən/ or /n/ and is even written this way in informal contexts, e.g. *fish n' chips*.

4 You could model this **SPEAK** task by giving a brief description of the place where you normally plan your lessons (place of work/study), e.g. *I like to plan my lessons at my folding desk, which is located in a bright and cheerful part of my small flat. Lots of light comes in through a nearby glass door, which opens onto a small terrace full of plants. I sit in my favourite green chair, which is a replica of a vintage office chair designed by Eero Saarinen*. Allow students some planning time before pairing them up to share their descriptions. Invite students listening to write down any good descriptive words or phrases used by their partner. Walk around the class to monitor their use of the target language.

You may wish to use **Ideal home** on the **Teacher's Resource Centre** at this point.

Speaking

You could start this section by revisiting the advice for the speaking exam on page 143 in the **Ready for Speaking** section. Back on page 149, refer students to the **Useful language** box. Elicit some intonation patterns for these phrases, for example, *Personally speaking, …* (falling intonation) and *To be honest, …* (rising intonation). Ask students to tick at least one expression in the box they would like to try to use when doing the speaking task. Focus students on the task. Remind them they don't have to talk about all the options, but it would be good to talk about at least two, in order to give themselves the chance to use a wider range of vocabulary. To replicate exam conditions, organise students into groups of three or four and assign one student the role of the *interlocutor*, the examiner who conducts the test, keeps the time and asks the questions. Respect official timing: two minutes for the discussion phase and one minute for the decision phase.

Speaking

During this task, only the student in the role of the examiner can see the questions. Keep to official timing: five minutes. If there is time, have students repeat both Speaking Parts 3 and 4 tasks with a new student in the role of the interlocutor. You could also form new groups, so students can discuss the topic and questions with different students.

Teaching tip

Encourage students to create a section in their vocabulary notebooks for useful language for the Speaking Parts 3 and 4. They could start by selecting a few phrases from the box on page 149 for *referring to experience*. They could then look back at the phrases in the **Useful language** boxes on pages 17, 49, 84, 104 and 118. Students could also make a section for useful expressions for Speaking Part 2, where they could include phrases related to speculating, comparing, etc.

Extra activity

The questions in Speaking Part 4 are always linked to the topic of Speaking Part 3. One activity that would promote both critical and creative thinking would be to give students a Speaking Part 3 task and then have them write their own questions for Speaking Part 4. First, tell students to look through their books and examine Speaking Part 4 questions. Elicit that they are open rather than closed questions and often start with question words like *What*, *How*, *Who*, *Why*, etc. Sometimes there is also a statement followed by a short question like *What do you think?* or *What's your opinion?* Put students in pairs to write their questions. Then form groups of four or five; students compare their questions and agree on the best five. Students finish by discussing the questions. This activity raises students' awareness of how the test is constructed and gets them thinking about what sort of questions they will need to discuss in this last part of the speaking paper.

3 Some adjectives for describing rooms and buildings often form part of a pair with others with a similar or related meaning. Match each adjective (1–8) with another (a–h) to form pairs. The first one has been done for you.

1	bright and	a	cheerful
2	light and	b	dingy
3	neat and	c	cheerful
4	dark and	d	cosy
5	warm and	e	airy
6	cramped and	f	stuffy
7	cheap and	g	tidy
8	hot and	h	cluttered

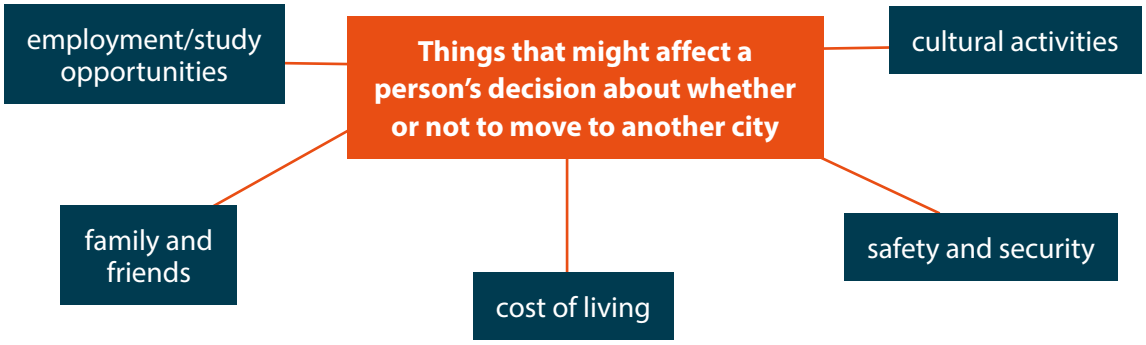
4 **SPEAK** Use the pairs of adjectives in Exercise 2 to describe the following:

your bedroom a hotel room a local café your place of work/study

When I first left home, I rented a house with a friend of mine. The bedrooms were bright and cheerful, but the kitchen was very ...

Speaking Part 3 Collaborative task

Here are some things that might affect a person's decision to move to another city. Talk to each other about how these things might affect a person's decision to move to another city.



Now decide which of these things might have the least influence on a person's decision to move to another city.

Useful language

Phrases for referring to experience

In my experience/case, I've always found that (living in a city) is ...
Personally speaking, I would say that (living in a city) can be ...
To be honest, I think that ...
I've heard other people say that ...
I've read some articles on this subject, and it seems that ...
Not having much experience myself, I'd guess/imagine that ...

Speaking Part 4 Further discussion

SPEAK Discuss the following questions.

1 What might be the benefits of moving to a city you don't know well?
2 Some people think living in a city can be a lonely, stressful experience. What do you think?
3 How far do you agree that you need a lot of money to enjoy living in a city?
4 What does a city need in order to be regarded as a good place to live and work?

Reading and Use of English Part 6 Cross-text multiple matching

You are going to read four commentaries on the subject of city design. For questions 1–4, choose from the commentaries A–D. The commentaries may be chosen more than once.

CITY DESIGN

A MARK DEHORA

Auckland is consistently ranked in the top ten of the world's best cities to live in. But while it certainly deserves high scores for its stable social environment, opportunities for outdoor recreation and sub-tropical climate, the same cannot be said for its housing situation. Few millennials are in the financial position to acquire the typical three-bedroom houses being erected at speed on the outskirts of the city. Nor do they find these kinds of home desirable. The direction we need to go in, therefore, is to have cleverly Q1 designed, compact apartments in the city centre, close to late-opening amenities, galleries and restaurants. It goes without saying that compact is not the same as cramped. Nor should these apartments be erected in the shadows Q3 of the hideous high-rises dedicated to commerce, now ruining Auckland's skyline. Attracting younger citizens will also require attention to the walkability of the city. Banning traffic from the centre is the first step towards this.

B JOANNE WEBB

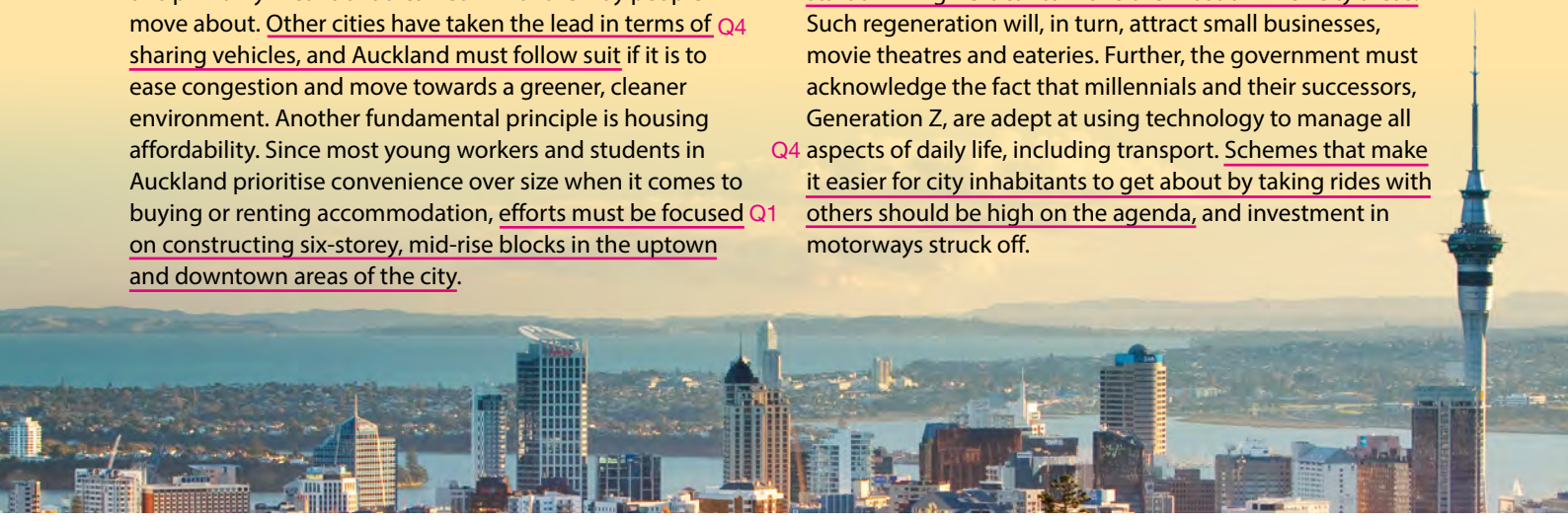
Among the fundamental things an attractive city needs is 'visible life'; people socialising and interacting in public places such as outdoor cafes, squares and parks. Another Q2 is a vibrant arts scene, and, over the last decade, Auckland has gone from strength to strength in this respect, particularly in regard to the international festivals it hosts. That said, an attractive city must also be one that can cope with a burgeoning population, and for Auckland, this primarily means a radical rethink of the way people move about. Other cities have taken the lead in terms of Q4 sharing vehicles, and Auckland must follow suit if it is to ease congestion and move towards a greener, cleaner environment. Another fundamental principle is housing affordability. Since most young workers and students in Auckland prioritise convenience over size when it comes to buying or renting accommodation, efforts must be focused Q1 on constructing six-storey, mid-rise blocks in the uptown and downtown areas of the city.

C SHANE MAREROA

Work and education opportunities, stunning coastal views, and the multi-cultural vibe are but some of the reasons people born in other regions of New Zealand decide to make Auckland their home. Overpriced housing and the relentless traffic are two of the reasons they leave. To address those Q1 issues, we must make it more tempting for young people to relocate to suburban areas on the boundaries of Auckland city that are largely underpopulated. Not only will they have the advantage of a cheaper, more spacious dwelling, but also a better chance of becoming part of a community, something virtually impossible in overcrowded high-density areas Q2 where loneliness is rife. At the same time, with more comedy acts, theatre performances and live music events on offer in Auckland than ever before, we must ensure that young people can access them. An increase in subterranean and rooftop parking would make the drive in to the city centre a more attractive proposition.

D ELSIE WONG

Looking out across Auckland in the 1990s, one could be forgiven for thinking that the city's architects had neither the Q3 skill nor the aspiration to design anything interesting. But today a number of iconic structures stand out, towering above the rest – powerful symbols of the corporations that occupy their floors. Less remarkable is the state of Auckland city's Q1 housing. Single-occupancy or units designed for couples, rather than families, are the answer. Therefore, we need to start thinking 'vertical' to make the most of inner-city areas. Such regeneration will, in turn, attract small businesses, movie theatres and eateries. Further, the government must acknowledge the fact that millennials and their successors, Generation Z, are adept at using technology to manage all Q4 aspects of daily life, including transport. Schemes that make it easier for city inhabitants to get about by taking rides with others should be high on the agenda, and investment in motorways struck off.



Don't forget!

It's possible that an option (A–D) may be chosen more than once, which means that one of the options would *not* be an answer, e.g. 1A 2A 3C 4B (no D).

Which commentator

1 expresses a different view from the others regarding new residential development in Auckland? **1 C**

2 shares C's opinion on the cultural activities that can be experienced in Auckland city? **2 B**

3 has a different view to A on the impact of very tall buildings on the Auckland city landscape? **3 D**

4 takes a similar view to B about the future of travel within Auckland city? **4 D**

Reading and Use of English

Books closed. Show students a few pictures of Auckland, New Zealand. Explain that it has been ranked in the top 10 places in the world to live. Elicit some ideas for how cities like Auckland make it on to this type of list. Books open. Remind students to read the questions before the texts. While doing the task, they should underline relevant parts of the texts, paying special attention to the parts which contain the writers' opinions and attitudes. Then refer them to the **Don't forget!** box. Set a time limit. Students check their answers with a classmate before open class feedback.

Extra activity

Organise students into pairs. Assign each pair a text from the reading task. Have them read through it again and find different expressions the writers have used to express their opinion or attitude e.g. *But while it certainly deserves … the same cannot be said*; *The direction we need to go in*, *therefore*, *is …*; *It goes without saying …*; *… will also require attention*. To extend the activity, you could have students use the phrases to write a few sentences about their attitudes and opinions regarding their own city.

READY FOR GRAMMAR

10 Participle clauses

Participle clauses are clauses which begin with a present or past participle. They help to express ideas concisely, and add variety to written English.

1 Participle clauses can be used:

- instead of relative clauses.

  *I recognise that man **standing** over there*
- instead of certain conjunctions:

  because/so

  ***Not wishing** to offend my host, I ate everything on my plate.*

  as/while

  ***Looking** out of the window last night, I saw a shooting star.*

  when/once/after

  ***Having worked out** how much you can afford to pay for your computer, you need to decide on the model.*

  and

  *He fell off the ladder, **breaking** a leg and three ribs.*

  if

  ***Cooked** in their skins, potatoes retain most of their nutrients.*
- after the objects of the following verbs: *see*, *hear*, *watch*, *notice*, *feel* and *find*.

  *I could **hear something moving** in the bushes.*

2 Note that:

- Stative verbs (e.g. *be*, *want*, *know*) are not normally used in continuous tenses, but the *-ing* form can be used in participle clauses.

  ***Being** a very shy person, I never enjoy going to parties.*
- The subject of a participle clause is usually the same as the subject of the main clause.

  ***Working** as a waitress, **I** have all my meals in the restaurant.*

  However, it is possible to have a participle clause with a different subject.

  ***Having been damaged** by vandals, **Helen** had to walk rather than go on her bicycle.*
- *with* is sometimes used to introduce a different subject.

  ***With both my parents working** all day, **I** have to cook my own lunch.*

Language focus

1–2 Alternatively, you could start this grammar lesson with books closed and the two sentences from Exercise 1 up on the board. Elicit how we can use participle clauses instead of relative clauses to express an idea more economically while not changing the meaning of the sentence. Note that students will probably be familiar with past participles, but you may need to explain present participles: these are non-finite verb forms ending in *-ing*. In English, present participles and gerunds are formed the same way and, as words, look identical, but gerunds function as nouns in clause while present participles are used as adjectives or to form verb tenses, e.g. *The* crying *baby* or The baby was *crying*. Books open. Students do Exercise 2 individually and then pair check before open class feedback. Alternatively, this could be done in open class with the sentences up on the board. A quick extension task would be for students to quiz each other: one reads a sentence using a participle clause and the other student has to say the version of the sentence using the conjunction (or vice versa).

3 Put the students in pairs to discuss the differences before eliciting them in open class. Point out that if the subject of the participle clause is not the same as the subject of the main clause it can cause ambiguity and confusion. You may also want to mention two common problems with participle clauses: dangling participles and misplaced modifiers. The first is when the noun that the participle clause is meant to modify is not stated in the sentence, e.g. *Sitting on the park bench, the sun disappeared behind the clouds*. The second, misplaced modifiers, is when you put a participle clause in the wrong place and it's modifying the wrong word, e.g. *Covered in mustard and relish, I enjoyed the hot dog*. These are often hilarious and can add an element of fun to discussing this particular grammar point.

4 Direct students to the **Ready for Grammar** section (see TB150 and below). Use your judgement about how long you need to spend here before returning to the unit to do the freer practice exercise.

5 Note that this exercise, as well as Exercise 1 in the **Ready for Grammar** section, gives students practice using participles clauses with sentence transformations. This is the type of exam task where this grammar is most likely to be directly tested in the *C1 Advanced*.

6 After students do the **SPEAK** task in pairs, have them share their ideas with the class. To extend this task, students could write similar sentences using participle clauses about their own town or city.

You may wish to use **Heads or tails** on the **Teacher's Resource Centre** at this point.

READY FOR GRAMMAR

10 Participle clauses

1 Sentences 1–6 contain participle clauses. Rewrite each one using conjunctions or relative pronouns instead.

0 Not wanting to wake anyone up, she took her shoes off and tiptoed.
She didn't want to wake anyone up, so she took her shoes off and tiptoed.

1 Having won the silver medal in the 100 metres, he went on to take gold in the 200 metres and long jump.
After he won the silver medal in the 100 metres, he went on to take gold in the 200 metres and long jump.

2 The model appearing in their advert is wearing shoes made of recycled plastic.
The model who is appearing in their advert is wearing shoes which are made of recycled plastic.

3 Eaten as part of a balanced diet, almonds are thought to protect against heart disease.
If they are eaten as part of a balanced diet, almonds are thought to protect against heart disease.

4 Wrapped in a blanket and looking tired after his ordeal, Mr Brown was full of praise for the rescue services.
Mr Brown, *who* was wrapped in a blanket and looked tired after his ordeal, was full of praise for the rescue services.

5 Reaching for the sugar, he knocked over his cup, spilling coffee over her new dress.
When he reached for the sugar, he knocked over his cup *and* spilt coffee over her new dress.

6 Having never been abroad before, Connell was feeling a little on edge.
Because he had never been abroad before, Connell was feeling a little on edge.

2 Combine the following pairs of sentences using participle clauses.

0 Sheffield FC was founded in 1857. This makes it the oldest football club in the world.
Sheffield FC was founded in 1857, making it the oldest football club in the world.

1 *Lord of the Rings: Return of the King* won 11 Oscars. It equalled the record. Winning 11 Oscars, *Lord of the Rings: Return of the King* equalled the record held by *Ben Hur* and *Titanic* for the highest number of Academy Awards.
2 We finally discovered where the leak was. We called in a plumber.
Having finally discovered where the leak was, we called in a plumber.
3 The school now has 1254 students. This represents a 6 per cent increase on last year's figure.
The school now has 1254 students, representing a 6 per cent increase on last year's figure.
4 Part of the stadium roof collapsed. It injured six spectators.
Part of the stadium roof collapsed, injuring six spectators.
5 I am not a parent. I can take my holidays whenever I like.
Not being a parent, I can take my holidays whenever I like.
6 The team has had a disastrous season so far. It has won only three of its last sixteen games.
The team has had a disastrous season so far, winning only three of its last sixteen games.
7 Our parents went away for the weekend. My brother and I had a party.
Our parents having gone/being away for the weekend, my brother and I had a party.
8 I was walking home from school yesterday. I bumped into Alex.
Walking home from school yesterday, I bumped into Alex.

Go back to page 151.

Language focus Participle clauses

1 **Participle clauses are clauses which begin with a present or past participle. Participle clauses can be used instead of relative clauses, as in this example from the reading text:**

Few millennials are in the financial position to acquire the typical three-bedroom houses (which are) being erected at speed ...

Which words have been omitted from the following sentence to create a participle clause? *some of the reasons people (who were) born in other regions of New Zealand*

... stunning coastal views, and the multi-cultural vibe are but some of the reasons people born in other regions of New Zealand decide to make Auckland their home.

2 **Participle clauses can be used instead of conjunctions like *and*, *so*, *because*, *as*, *when*, *while*, *after* and *if*. Decide which conjunction has been replaced with a participle clause in 1–4, and rephrase the sentence using the conjunction.**

0 Having recently become home to many young artists, the neighbourhood has become far more exciting.

Because the neighbourhood has recently become home to many young artists, it has become far more exciting.

1 Borrowing money from her father, Ula opened a Polish restaurant on the high street.
Ula borrowed money from her father **and** opened a Polish restaurant on the high street.

2 Scared by the rise in crime, the two friends decided to look for another flat.

3 Walking along the canal, I suddenly heard the sound of live music.
As I walked / **While** I was walking along the canal, I suddenly heard the sound of live music.

4 Having completed your application form, you then need to attach a photo.
After you have completed your application form, you then need to attach a photo.

3 **Explain the difference in meaning between the following pairs of sentences. Which sentence in each pair is more likely?**

1 **a** Driving home from the station last night, the police stopped him.

b Driving home from the station last night, he was stopped by the police.

2 **a** The manager being ill, Elisa took over all his responsibilities for the week.

b Being ill, Elisa took over all the manager's responsibilities for the week.

4 **Go to Ready for Grammar on page 234 for further rules, explanations and practice.**

5 **Rewrite the following sentences using participle clauses.**

1 Because I live within walking distance of the centre, I rarely use the car.
Living within walking distance of the centre, I rarely use the car.

2 When I was cycling in to work the other day, I saw a deer.
Cycling in to work the other day, I saw a deer.

3 As we'd never had so much peace and quiet before, we found living here a little strange at first.
Having never had so much peace and quiet before, we found living here a little strange at first.

4 Our bedroom, which is situated at the back of the building, has some superb views over the rooftops towards the docks.
Situated at the back of the building, our bedroom has some superb views over the rooftops towards the docks.

5 If you play it at full volume, it really annoys the neighbours.
Played at full volume, it really annoys the neighbours.

6 The house is a little off the beaten track, so it's not that easy to find.
Being a little off the beaten track, the house is not that easy to find.

7 After the children had all left home, we decided to move away from the hustle and bustle.
The children having all left home, we decided to move away from the hustle and bustle.

8 Although it is not known for its tourist attractions, our neighbourhood does have one or two treasures which are waiting to be discovered.
Although not known for its tourist attractions, our neighbourhood does have one or two treasures waiting to be discovered.

6 **SPEAK Work in pairs. For each of the sentences in Exercise 5, say whether you think the speaker lives in a rural area or a city. Which would you prefer to live in? Give reasons.**

1 city **2** rural area **3** rural area **4** city **5** either city or rural area **6** rural area **7** rural area **8** city

The two friends were scared by the rise in crime **and so** they decided to look for another flat. *OR* **Because** the two friends were scared by the rise in crime, they decided to look for another flat.

3

As the Grammar reference explains, the subject of a participle clause is usually the same as the subject of the main clause in a sentence. Sentence 2 (a) shows that a participle clause can be given its own subject to avoid ambiguity.

1 Sentence **a** suggests that the police were driving home from the station when they stopped him.

Sentence **b** means that the police stopped him as he was driving home from the station.

Sentence **b** is more likely.

2 Sentence **a** means that Elisa took over all the manager's responsibilities because the manager was ill.

Sentence **b** suggests that because Elisa was ill, she took over all the manager's responsibilities.

Sentence **a** is more likely.

Reading and Use of English Part 1 Multiple-choice cloze

1 **SPEAK** How well do you know your neighbours? Do you ever socialise with them?

2 For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Neighbours have become strangers

Britain's sense of community spirit is in **(0)** A, according to a new survey by Skipton Building Society. 68 per cent of respondents regard their neighbours as **(1)** A strangers. 73 per cent said they weren't certain of their immediate neighbours' names, and were even less confident when it **(2)** B to the names of their children. Two thirds admitted that entire days can go by without them **(3)** D even a brief glimpse of people residing on the same street.

Only seven per cent of respondents regularly socialise with their neighbours by **(4)** B of dinner dates and barbecues, and less than one in ten would consider **(5)** D up to organise a street party to improve community relations. A fifth admitted interacting with their neighbours only to ask them to water the plants or feed the cat, although they may have no intention of **(6)** C the favour.

Disinterest in forming relationships with neighbours may explain why loneliness has reached epidemic **(7)** A. To address the problem, we need innovative strategies that **(8)** C people's sense of pride in their community.

0	**A** decline	**B** slump	**C** reduction	**D** decrease
1	**A** virtual	**B** equivalent	**C** approximate	**D** essential
2	**A** applied	**B** came	**C** referred	**D** turned
3	**A** drawing	**B** seizing	**C** grabbing	**D** catching
4	**A** approach	**B** way	**C** manner	**D** form
5	**A** heading	**B** facing	**C** holding	**D** stepping
6	**A** swapping	**B** trading	**C** returning	**D** exchanging
7	**A** proportions	**B** quantities	**C** extents	**D** measurements
8	**A** resume	**B** recover	**C** restore	**D** replace

Listening Part 4 Multiple matching

10.1 You will hear five short extracts in which people are talking about moving house.

TASK ONE

For questions **1–5**, choose from the list (**A–H**) the reason why each speaker decided to move house.

TASK TWO

For questions **6–10**, choose from the list (**A–H**) the aspect of moving house each speaker has found most challenging.

While you listen you must complete both tasks.

A to keep a romance going
B to revive previous relationships
C to fulfil a sense of duty
D to increase career opportunities
E to improve their quality of life
F to be artistically stimulated
G to gain a sense of independence
H to reduce their living expenses

Speaker 1 G 1
Speaker 2 E 2
Speaker 3 C 3
Speaker 4 F 4
Speaker 5 B 5

A feeling socially isolated
B managing constant distraction
C sharing personal space
D maintaining a healthy lifestyle
E turning down invitations
F understanding financial matters
G doing the housework
H coping with unpleasant neighbours

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

Reading and Use of English

1 Alternatively, you could start this section with books closed. Write *a good neighbour* on the board. In open class, elicit qualities of *a* good neighbour. Ask students to explain why these are good qualities for a neighbour to possess. Books open. In pairs, ask students to discuss the questions in Exercise 1. To personalise the topic, you could ask them to describe any particularly good (or bad) neighbours they have had.

2 Remind students to read the text quickly for gist before looking at the options. As this exercise tests students' knowledge of collocations and set phrases, they should 'trust their ear' to a certain degree when choosing the answer, but of course should also think carefully about the meaning of the words, particularly for the questions they are less sure about. Students do the task individually. Set a short time limit (no more than five minutes). Check answers. You could finish with a short open class discussion of the topic. Ask students if a similar survey had been done in their community, whether the results would have been similar or different. Alternatively, you could board the following Greek proverb: *First you see your neighbour and then the sun*. Ask students to discuss its meaning (*we should always be on good terms with our neighbours because they are the people who we see every day*) and how it relates to information in the text.

Listening

10.1 Books closed. Ask students what would make people move house and what challenges they might face while doing so. Books open. At this point in the course, students need practice doing tasks under exam conditions. So only give students a very short time to read the questions (in the official exam, they only have 30 seconds). Then start the recording. Check answers. In pairs, encourage students to refer to the **Audioscript** (see below) and discuss any answers they got wrong with a classmate. If time allows, you could exploit the variety of interesting collocations contained in the questions. As an extension, ask students if they think all the speakers in this Listening Part 4 task are moving house for good reasons.

AUDIOSCRIPT

Listening Part 4 Multiple matching

10.1

Speaker 1 There *were* advantages to living with my parents – my bank balance looked better for a start. Plus all the home comforts – like regular meals. But my mates were always giving me a hard time about it – being twenty-five and still there. So yeah, I found
Q1 myself a flat so I could prove to *myself*, I suppose, that I could be self-reliant. Stand on my own two feet, as they say. Since the move, even though I've
Q6 been living off takeaways, there's a stack of dishes piling up in the kitchen. And I've got nothing clean to wear. It's all sort of got away from me.

Speaker 2 I was commuting for three hours a day and
Q2 it was doing my head in. It was time I could have been spending on doing something for *myself* – like actually drinking my coffee, rather than pouring it down the sink and rushing off to work. Or having time in the evening to relax. That's why I ended up moving in with a colleague – closer to work. We actually get on like a house on fire – despite our politics being completely different. And his mess is
Q7 largely confined to his bedroom. I try not to have any dealings with the couple next door, though. I mentioned something about their loud music once, and they've been pretty rude to us ever since.

Speaker 3 Since I gave up my flat in Bristol and moved here to take care of Mum, I've been doing walks with the dog. We both need to burn off some
Q8 energy and it keeps my mind off things. See, I used to be part of a really tight circle back in Bristol, and I miss that. I do message and call them up, but it's not like being in the same room – especially when they're all out together and I can hear them having
Q3 a laugh. But I'll stay here in the village as long as Mum needs me. The doctor says she'll be up and walking again in a few weeks, and I reckon I owe her that much at least. She can hardly do all the household chores herself.

Speaker 4 My friends' reactions when I said I was moving to the countryside ranged from 'Why?' to 'You'll be so bored, you'll be back in the city in a month.' But that hasn't been the case at all. I love it here – the bird song, the trees, the river. That said,
Q9 I haven't yet worked out how to handle the endless stream of visitors bringing round homemade cakes. It's not that I'm ungrateful, but every time I'm about to knuckle down and start typing, there's another
Q4 interruption. The whole point of coming here was to find inspiration and write my novel, and December's deadline is looming. Commercial success would be nice, but I really just need to make ends meet.

Speaker 5 I moved to Manchester from London six
Q5 months ago – my thinking being it would be great to see more of my old group from university – the ones I'd lost contact with. Manchester's nightlife is brilliant, as is its cultural scene. The cost of rent and food's more reasonable too. The thing is, I
Q10 work for a law firm, and it's relentless pressure. My friends think I'm making excuses when they ask me out and I say I actually need a night in, but I need time to get on top of my work commitments. I've been oversleeping recently and sometimes it's only because the woman on the floor above is crashing around that I actually wake up.

Language focus

1 Students complete the exercise individually or in pairs. Elicit that the word stress in compound nouns like *bank balance* and *nightlife* often falls on the first word or syllable, while the stress falls on the second noun in phrases that follow the noun + preposition + noun pattern, e.g. *bottle of water*.

2 Refer students to **Ready for Grammar** (see below and TB154). During feedback, resolve any remaining doubts about this language point before returning to the unit.

3 Students could quickly test themselves or a classmate by covering the second column and trying to remember the end of each sentence.

4 Assign roles and ask students to turn to the correct pages (see below). Alternatively, you could put students in pairs or small groups and assign the groups Student A or Student B roles. Students work together to write their exercises and then exchange them with another group.

5 Before placing students in groups, look at the noun phrases and check understanding. While students do this **SPEAK** task, go around and monitor their use and pronunciation of the target language.

You may wish to use **Collocation pelmansim** on the **Teacher's Resource Centre** at this point.

READY FOR GRAMMAR

10 Noun phrases

1 **Noun + noun** is used when referring to what things are made of, products from dead animals, containers, duration, things that occur regularly.

a silver spoon *a lamb chop* *a water bottle* *a five-hour delay* *the evening shift*

It is also used in compound nouns. The two nouns describe a single idea.

a shop window *a door handle* *a fire engine*

2 **Noun + *'s/s'* + noun** is used when referring to:

- possession by a particular person or animal. An adjective can be placed between the two nouns.
  Sofia's (new) bicycle
- something used by people or animals in general, products from living animals, things that occurred at a specific time, body parts, duration, an action done to or by a particular person.
  kid's shoes *goat's milk* *yesterday's storm* *the dog's tail* *a day's work* *Mr Smith's resignation*

The 'noun *of* noun' structure is preferred if the modifying noun is a long phrase.

the resignation of several members of the committee

3 **Noun + preposition + noun** is used:

- for containers and their contents.
  a bottle of water *a cup of tea* *a tin of biscuits*
- with words like *top*, *bottom*, *side*, *edge*, *back*, *front*, *beginning*, *middle* and *end* to indicate a part of something.
  the top of the picture *the back of the book* *the middle of the week*

There are a number of exceptions, e.g. *a mountain top*, *the day's end*, *the water's edge*.

- to describe the characteristics of a person or thing.
  a man of average build *a place of great beauty*
- in a large number of collocations or where no commonly accepted compound noun exists.
  a source of inspiration *the roof of the house*

UNIT 10

Language focus Noun phrases

Student A: Choose six of the following phrases and write a similar Exercise 3 to that on page 153. Then give the exercise to your partner to complete.

chances of survival depths of despair height of summer matter of personal taste
sense of relief sign of respect source of income state of emergency

Student B: Choose six of the following phrases and write a similar Exercise 3 to that on page 153. Then give the exercise to your partner to complete.

chances of promotion depths of winter height of fashion matter of life and death
sense of smell sign of age source of energy state of shock

Go back to page 153.

Language focus Noun phrases

1 Add each of the noun phrases from the Listening task to the appropriate column.

a stream of visitors any dealings with the couple December's deadline
Manchester's nightlife my bank balance work commitments

noun + noun	noun + *'s/s'* + noun	noun + preposition + noun
home comforts my bank balance, work commitments	*my friends' reactions* Manchester's nightlife, December's deadline	*a stack of dishes* any dealings with the couple, a stream of visitors

2 Go to Ready for Grammar on page 234 for further rules, explanations and practice.

3 Match each sentence beginning (1–8) with an appropriate ending (a–h). The items in bold are all common collocations.

1 Exhaustion gave way to a huge **sense of**
2 Money was no longer a **matter of**
3 A medical examination showed that his **state of**
4 Market research surveys are the main **source of**
5 Regular reading will increase your **chances of**
6 After her last flat, this was the **height of**
7 The country was again plunged into the **depths of**
8 I looked round the door, but there was no **sign of**

a **health** was good, with no sign of heart disease.
b **luxury**, with its central heating and huge sofas.
c **information** about people's shopping habits.
d **achievement** as she crossed the finish line.
e **concern** to them after their lottery win.
f **life**, just the curtain flapping in the open window.
g **success** in the exam.
h **recession** and many businesses were forced to close.

4 You are going to write a similar exercise to the one in Exercise 3 above. **Student A** turn to page 211 in the Additional materials, **Student B** turn to page 209.

5 SPEAK Work in small groups. Discuss the following questions.

1 To what extent is there **a sense of community** in the area where you live? Are **neighbourhood relations** generally good, or is there a general **lack of interest** in community events?
2 Some people believe they can reduce their **stress levels** and improve **health issues** by quitting the **rat race** and moving to the countryside. Other people hate the thought of living in a rural area because there are fewer **transport options**, poor **internet connectivity** and not so many **job opportunities**. What's your opinion?
3 Many public places now have cameras with facial recognition technology. To what extent is this simply **a matter of security** and how much is it **an invasion of privacy**?



Vocabulary Expressions with *house* and *home*

1 SPEAK Work in pairs. Look at the following extracts from the Listening. Discuss which is the correct meaning (a or b) of the phrases in bold.

1 ... plus all the **home comforts** – like regular meals.
   a things that make you feel homesick
   (b) things that make your domestic life easier and more pleasant

2 We actually **get on like a house on fire**.
   (a) we have a warm and friendly relationship
   b we have a difficult and destructive relationship

2 Complete the phrases in bold with either *house* or *home*.

1
Anna: If you're coming to Melbourne, you're welcome to come and stay with us again.
Lucy: Thanks. Your place is like **a** ___home___ **from** ___home___ for me. I appreciate the offer.

2
Ben: How was dinner last night? As pricey as you thought it might be?
Richard: Well, no, actually. The waiter brought out the wrong dishes twice. The manager was really apologetic and said that we could have the meal **on the** ___house___!

3
Luke: Why did Jack look so upset earlier? Surely Sarah was joking about him being incompetent.
Mary: Actually, I think her comment was **very close to** ___home___.

4
Isabelle: I've never seen so much food in a fridge before!
Roberto: Yes, well, my kids are **eating me out of** ___house___ and ___home___.

5
Julia: Hi. I found your spare key under your doormat so I've let myself in. Hope that's OK? What time do you finish work?
Liz: That's fine. **Make yourself at** ___home___. I'll be back by 6.

6
Max: So looking forward to dinner tonight. I had a look online and everything on the menu looks great. What would you recommend?
Stacey: Well, the ___house___ **speciality** is garlic oysters. I had them last time I went. They were out of this world.

7
Nicola: Nora seems to be taking her studies a bit more seriously this year.
John: Yes, it's finally **hit** ___home___ that she needs a good grade to get into university.

8
Sara: Really enjoyed the show last night. Thanks for the invite. Josie's one of the best live comedians I've seen in a long time.
Gavin: Yeah, she absolutely **brought the** ___house___ **down**.

3 SPEAK Work in pairs. Discuss the meaning of the phrases in bold in Exercise 2 with your partner, and suggest in what situation you might use them.

4 SPEAK Work in pairs. Write and act out mini-dialogues like those in Exercise 2.

A: I hear that Eleni has finally broken up with Sergio.
B: Yes, it's finally hit home that they really aren't compatible.

Vocabulary

1 You could start this lesson with books closed. Write *house* and *home* on the board. Briefly elicit ideas about the difference between these two words in English – but don't confirm anything yet. Then set students a mini-web research task. Give them a few minutes to google *house vs home* on their mobile phones. They discuss what they found with a partner. Conduct open class feedback. Books open. Explain that today you'll be looking at some collocations containing either *house* or *home*. Exercise 1 could be done in open class. Quickly elicit a few other examples of *home comforts*, e.g. comfortable bed, favourite cups or dishes, etc.

2–3 Students do Exercise 2 individually. Instead of eliciting the answers one by one, display them on the board or ask students to quickly check them in the **Answer key**. Organise the class into pairs for the **SPEAK** task. During feedback, check the students' understanding of the expressions and ask them to share their ideas about situations where they might be used. You may want to check the pronunciation of *specialty* /ˈspeʃəlti/.

4 Remind students that they should include at least one of the collocations containing *house* or *home* in each dialogue they write. With groups of shier students, you could invite them to act out their dialogues in pairs or small groups instead of reading them in from the whole class.

Extra activity

Start by writing all the expressions with *house* and *home* on the board. Tell students they are going to close their eyes and you are going to erase one of the collocations. Students open their eyes and say which one is missing. Repeat until the vocabulary items are all gone. Note that it helps to draw a line on the board in the place where you have rubbed out each collocation. Every time you erase a new expression, also point to the parts of the board where two other items have been rubbed out and elicit those as well. In general, the more times students see, hear or say a collocation, the stronger the link becomes between that group of words in their minds. This activity could be used in two ways: a) to consolidate the expressions with *house* and *home* before doing the final **SPEAK** task (Exercise 4), or b) to revisit this vocabulary during a revision stage in a future lesson.

READY FOR GRAMMAR

10 Noun phrases

In 1–10 below, decide which of the two underlined noun phrases is in the wrong form and correct it. There is an example at the beginning (0).

0 a The boss's leg is still in plaster.
b He tripped over ~~the chair's leg~~. *the chair leg*

1 a We drank several cups of coffee during the meeting.
b We ate nearly half a ~~jam jar~~ jar of jam at breakfast this morning.

2 a Shall we have ~~chicken's soup~~ chicken soup for lunch?
b This skirt is made of pure lamb's wool.

3 a I caught my jumper on the door handle.
b They've kicked the ball onto ~~our house roof~~ the roof of our house.

4 a I read it in last Sunday's newspaper.
b I always buy ~~a Sunday's newspaper~~ a Sunday newspaper.

5 a I get four weeks' holiday a year.
b I'm going on ~~a three days course~~ a three-day course on marketing.

6 a There's a lovely dress in ~~that window of shop~~ that shop window / the window of that shop.
b I asked him what his source of inspiration had been.

7 a The restaurant is perched high on a mountain top.
b Write your name at ~~the page top~~ the top of the page.

8 a Management has announced ~~a member of staff from the catering department's dismissal~~ the dismissal of a member of staff from the catering department.
b Management offered no explanation for the employee's dismissal.

9 a The town hall is a large brick construction from the 20s.
b Police are looking for ~~an average height man~~ a man of average height in his 20s.

10 a Have you seen her children's new clothes? They won't thank her for buying those.
b We'll have some ~~children's new clothes~~ new children's clothes in stock after the January sales.

Go back to page 153.

Speaking

1–2 To simulate exam conditions, put students into groups of three or four and assign one student the role of the interlocutor to ask questions and keep the time (1 minute per long turn, 30 second for each follow-up question). Alternatively, you could use this task to push students to extend and display their lexical range. Give students a few minutes to look at the speaking tasks on pages 155 and 208 in the **Additional materials** (see below), and then revisit the unit to find advanced level vocabulary items that would be useful for discussing the pictures and questions in the two tasks. As students do the task, monitor and note any particularly good examples of lexis to praise during feedback. Also note down any faulty or unnatural sounding lexical items. Board this language during feedback and elicit better ways of expressing the same ideas. If time allows, have students repeat the task and focus on using more interesting and sophisticated lexis. Note that lexical range is one of the subscales that official examiners award marks for. In order to do well here, C1 candidates need to demonstrate a good range of vocabulary while expressing views about both familiar and unfamiliar topics.

Speaking Part 2 Long turn

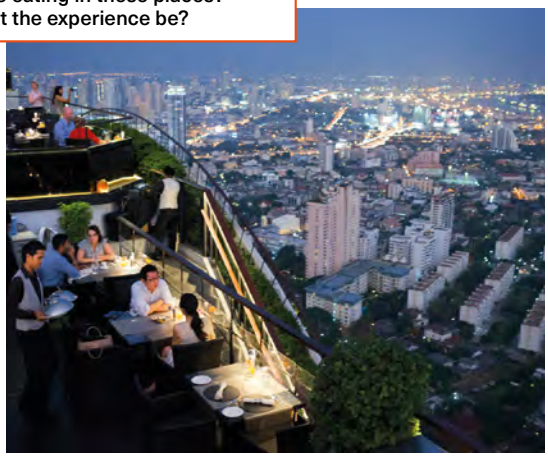
Look at these pictures. They show people eating and drinking in a public place.

Student A: Compare **two** of the pictures and say why the people might be eating in these places, and how enjoyable the experience might be.

Student B: When your partner has finished talking about the two pictures, say who you think is most likely to return to eat in the same place.

Why might the people be eating in these places?
How enjoyable might the experience be?







Go back to page 155.

Speaking Part 2 Long turn

1 **SPEAK** **Look at these pictures. They show people living in different kinds of accommodation.**

Student A: Compare **two** of the pictures and say why the people might have chosen to live there, and what the challenges might be.

Student B: When your partner has finished talking about the two pictures, say who you think is most likely to stay in the accommodation for a long time.

2 **Now change roles. Go to the Additional materials on page 208 and do the Speaking Part 2 task.**

Why might the people have chosen to live there? What might the challenges be?







Writing Part 2 Informal email

1 SPEAK Work in small in groups. Imagine a friend is coming to stay in your home for a few weeks while you are away. Read the to do list and discuss the following questions.

1 Which of the following things would you expect them to do?
2 Is there anything else you would expect your friend to do?
3 Would it depend on the season in any way?

- water the houseplants
- feed and walk the dog
- wipe down the shower
- replace any food they eat
- put out any bottles or tins for recycling
- only use the washing machine at set times
- limit the amount of hot water used
- clean up after themselves
- ensure the windows and doors are locked on leaving the house

2 Read the following Part 2 task and the sample answers Email A and Email B below. Which is most similar in style to how you would write to a friend? Email A

You receive this message from an English friend who is coming to stay in your home for a few weeks while you are away.

Is there anything I need to know about keeping your home secure? And are there any household jobs or responsibilities that you need me to take care of? Also, what's the best way to get around in your area? Send me an email and let me know.

Email A

From: Johannes

Hi Steve

It's good to know you'll be in the apartment while I'm in Berlin. It's in a pretty safe area, but it's reassuring to have you keeping an eye on things.

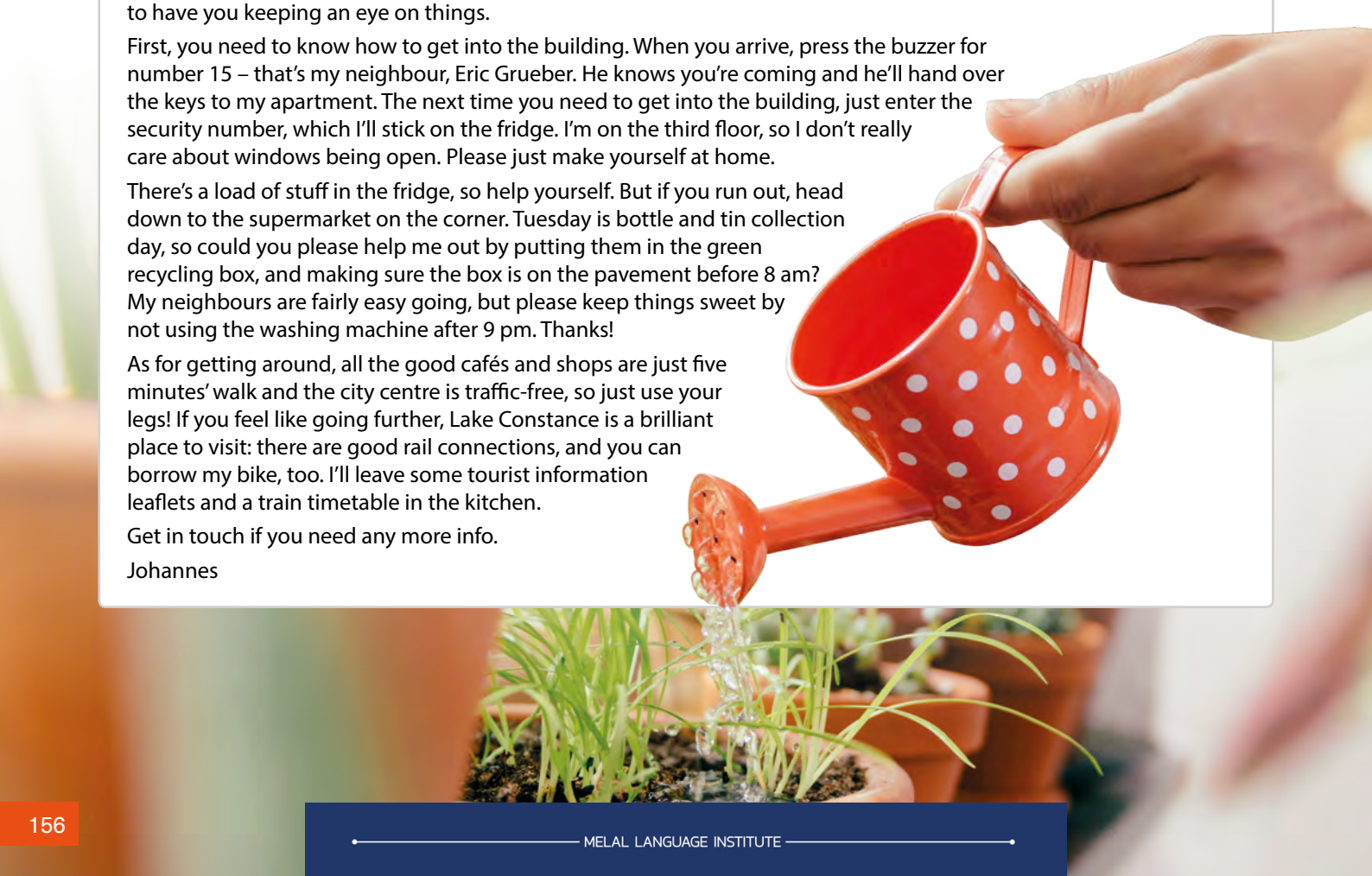
First, you need to know how to get into the building. When you arrive, press the buzzer for number 15 – that's my neighbour, Eric Grueber. He knows you're coming and he'll hand over the keys to my apartment. The next time you need to get into the building, just enter the security number, which I'll stick on the fridge. I'm on the third floor, so I don't really care about windows being open. Please just make yourself at home.

There's a load of stuff in the fridge, so help yourself. But if you run out, head down to the supermarket on the corner. Tuesday is bottle and tin collection day, so could you please help me out by putting them in the green recycling box, and making sure the box is on the pavement before 8 am? My neighbours are fairly easy going, but please keep things sweet by not using the washing machine after 9 pm. Thanks!

As for getting around, all the good cafés and shops are just five minutes' walk and the city centre is traffic-free, so just use your legs! If you feel like going further, Lake Constance is a brilliant place to visit: there are good rail connections, and you can borrow my bike, too. I'll leave some tourist information leaflets and a train timetable in the kitchen.

Get in touch if you need any more info.

Johannes



Lead in

Books closed. Explain the situation from the **SPEAK** task: a friend is coming to stay at their home for a few weeks while they are away. In pairs, students come up with things they would expect the person to do. After a few minutes, combine pairs to create small groups. Students compare their ideas and decide which things would be most important to remember to do. Conduct brief open class feedback.

Writing

1 If you have done the lead-in above, start by asking students to compare their own ideas to the ones in the book. In their groups, students discuss questions 1–3. (Have them focus on number 3 if you've done the lead-in.) Note that there are some interesting collocations in this list that would be useful to return to and review in a future lesson.

2 Students read the instructions and the emails. Then pair up students and invite them to discuss the style of the two emails and decide which one would be more appropriate for an email to a friend (*Email A*). Feedback in open class. Ask students to justify their answers with specific examples from the emails.

Teaching tip

Students can give each other useful feedback on their writing. Organise students into pairs and ask them to exchange their writing. Instead of trying to correct language errors, it's more useful and realistic to get students to give each other feedback on less linguistic aspects of writing, such as task achievement, organisation, clarity, etc. Provide students with a checklist like the one suggested here. Don't include more than five things for students to consider when reading their partner's writing.

Has your classmate …

addressed all the points in the task instructions?

included any information that is not relevant to the task?

organised their ideas into paragraphs?

expressed their ideas in a way that is easy to understand?

used a variety of linking words and phrases?

While doing this sort of peer feedback task, students not only help other classmates improve their writing, they also develop their ability to notice how their own writing could be improved.

Extra activity

Both formal and informal emails are quite formulaic and therefore full of formulaic language. You could raise students' awareness of this particular feature of emails by giving by them a number of formulaic expressions, such as the ones suggested in the table, and ask students to sort them by function. Then ask students to decide which expressions are formal or informal. An extension activity would be to ask students to look at a few sample emails and find more formulaic expressions for these five categories. They could also create new categories for other common functions, such as offering help, advising, complaining, congratulating, apologising, asking for information, signing off, etc. Note that the table shows the correct answers. In class, you could either display the formulaic expressions on the board out of order or put them on individual cards and mix them up.

Opening	*Nice to hear from you.* *I am writing in regards to …*
Closing	*Hope to hear from you soon!* *Should you require anything, do not hesitate to contact me.*
Recommending	*If I were in you, I'd …* *In my opinion, the best course of action would be to …*
Giving information	*I'm happy to tell you that …* *It is my pleasure to inform you that …*
Making a request	*Do you mind …?* *If you could …, it would be greatly appreciated.*

3 Students read the instructions. They do the exercise individually. Alternatively, you could put students into pairs and assign one student in each pair Email A and the other Email B. They complete their half of the box individually and then explain their answers to their partner. During feedback, it would be quite time consuming to elicit all the answers to the board, so a better option might be simply directing students to the **Answer key** or displaying the table from the **Answer key** on the board.

4 Give students a few minutes to find examples individually and then elicit these examples in open class. Alternatively, if you have access to technology, you could display the email and invite a few students to come up and underline the examples.

5 The final writing could be done in class or at home, but it should be done to a strict time limit of 40 minutes in either case. Note that there is a sample email with useful language for writing emails in the **Ready for Writing** section. Remind students to spend time planning their email before they start writing. They should also spend time revising it after they finish it.

Sample answer

Hi Angela

Thanks a lot for offering to help at the boutique on Saturday. You can't imagine what an alleviation it is to know you'll be there. You are making me a big favour! Jim will post the keys through your postbox on Friday afternoon. Firstly can you arrive to there at 8.45 on Saturday. The lock on the back door is a bit annoying, you need to pull the door against you and then turn the key if not it doesn't open.

Then when you go in you'll need to turn on the lights. The box for the electricity is in the office at the back next to the cuboard. Push down the two black switches. After this could you check all the clothes on the shelfes are folded neatly and the window exhibition is okay.

Open the shop door at 9.00.

Now there are a few things I need to advise you about the staff. You probably remember Julia, well she's a nice girl. I mean she's really good at maintaining the boutique tidy, but she's very shy and if there is a problem with a customer she's not very good at solving it out. So if you see her having any problems please help her. Also could you tell me what time Dave does arrive as he has been coming in late recently.

At 5.30 you can shut the shop. Remember to turn off the electricity and turn on the alarm. I'll come to your house to gather the keys on Sunday and bring you a nice present.

If you have any other problems, call to me on my mobile.

Thank you again.

Sarah

277 words

Examiner comments

Content: The writer provides all the necessary information. Good realisation of task.

Communicative achievement: Register is consistently informal, friendly and appreciative. The target reader would be well informed and clear about what is expected.

Organisation: Paragraphing and simple sequencing has been used effectively.

Language: The number of mistakes suggests a lack of control. There are some cases of inappropriate word choice – *alleviation*, *exhibition*, *advise*, *maintaining*, *gather*; misspelt words – *cuboard*, *shelfes*; and the grammar is sometimes inaccurate – *making me a big favour*, *arrive to*, *against*, *solving it out*, *what time Dave does arrive*, *call to*. However, the errors do not obscure communication.

Mark: Pass

Email B

From: Johannes

Dear Steve

Thank you for your email. I hope the following information will be of use to you.

Security matters

- On arrival: press the buzzer for number 15. You will be let into the building by my neighbour Eric Grueber, and then given the keys to my apartment door.
- Security number for the building: this will be on the fridge door.
- General security: windows can be left open at all times as the apartment is on the third floor.

Household responsibilities

- Food supplies: should you need to go shopping, the supermarket on the corner is reasonable.
- Recycling: bottles and tins must be placed in the green recycling box and placed outside on the kerb by 8 am Tuesday at the latest.
- Noise control: please refrain from using the washing machine after 9 pm.

Transport

- City centre cafés and shops: these can be accessed best on foot since the centre is free from traffic.
- Longer distances: the train is highly recommended and there is also a bicycle available for your personal use.

Johannes

3 **Compare the two sample answers and complete the table with how well the candidate did for each criteria.**

	Email A	Email B
Vocabulary	There are several phrasal verbs, (*hand over, run out, head down*) and informal expressions (*keep an eye, make yourself at home, keep things sweet*)	There are a number of formal expressions, e.g. *on arrival, highly recommended, your personal use*
Register and tone	The writer sounds very friendly, e.g. *please help me out by* *Get in touch if you need any more info.*	The language used is more suitable for an official notice, e.g. *bottles and tins must be placed … please refrain from …*
Grammatical structure	The writer mainly uses the active voice: *First, you need to know how to …* *If you feel like + ing*	The writer often uses the passive voice: *You will be let into the building …* *windows can be left open …* *these can be accessed …*
Organisation	The writer has used different paragraphs to introduce new subjects, which makes it easier for the reader to follow.	The writer has used subheadings and bullet points; although this format presents all the information in a clear way, it doesn't give a very welcoming or friendly impression.

4 **In Email A, the writer does more than just provide the basic information that was requested. Find examples of**

- how he makes his friend feel welcome.
- what he adds to make his friend feel positive about his upcoming stay.

In the Advanced exam, it would be better to write an email or letter like Email A. This will allow you to use a range of informal expressions, words and phrases and use a variety of informal structures.

5 **Now either write your own answer to the task in Exercise 2 or do the task below.**

You receive this message from an English friend who has agreed to help manage your shop for a day while you are away.

Hi – I'm looking forward to helping manage the shop next Saturday. But is there anything I need to know about the staff? What about opening and locking up? Is there any other information I should know? Send me an email, please.

Write your email in 220–260 words.

For more information on writing emails, see page 195.

4

- *It's good to know you'll be in the apartment while I'm in Berlin / … it's reassuring to have you keeping an eye on things.*
- *There's a load of stuff in the fridge, so help yourself.*

Lake Constance is a brilliant place to visit … and you can borrow my bike, too.

I'll leave some tourist information leaflets and a train …le in the kitchen.

10 REVIEW

Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 In terms of weekly rent, the two apartments are almost the same.

HARDLY

In terms of weekly rent, there ..... is hardly any difference ..... between the two apartments.

2 All the employees have felt greatly relieved since management said there would be no job cuts.

SENSE

There ..... has been/is a (great) sense of ..... relief amongst all the employees since management said there would be no job cuts.

3 No-one's ever burgled my house, so I can only imagine how upset you are.

VICTIM

Having ..... never been a/the victim of ..... burglary myself, I can only imagine how upset you are.

4 The fact that the flat is near the station is an advantage.

HANDY

One of the good points about the flat ..... is (that) it is handy for ..... the station.

5 'The man was running very fast, so I only saw him very briefly,' Gael told the police.

GLIMPSE

Gael told the police that he had only managed ..... to catch/get a (brief) glimpse ..... of the man because he was running very fast.

6 Local councils are being pressed to find a solution to the housing shortage.

UNDER

Local councils ..... are (coming/feeling) / feel under pressure to come ..... up with a solution to the housing shortage.

Language Focus

Sample answer

Looking through a newspaper one day, he saw a cottage for sale in a picturesque rural area. Situated in a small village near the church, it had a conservatory and a large garden containing fruit trees; it seemed perfect. He went to see it and immediately made up his mind to buy it. Not known for his decisiveness, Charlie surprised everyone by putting down a deposit on it the very next day.

However, having moved into the cottage, he soon realised it was not the peaceful rural idyll he had expected. Chiming every hour on the hour, the church bells kept him awake at night. Also, the village being in an area of outstanding beauty, coachloads of tourists arrived every weekend disturbing the peace and quiet. Worst of all, objecting to the presence of outsiders in the village, the locals were very unfriendly towards him. Having lived there for six months, Charlie decided to move back to the city.

Language focus Participle clauses

Rewrite the following story using participle clauses and replacing any *and* in bold to combine ideas. See the example below of the rewritten first sentence of the story.

Having grown up in the countryside, Charlie wanted to go back there to spend his retirement.



Charlie had grown up in the countryside **and** he wanted to go back there to spend his retirement. He looked through a newspaper one day **and** he saw a cottage for sale in a picturesque rural area. It was situated in a small village near the church **and** it had a conservatory and a large garden **and** the garden contained fruit trees; it seemed perfect. He went to see it and bought it not long after that.

However, he moved into the cottage **and** he soon realised it was not the peaceful rural idyll he had expected. The church bells chimed every hour on the hour and kept him awake at night. Also, the village was in an area of outstanding beauty **and** coachloads of tourists arrived every weekend **and** disturbed the peace and quiet. Worst of all, the locals objected to the presence of outsiders in the village and they were very unfriendly towards him. Charlie [illegible] move back to the city.

Noun phrases

Complete the sentences using noun phrases formed from the words in brackets. There may be more than one answer, and you may need to change some of the words from plural to singular.

1 We're all still in a state of shock (*shock*; *state*) after the/his announcement of his resignation (*his resignation*; *announcement*).

2 I found the car keys/keys to the car (*keys*; *car*) in the back of the drawer (*back*; *drawer*).

3 We had a mug of cocoa (*cocoa*; *mug*) made with fresh cow's milk (*milk*; *cow*) from the farm next to the caravan site (*site*; *caravans*).

4 There was a seven-hour delay/delay of seven hours (*delay*; *seven hours*) on our flight, so we spent most of Friday in the airport departure lounge/departure lounge of the airport (*airport*; *lounge*; *departures*).

5 Police want to interview a 17-year-old youth of average build (*youth*; *average build*) in connection with yesterday's robbery (*robbery*; *yesterday*).

6 He wears a thick gold neck chain/gold chain around his neck (*chain*; *neck*; *gold*) and a diamond nose stud/diamond stud in his nose (*stud*; *nose*; *diamond*). It's all a matter of personal taste (*personal taste*; *matter*), I suppose, but it's not my idea of fashion (*fashion*; *idea*).

7 He was a real taskmaster; we did two months' work (*work*; *two months*) for him and during that time we didn't have a day's rest (*rest*; *day*).

8 She gave a series of talks (*talks*; *series*) on a number of topics (*topics*; *number*) relating to the protection of the environment (*environment*; *protection*).

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Rats share our streets

For thousands of years, rats have chosen to live **(0)** *ALONGSIDE* humans. These opportunistic **(1)** survivors have established their own colonies wherever people have camped, built villages or founded towns. And now that more and more people are shifting to cities, rat numbers have risen **(2)** accordingly.

City life suits rats for a number of reasons. A key factor is the **(3)** accessibility of fast food. Rats share human taste **(4)** preferences for fat and sugar, so whenever city dwellers **(5)** improperly dispose of food scraps such as an unwanted pizza slice or melting ice cream, rats will make the most of this free meal. Another factor is that cities generate considerable heat. Although the average life **(6)** expectancy of a rat is only around twelve months, during that time, there can be up to 15,000 **(7)** descendants stemming from a single pair when ample food and warmth create ideal breeding conditions.

With rats becoming increasingly **(8)** resistant to poisons, many cities are struggling to combat rodent population explosions. So far, no-one has come up with a viable solution.

ALONG
SURVIVE

ACCORD

ACCESS
PREFER
PROPER

EXPECT
DESCEND

RESIST

Writing Part 2 Report

You have just spent three months living in accommodation that your college organised for you. The college principal has asked you to write a report. In your report, you should describe the accommodation you are living in, comment on whether it has suited your needs, and suggest possible ways in which the experience of living there could be improved.

Write your report.

Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.

For more information on writing reports, see page 197.

10 REVIEW

Pronunciation Connected speech: elision

1 10.2 **Listen to the extracts from the Listening task on page 152 about moving house. What do you notice about the pronunciation of the /t/ and /d/ sounds in the underlined sections?** The /t/ and /d/ sounds are not pronounced.

Speaker 1

1 My bank balance looked better ...

2 I found myself a flat ...

Speaker 2

3 ... the couple next door.

Speaker 3

4 I used to be part of a really tight circle ...

Speaker 4

5 But that hasn't been the case at all.

6 I really just need to make ends meet.

Speaker 5

7 I moved to Manchester from London ...

8 ... the ones I'd lost contact with.

Elision

In connected speech, when a /t/ or /d/ sound at the end of a word comes between two other consonant sounds, the /t/ or /d/ sound is often not pronounced. This is known as elision; the /t/ and /d/ sounds are elided.

2 **Practise saying the extracts in Exercise 1 without pronouncing the /t/ and /d/ sounds in the underlined sections.**

3 **Read these statements about different living situations. Find two examples of elision in each statement and cross out the /t/ or /d/ that could be elided in connected speech. The first one has been done for you.**

1 It must be fun living with friends, but I couldn't do it if they were noisy.

2 I've never really liked living where I do; it's dull and boring.

3 I've always found the idea of living in a different country appealing.

4 The countryside is the last place I'd choose to settle; I'd just go mad there.

4 10.3 **Listen to check your ideas for Exercise 3. Then practise reading the sentences aloud, without pronouncing the /t/ and /d/ sounds that can be elided.**

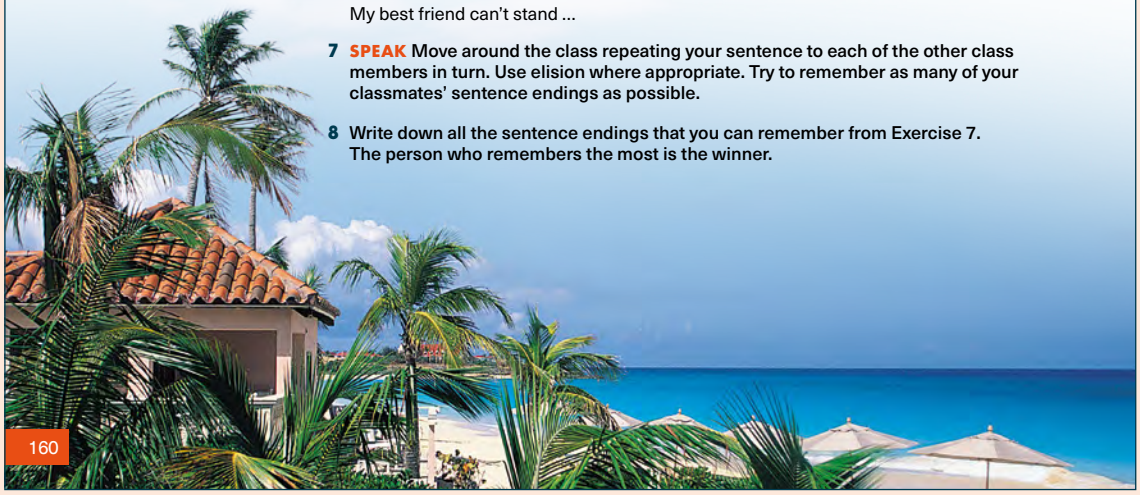
5 SPEAK **Work in pairs. How true are the statements in Exercise 3 for you?**

6 **Complete the following sentence with a maximum of five words.**

My best friend can't stand ...

7 SPEAK **Move around the class repeating your sentence to each of the other class members in turn. Use elision where appropriate. Try to remember as many of your classmates' sentence endings as possible.**

8 **Write down all the sentence endings that you can remember from Exercise 7. The person who remembers the most is the winner.**



160

Pronunciation

1 10.2 Students read the instructions. Play the recording once or twice. Give students time to quickly compare notes with a classmate before drawing students' attention to the **Elision** box. Feedback in open class. Ask students if they think elision occurs naturally in their own language(s), and, if so, provide examples.

2 As students do the exercise in pairs, circulate and monitor their use of elision.

3–5 10.3 Quickly confirm students' answers in open class before putting them into pairs to practise reading the sentences out loud. After the SPEAK task, nominate a few students to share their ideas with the class.

6–7 Give students a few minutes to complete Exercise 6 and invite them to stand up and mingle. Encourage them to ask their classmates follow-up questions. Circulate and monitor students' use of elision.

8 Finish this task by having the winner read their sentences aloud to the class.



This unit is concerned with culture and how it influences not only our societies but also ourselves as individuals. The reading, writing, listening and speaking tasks are all related to this theme. Students will also continue improving their knowledge of grammar and lexis in the **Language Focus** and **Vocabulary** sections.

Read the unit objectives to the class.

SPEAKING Part 1 Interview

Focus students on the picture. Ask students to speculate about what is happening in the scene and elicit the context of a traditional festival. Then lead an open class discussion of the topic by asking students questions, such as *What makes traditional festivals continue to be so popular? What motivates people to prepare for and participate in these festivals?* Ask students to describe any traditional festivals in their town, city or region. If you are not from the same city (or even country) as your students, you could tell them about a traditional festival in the town, city or region where you grew up.

Direct students to the Speaking Part 1 questions. As in prior units, you could give students practice answering these questions under exam conditions. Alternatively, you can get students out of their seats by doing this speaking task as a mingle activity. Encourage students to ask follow-up questions and justify their answers with specific reasons or examples. Note that with mingles it's a good idea to set a time limit.

ONLINE MATERIALS

Food, glorious food (**Teacher's Resource Centre**)
Debate planning (**Teacher's Resource Centre**)
Culture stories interrupted (**Teacher's Resource Centre**)
Unit 11 Test (**Test Generator**)
Unit 11 Wordlist (**Student's/Teacher's Resource Centre**)
Unit 11 On-the-go-practice (**App**)

11 CULTURAL VALUES

Reading and Use of English Part 7 Gapped text

1 **SPEAK** **Work in small groups. Discuss the question below.**

What would you say are typical dishes of your country? How do you think they might reflect the country's culture?

2 **You are going to read an article about a famous chef and his restaurant in Sweden. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.**



MAGIC OUT OF MOULD:

INSIDE THE WORLD'S WILDEST RESTAURANT

In an age when chefs are regularly compared to artists and philosophers, Magnus Nilsson is among the world's most renowned. But is the simple act of cooking ever worthy of such worship?

Magnus Nilsson, head chef at *Fäviken*, Sweden's premier fine-dining restaurant, is not fond of repeating himself, but there is a motto he uses with frequency: 'Do it once, perfectly.' He says it when observing that a chef has failed to place the cream in the same place on every dish, or when explaining why he paid so much for his elaborate composting facility, which has reduced the restaurant's waste to practically nothing.

1 D

When it was suggested that one be omitted from the collection because it was impractical, Nilsson offered to withdraw from the project, rather than publish it incomplete. The central thesis is that a country's dinner table reveals a great deal about its culture's values, economy, natural environment, and even family structure.

2 B

Nilsson's day job, however, is running *Fäviken*. Set 375 miles north of Stockholm, deep in the forested province of Jämtland, the restaurant is an hour's flight from Stockholm to Östersund, then a 75-minute drive north-west. Its setting is otherworldly. Mountain vistas unfold with little human interruption. At the height of summer, the sun shines for 24 hours a day. In the winter, the temperature drops to –40 C.

3 G

Intended to bring diners into an encounter with the origin of the food they eat, the movement has spread across this part of Europe. Like Danish chef René Redzepi in Copenhagen, Nilsson spends hours searching woods and riverbanks for ingredients. One dish is a single scallop poached in its own juices, which arrives at your table in its gigantic shell atop a bed of moss – the ocean meeting the forest. Food as an exercise in high aesthetics has been part of popular culture since the Spanish chef Ferran Adrià brought his restaurant, *El Bulli*, and its pioneering molecular gastronomy 'lab' to international fame in the late 1990s. But *Fäviken* is a restaurant whose food is also talked about as an expression of moral values.

4 C

During the long winter months, when the sun only breaks the horizon line for an hour or two each day and the land is sheathed in snow, such activity is not possible. Then the kitchen serves mostly foods they harvested in the warm months and then preserved. But the food isn't just appealingly local; it's a seemingly 'authentic' expression of a place.

5 A

Perhaps this is why a season's worth of reservations in Fäviken's 24-seat dining room sell out in minutes to international diners. One recent guest told me that he was not there just for the food. 'I think of Nilsson more as a philosopher or poet than a chef,' he said. If our dinner plates reveal who we are, what does Nilsson's rise to fame say about our fantasies and obsessions?

6 F

It was mycelium growing on straw, the caption explained, 'waiting to be turned into broth'. That nearly no one knows what mycelium is (it's a fungus) doesn't bother his admirers – the thrill seems to be that somewhere a hunter-chef is cooking it perfectly. This is our contemporary fairytale: a Swede making magic out of mould.

Lead-in

Books closed. Board the following adjectives: *acidic*, *bland*, *bitter*, *crunchy*, *fresh*, *gross*, *heavenly*, *juicy*, *nutty*, *pungent*, *ripe*, *salty*, *savoury*, *sharp*, *sour*, *spicy*, *stale*, *tangy*, *tart*, *tasteless*. Organise the students into small groups and give them a few minutes to look up any words they are unfamiliar with in monolingual dictionaries. You could quickly check the meaning of the words by saying a food and eliciting the adjective, e.g. *coffee* for *bitter*. You may also want to check the pronunciation of any words containing sounds that your learners tend to find challenging, for example, the dark /l/ sound for Polish speakers (*stale*, *salty*), /s/ + consonant in word initial position (*stale*, *spicy*) for speakers of European Spanish, or words ending in a consonant or consonant sound (*pungent*, *ripe*, etc) for Italian speakers. Then explain that each student is going to describe a typical dish from their town, city or region. If students are all from the same place, you could add the extra challenge of having them describe the dish but not saying its name. The other students have to guess what it is based on the description. Round off the task by asking students if there were any dishes they are looking forward to trying or eating again soon.

Reading and Use of English

1 You could model this **SPEAK** task by telling students about a typical dish from the place where you grew up, e.g. *In New England, in the northeast of the USA, a typical family breakfast on the weekends is pancakes with maple syrup. This type of syrup is 100% natural. It's made locally by taking the sap, or liquid, from maple trees and boiling it down until it turns into a thick, extremely sweet syrup. The first European colonisers of the region learned the technique from the Indigenous Americans*. Give the students a minute of planning time and then organise them into pairs. During feedback, nominate a few students to describe the cultural significance of local dishes.

2 Ask the students to cover the text and only look at the picture, title and first line of text starting with *In an age* …. In open class, elicit some predictions for what the article will be about. Check their understanding of *mould* (tiny green, blue, or white fungi that grow on food that is not kept fresh or on other things that are not kept clean and dry). Students do the reading individually. Set a time limit of no more than 15 minutes to add an element of time pressure.

Teaching tip

At this point in the course, with the date of the official exam drawing nearer, exam strategies should ideally have already become habit. Therefore, at least sometimes, you may want to stop reminding students of these strategies before they do an exam task in class. Instead, after they finish the task, lead a brief open class discussion of which strategies students did or didn't use and why. You may find that students have simply forgotten to use them or may have decided not to use certain strategies that they personally find unhelpful or too time consuming. Remember to be flexible. Students themselves are the best judges of how effective or ineffective a specific exam strategy is. In the official exam, the goal is to get most of the answers right in the time allowed. It's natural for every student to have a slightly different way of reaching that objective.

Extra activity

For homework, set students a web-based research task. Explain that you want each student to research an unusual restaurant, either in their home country or somewhere else in the world, and give a two-minute presentation on it in the following lesson. You could model the activity by preparing a short presentation yourself, for example, about the restaurant *Dans le noir* in London, where diners eat in total darkness. With small classes, students could give their presentations in open class; with larger classes, in groups of four or five. Alternatively, students could record a two-minute video of themselves talking about the restaurant. They could use a screencasting app to record themselves talking while displaying photos of the restaurant and its dishes. These videos could be uploaded to a class blog and commented on by other members of the class.

3 Before students do this **SPEAK** task, you could do an image search online and show students some images of dishes at *Fäviken*. There are also some engaging videos online showing the food at *Fäviken* and how it is made. After students discuss the questions in pairs, you could lead an open class discussion of how students feel about trying new and unusual food, and whether they think it's worth spending money on memorable but expensive culinary experiences like the one you can have at places like *Fäviken*.

You may wish to use **Food, glorious food** on the **Teacher's Resource Centre** at this point.

Teaching tip

In exam preparation courses, it is useful to set aside class time to have students discuss their strengths and weaknesses. One useful activity is for students to take an empty page in their vocabulary notebooks and divide it vertically in two. Have them label the column on the left *Ready* and the column on the right *Almost Ready*. The *Ready* column is for strengths; the *Almost Ready* column, for weaknesses. Tell students to refer to page IV in the Student's book and decide in which column to put each task in each of the four papers of the *C1 Advanced* exam. If students are not sure where to put a particular task, tell them to only put it in the *Ready* column if they are consistently getting at least 60% of the answers correct when they do the task under exam conditions in class or at home. (You have to get above 60% overall to pass the *C1 Advanced*, so if you get below 60% on any individual task, it will pull down your final mark.) Once they have finished their lists, pair up students and have them discuss their lists. Ask them to try to identify why they are still finding certain parts of the exam challenging. While students do the activity, go around and create your own class list of *Ready* and *Almost Ready* columns in your notebook. This will help you know where to dedicate more (or less) class time in the final weeks or months leading up to the exam. Have students revisit their *Ready* / *Almost Ready* pages from time to time and update them. It can be very motivating for students to move tasks from the right-hand column to the left-hand one. This is also a way of measuring progress.

READY FOR GRAMMAR

11 Inversion

Certain adverbs and adverbial phrases with a negative or restrictive meaning can be placed at the beginning of a sentence for emphasis. The position of the subject and verb is reversed, as in question forms. This occurs mainly in written English or more formal speech.

1 Where the main verb is used with an auxiliary verb, the position of the subject and auxiliary verb is reversed.

Never again will I *lend money to Richard. (Inversion)*

Where no auxiliary verb is present, either *do*, *does* or *did* is inserted.

Hardly ever did Joao *turn up on time for his lectures.*

2 Inversion is used:

- after certain phrases with *not* and *only*.

  Not since *I was little* ***have I*** *enjoyed myself so much.*

  Not until *we got to my parents'* ***did we*** *realise we'd left the gift at home.*

  Not only did he *leave dirty footprints all over our carpet,* ***but*** *he* ***also*** *sat on my glasses.*

  Only when *I tell you* ***can you*** *put your books away.*

  Only then was I *made aware of the potential dangers.*

- after certain phrases with *no*.

  On no account must you *speak to other candidates.*

  Under no circumstances should the door *be left open.*

  In no way will we *give in to their demands.*

  At no time were you *in any danger.*

- after certain frequency adverbs.

  Rarely/Seldom/Never have I *seen such an ugly building.*

  Hardly ever is he *in his office when I phone.*

- with *No sooner ... than ...* and *Hardly/Barely/Scarcely ... when ...*

  No sooner had I *got into the shower* ***than*** *the phone rang.*

- after *Little*, meaning *not at all*

  Little did they realise *that their conversation was being recorded.*

A This is made all the clearer when you hear the story behind each ingredient comprising a meal. What you are eating is an edible heirloom – something passed down through generations. So while Nilsson's food is not 'popular', exactly, it has been deemed important cultural material.

B This idea is not original, but Nilsson's book is the most exhaustive recent attempt to catalogue a segment of the world through its food. To compile it, he amassed 11,000 articles and 8,000 photographs, and travelled to the farthest reaches of the region to conduct interviews, all in his spare time.

C This comes, in part, from Nilsson's commitment to local sourcing: he cooks almost exclusively with ingredients that can be bought within a few hundred miles. His chefs search for moss, herbs, grasses, mushrooms, flowers and seeds from the restaurant grounds, and about half their produce is grown in the garden.

D This, too, was the guiding principle behind his recent book, an encyclopedic record of the past several hundred years of Nordic home cooking. It comprises 730 recipes, including about 30 Nilsson expects no-one ever to cook.

E The belief that food is a form of art, and therefore deserving of worship, goes some way to explain *Fäviken's* popularity. But there is more to it than this.

F The vast majority of people intrigued by Nilsson will never visit *Fäviken*, so they watch him on TV or check his Instagram, which recently featured a picture of what appeared to be two mouldy squares of breakfast cereal.

G As a home for a fine-dining restaurant, it is an odd choice, yet Nilsson's embrace of this landscape has set him apart as one of the most innovative chefs working today. In the eight years since its opening, *Fäviken* has become a pillar of the 'new Nordic' trend in food culture.

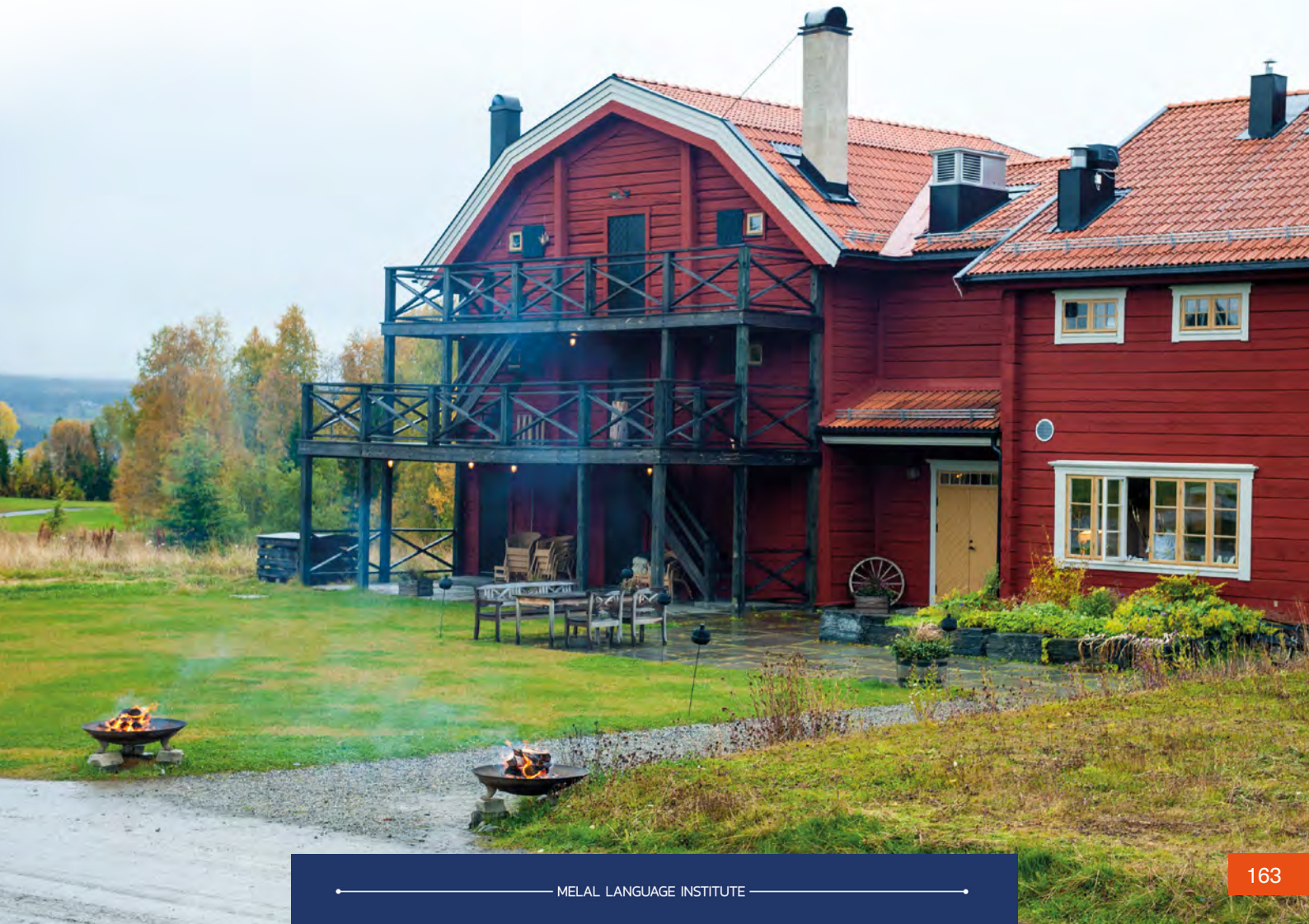




3 SPEAK Work in pairs. Discuss these questions.

Would you be interested in trying some of the dishes Fäviken serves? Why/why not?

What dishes from another country would you like to try? What dishes would you be reluctant to try?



Language focus Inversion

1 **Comment on the word order in the underlined extracts in 1–4, which are taken from reviews of Fäviken. What effect are the writers hoping to achieve by placing the words which are written in bold at the beginning of the sentence or clause?**

1 Our visit to Fäviken exceeded our expectations! **No sooner** had we arrived when we were greeted by a very friendly and professional member of staff. She...

2 The food at Fäviken is nothing less than incredible! I'm not usually a seafood fan, and **nor** do I particularly like game meat. However, on this occasion, ...

3 **On no account** should you eat even the smallest snack before you arrive at Fäviken! I lost count at 20 courses – each of which was done and presented to perfection.

4 I truly respect Magnus. **Rarely** do you find a chef that has such dedication and love for food and culture. My words can never do his food justice.

1
In 1 and 3, the order of subject and auxiliary verb is reversed.
We had arrived → No sooner **had we** arrived
You should eat → On no account **should you** eat
Where there is no auxiliary verb, as in 2 and 4, *do*, *does* or *did* is inserted before the subject.
I particularly like → Nor **do I** particularly like **You** find a chef → Rarely **do you** find a chef
The writer is adding emphasis to these words by placing them at the beginning of the sentence.

2 **Rewrite the sentences in Exercise 1 so that the words in bold do not appear at the beginning of the sentence/clause.**

1 *As soon as we arrived, we were greeted by a very friendly and professional member of staff.*
2 … and I do not particularly like game meat either.
3 You should not eat … on any account.
4 You rarely find a chef that has such …

3 **Complete the sentences with a suitable phrase. There is an example at the beginning (0).**

0 Not for one moment *did we suspect* that David had stolen it – it took us all completely by surprise.
1 No sooner _____ home than my mother phoned.
2 Only when _____ the news on television did she realise the full scale of the tragedy.
3 Never before in all my working life _____ such an incompetent boss.
4 Not until you've tidied your room _____ you to go out and play with your friends!
5 Hardly _____ his new job when the company ran into problems and made him redundant.
6 At no point in the marathon _____ of giving up: I had promised myself I would finish it.
7 Never again _____ her advice – I'm in more trouble now than I was before.
8 Little _____ that someone was recording their conversation.

4 **Go to Ready for Grammar on page 236 to check your answers to Exercises 2 and 3, and for further rules, explanations and practice.**

5 **Complete the following sentences so that they are true for you.**

1 Only very rarely do I _____.
2 Under no circumstances would I _____.
3 Never again will I _____.
4 Not once in my life have I _____.
5 Not since _____ have I _____.
6 Not until _____ did I _____.

6 **SPEAK Work in pairs. Compare your sentences from Exercise 5. Ask follow-up questions to get more details.**

Language focus

1–2 Books closed. Put a series of questions on the board in a variety of tenses, e.g. *Do you swim? Can you swim fast? Are you swimming? Have you swum yet today? Have you been swimming? Will you swim later? Did you swim a lot as a child?* etc. Elicit how we make questions in English. (*We move the auxiliary before the subject of the clause.)* Tell students that the grammatical term for this reversal of subject and verb is called inversion. Books open. Students read the instructions and look at the examples. In open class, elicit that the word order is the same as questions: the order of the subject and first auxiliary verb is reversed. Then elicit that we use inversion after negative or restrictive adverbials, which come at the very beginning of the clause, as a focus strategy. The logic is here the same as that of cleft sentences, which students saw in Unit 9: we create emphasis by deviating from the normal structure of a declarative sentence. Note that the inverted structures covered in this **Language focus** are quite formal and mostly used in writing for rhetorical effect.

2–4 Go around the room and monitor while students do Exercises 2–3 individually and then check their answers with a classmate. Then direct them to the **Ready for Grammar** section (see TB 163 and below) to check their answers with the grammar rules and explanations. Confirm the answers to Exercises 2–3 in open class. Answer any queries about the grammar. Use your judgment about how much time to spend with the extra controlled practice before moving on to the freer practice tasks. Any exercises not done in class can be set for homework or saved for revision.

5–6 Model number 1 yourself, e.g. *Only rarely do I eat Thai food*. Elicit a few examples from the class. Then ask students to complete the rest of the sentences for themselves. Students do the **SPEAK** task in pairs. Alternatively, this could be done as a 'speed-dating' activity. Put the desks into two lines so students are facing each other. Students have limited time (one or two minutes) to talk to the person across from them, asking follow-up questions to find out more information. When the time is up, all the students on one side move one chair to the right and talk to their new partner. Repeat at least five times. Round off the task in open class by asking students to share anything interesting they learned about their classmates.

READY FOR GRAMMAR

11 Inversion

1 **Rewrite the sentences, beginning with the words given.**

0 As soon as Sakkari had won the tournament, she announced her retirement.
No sooner *had Sakkari won the tournament than she announced her retirement*.

1 We only very rarely see a decent performance from this actor these days.
Only very rarely do we see a decent performance from this actor these days.

2 I have never seen such a terrible performance of Hamlet before.
Never before have I seen such a terrible performance of Hamlet.

3 Bags must not be left unattended at any time.
At no time must bags be left unattended.

4 The identity of the murderer is not revealed until the very last page.
Not until the very last page is the identity of the murderer revealed.

5 They only realised the painting had been hung upside down when someone complained at reception.
Only when someone complained at reception did they realise the painting had been hung upside down.

2 **Rewrite sentences 1–5, beginning with the word in *italics*.**

1 He would *never* play in front of a live audience again.
Never again would he play in front of a live audience.

2 The government had *hardly* announced the decision when they reversed it.
Hardly had the government announced the decision when they reversed it.

3 You will not be allowed to enter the auditorium *under* any circumstances once the play has started. Under no circumstances will you be allowed to enter the auditorium once the play has started.

4 She *not* only directed the film, but also had a cameo role.
Not only did she direct the film, but she also had a cameo role.

5 Amy had *not* enjoyed herself so much since she went to the circus as a child.
Not since Amy/she went to the circus as a child had she/Amy enjoyed herself so much.

Go back to page 164.

Listening

1 Books closed. Tell students that many English-speaking countries have large immigrant populations. Case in point: The United States and the UK. Ask students why they think so many people have migrated to these countries and what difficulties they might face there. Then have students look at the pictures and say what they see in them. Next, put students into pairs to discuss the questions. Nominate pairs to share their answers with the class.

2 11.1 At this point in the course, it's a good idea to do exam tasks in class under exam conditions, to the extent to which this is possible in a classroom. For example, in the official exam candidates only have about 15–20 seconds to quickly read the two questions for each extract before the recording starts. It's important to get students used to doing the task this way. Also, candidates hear extract 1 twice, and then extract 2 twice, etc. So make sure the task is done this way in class. When you have corrected the task, you could ask the students to reflect on what exam strategies they are using and how well they are working.

AUDIOSCRIPT

Listening Part 1 Multiple choice

11.1

W = Woman M = Man

Extract 1

W: So I worked for Summer Camps USA about eight years ago. The camp itself was in an absolutely stunning setting, in the Catskill Mountains. Not that I had a car to get around, though. Anyway, I was hired as a counsellor, which basically means you're in charge of a group of young kids – responsible for their entire daily schedule – the person they go to when they're homesick. All definitely outside my comfort zone. But my co-counsellors were what made it for me. They were from all over, not just
Ex 2 Q1 the US, and we really looked out for each other when things got tough. Recently I even met up with one girl from Spain and we went backpacking together in Portugal.

M: It's a fantastic experience, I agree. But I'd say to anyone who's picturing a holiday-type situation – think again. It does rather feel a bit like military camp at times. That's not to say you're
Ex 2 Q2 taking orders and have no say. It's more that you're often on duty for extended periods – including night supervision of the children. You don't get much privacy, either. You share a cabin and a shower block with fellow counsellors, for example. It's pretty full-on.

Extract 2

M: Before the documentary, I didn't know much about that period of history – the 1900s – when the gold rush brought the Chinese to Australia.
Ex 2 Q3 But I understand now what hardships my great-grandparents went through and the sacrifices they made – just so their children's lives would be better. When my sisters and I were growing up, we took everything we had for granted, I suppose – like most children do when they don't know any different. Anyway, the whole thing's made me take more of an interest in my Chinese heritage.

W: Things have certainly changed since then. Our communities used to be hidden from view, but now they're far more integrated into all aspects of Australian society. I mean, you no longer have parents insisting their kid goes to college for seven
Ex 2 Q4 years to become a doctor or a lawyer. These days there are Chinese Australians making a name for themselves in the arts – a rare sight not so long ago. And scientific research is another field Chinese Australians are associated with. But it still occasionally happens that when I'm introduced to a European Australian, they like to compliment me on my good English. It doesn't occur to them that my family may have been here longer than theirs.

Extract 3

M: The advertising for the exhibition said, 'providing a unique look at the past, present and future of tattooing' and I think that was a fair description. Maybe it could have had a few more illustrations to support the text about ancient Egypt and North America, though. I'm still a bit vague about what their tattoos would have looked like.

W: Me too.

M: But what stood out for me was how the
Ex 2 Q5 exhibition went about breaking down people's preconceptions about tattooing. You know, in some countries, there's a belief that getting a tattoo is an antisocial statement – but certain cultures use tattoos to show exactly where they do fit in society. The exhibition showed that tattoos can actually be very meaningful and symbolic.

W: Did you visit the section on tattooing in Samoa? There were some items on view that show how
Ex 2 Q6 many artists still use the kind of equipment their ancestors did – like a bone comb for making little holes in the skin. I was really struck by the sense of custom. And did you know that each tattooist in Samoa basically uses the same structure – with the pattern going all the way from the waist to the knee? It must take forever.

Listening Part 1 Multiple choice

1 SPEAK Work in pairs. Discuss the following questions about photographs a–c.

1 In which English-speaking countries do you think they were taken?
2 What significance might the tattoos have for the young man in photograph a?
3 What hardships do you think the Chinese migrants in photograph b had to face in a new country?
4 How do you think the children are feeling in photograph c?







2 11.1 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear part of a radio discussion in which two people are talking about working for Summer Camps USA.

1 When talking about her experience, the woman says she appreciated
A the opportunity to explore the local area.
B the supportive behaviour of colleagues.
C the feeling of being useful to others.

2 The man compares summer camp to a military camp to suggest that
A there are strict rules.
B the facilities are basic.
C the working hours are long.

Extract Two

You hear part of a radio interview with two Chinese Australians who took part in a documentary about Chinese migration.

3 The documentary helped the man to realise
A that he was essentially more Chinese than Australian.
B how fortunate he was compared to other Chinese Australians.
C what earlier generations of his family had endured.

4 According to the woman, Chinese Australians are now
A working in a greater range of professions.
B regarded as genuine Australian citizens.
C better educated than other ethnic groups.

Extract Three

You hear two friends discussing an exhibition they have seen on the art of tattooing.

5 The aspect of the exhibition the man thinks is most successful is the way it
A challenges some widely held prejudices.
B showcases a range of international designs.
C gives equal space to old and modern images.

6 The woman was particularly impressed by the way that Samoan tattoos
A will often be created with a set of traditional tools.
B can reveal the identity of the person who made them.
C are being gradually adapted by the young generation.

Vocabulary Sight

1 Choose the correct alternative in the following extracts from the Listening.

1 ... we really *looked* / *showed* out for each other when things got tough.
2 Our communities used to be hidden from *show* / *view* ...
3 ... there are Chinese Australians making a name for themselves in the arts – a rare *vision* / *sight* not so long ago.
4 The advertising for the exhibition said, 'providing a unique *view* / *look* at the past, present and future of tattooing' ...
5 There were some items on *view* / *sight* that show how many artists still use ...

2 Complete the sentences with a noun from the box. In each pair, the noun required for both sentences, a and b, is the same.

eye look sight view vision

1 a Looking out across the bay, she suddenly **caught** sight **of** a dolphin.
b Stay here, don't say a word and **keep out of** sight!
2 a A movement in the bushes **caught my** eye and I moved closer to investigate.
b You'll need a good telescope, as the star is not normally **visible to the naked** eye.
3 a He sprayed slogans on the ministry building **in full** view **of** the security guards.
b As we turned the corner, the house **came into** view.
4 a You've probably sprained it or something. Let me **have a** look **at** it.
b Now it's time for *In Depth*, in which we **take a closer** look **at** an issue in the news.
5 a The mole, a creature which spends most of its life underground, has very **poor** vision. Nor can it hear or smell very well.
b Many of his short stories offer a dark and terrifying vision **of the future**.

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 We saw a bear almost as soon as we began our journey.
SIGHT
No sooner had we set off did we catch **sight** of a bear.
2 We only realised what it was when we examined it more closely.
LOOK
Not until we took a closer **look** did we realise what it was.
3 Fame became too much for her and she became a recluse.
PUBLIC
She could no longer put up with being in the **public** eye and she became a recluse.
4 Check that your valuables cannot be seen by potential thieves.
KEPT
Make sure your valuables are **kept** out of sight of potential thieves.

4 SPEAK Talk to your partner about:

- **a familiar sight** in your town or the surrounding countryside at this time of year.
- **a breathtaking view** you have seen.
- someone **in the public eye** whom you admire.
- a radio or television programme you know which provides **an in-depth look** at current affairs.
- the advantages and disadvantages of having **X-ray vision**.

Lead-in

Books closed. You could lead into this section with the following task. You will need to prepare a short description to use including reference to the five senses. Elicit the five senses to the board: *touch*, *sight*, *hearing*, *smell*, *taste*. Tell students you are going to tell them about a place you find relaxing. Students listen and take notes on the parts of your description related to the five senses. Briefly elicit what they wrote down. Organise the class in pairs or small groups. Students then tell their partners about places they find relaxing while the students listening take notes. When students have finished, tell them to compare their notes and identify similarities. Round off the task by leading a brief discussion of what makes certain places relaxing.

Vocabulary

1–2 Tell students they are going to focus on collocations related to the sense of sight. Students read the instructions and decide on the correct alternative together with a partner. Elicit the answers to the board in open class. A variation could be reading aloud the extracts from the listening that contain the vocabulary items. Students listen and correct themselves. Then have them do Exercise 2 individually. Invite them to check their answers with a classmate before going over the answers in open class. With monolingual groups, you could give students a few minutes to look up the collocations in Exercises 1 and 2 with a good translation website and agree on a translation for each item. Then combine the pairs into small groups and have them compare and discuss their translations. Students could then make flash cards to use to review the vocabulary items in a future lesson. With multilingual groups, you could follow the same procedure but ask students to check the meaning of the collocations by looking up the words *look*, *view* and *sight* in monolingual dictionaries.

3 This exercise gives students useful practice not only with the collocations and some inversion, but also with Reading and Use of English Part 4. Explain that one good strategy for this exam task is to cross out the words in the first sentence that are repeated in the second. This helps you focus on the words that need to be transformed. Elicit the answers in open class or direct students to the **Answer key**.

4 A variation for this **SPEAK** exercise could be to challenge students to talk about one of the five items for three minutes. Put students in pairs. Set a timer. Once both students have had a go at speaking for three minutes, now tell them you want to talk about the same item for two minutes. Finish by having them do it once again but in only one minute. This 'three-two-one' speaking activity promotes fluency and it also helps students prepare for Speaking Part 2.

Extra activity

Turn your students into coursebook writers for a day with the following activity. Organise the class into small groups. Assign each group one of the senses excluding sight: touch, hearing, smell, taste. Using monolingual dictionaries, students find collocations related to their assigned sense, e.g. hearing (*a fair hearing*, *be hard of hearing*), taste, (*have good/bad taste*, *leave a bad taste in your mouth*), touch (*touch a nerve*; *keep in touch*), smell (e.g. to *smell a rat*, *wake up and smell the coffee*). Then invite them to create an exercise similar to Exercise 2 on page 166. They can use example sentences from the dictionary or create their own. One word is missing from each sentence. These appear in a box at the top of the exercise. Monitor and provide support as necessary. After a set time limit, groups exchange exercises. The group who created each exercise corrects it.

Lead-in

Books closed. Write *volunteering* on the board. Check students' understanding of the word and then lead a brief open class discussion of the topic by asking students questions such as: *What types of organisations usually rely on volunteers? What do you think motivates people to volunteer? Have you, or anyone you know, done volunteer work?*

Speaking

1–2 Books open. Students read the instructions and look at the task. If you would like to use this task as exam practice, put students into small groups and assign one student the role of the interlocutor. You could also start putting one student in the role of the assessor (see the Extra activity box below). Remind the examiners of the official timing: two minutes for the discussion phase; for the decision phase, one minute. While you monitor, choose one or two of the marking criteria to focus on (Grammatical resource, Lexical resource, Discourse management, Pronunciation, Interactive communication). For example, if you choose to focus on pronunciation, you listen and write down successful and less successful examples of the use of intonation, word or sentence stress, the articulation of particular sounds. Make a special note of any aspects of your students' pronunciation that make them hard to understand, i.e. not 'intelligible', and then call their attention to it during feedback. It is not a question of students trying to eradicate accents, but of being relatively easy to understand.

Speaking

After feedback, if time allows, have students repeat both Speaking Parts 3 and 4 with new students as examiners. Consider regrouping students so they can talk to someone with different ideas and opinions about the topic. In an optional reflection stage, students could compare their second performance with their first and think about what they did better (or worse).

You may wish to extend the practice with **Debate planning** on the **Teacher's Resource Centre** at this point.

Extra activity

The more familiar students are with the format of the speaking exam, the more confident and comfortable they will feel on the day of the official exam. With the goal of simulating exam conditions in class, we have so far put a student in the role of the interlocutor, the examiner who conducts the test and asks the questions. However, on the day of the official exam, there is a second examiner in the room: the assessor. This examiner sits apart and does not take part in the interaction. Instead, they listen carefully and assess various aspects of the candidates' performance using official marking criteria. As the official exam date approaches, consider putting a student in the role of the assessor when doing Speaking Parts 1–4 in class. The student in the role of the assessor can provide some useful feedback for their classmates using the following questions:

Candidates: *What do they do particularly well? Are they difficult to understand for any reason? Do they give full answers? Do they interact well, listening and responding to what the other candidate says?*

Interlocutors: *Do they keep the time accurately? Do they read the instructions clearly and naturally? Do they manage the materials well? Are they friendly and polite? Do they give each candidate an equal opportunity to speak?*

After the speaking task is finished, assessors discuss their notes with the interlocutor and the candidates. Remind the assessors to keep this feedback constructive. Make sure they aren't overly critical.

Teaching tip

Before taking the official exam, students should do a full mock listening test in class. It is one thing to maintain your concentration and listen carefully for 10 minutes; it is another to listen carefully and maintain your concentration for 40 minutes with no break. In practice, it can feel like a marathon. Students will need to develop strategies to deal with the stress of noise: *physical* noise, like students talking in a nearby classroom; as well as *mental* noise, momentary lapses in concentration. Remind students not to panic when they miss something. It is bound to happen at least once. This is one reason why candidates hear all the recordings twice. Students should also use the context to try to reconstruct what they missed and take their best guess. Note that two full practice tests can be found on the Test Generator. Official mark sheets can be found in the Teacher's Resource Centre.





Speaking Part 3 Collaborative task

1 SPEAK Here are some activities that often need volunteers. Talk to each other about what people might learn from volunteering for these activities.



2 SPEAK Now decide which two of these activities might benefit a volunteer the most.

Speaking Part 4 Further discussion

Discuss the following questions on the topic of volunteering.

- Are there any organisations in your country that often ask for volunteers?
- How important is it for teenagers to help out in their community?
- Some people feel it is better to get involved in voluntary work in their own country, rather than in another country. What is your opinion?
- How far do you agree that people doing voluntary work are often underappreciated?







Listening Part 3 Multiple choice

1 SPEAK Read the 'one-liners' below – jokes that comedians have told at the Edinburgh Fringe Festival. Tell your partner which, if any, you find funny.

Adele Cliff: I accidentally booked myself onto an escapology course; I'm really struggling to get out of it.

Ross Smith: Sleep is my favourite thing in the world. It's the reason I get up in the morning.

Chris Turner: Never Apologise! Never Explain! – Sorry, that's my motto.

Richard Stott: Someone stole my antidepressants. Whoever they are, I hope they're happy.

2 11.2 You will hear part of an interview in which two college lecturers called David Marshall and Josie Shi Xu are talking about comedy and humour. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

1 What point does David make about the best jokes at the Edinburgh Festival?
- A They show the importance of timing in comedy radio.
- B They rely on an understanding of current affairs.
- C They would be amusing to people of any nationality.
- (D) They tend to make people smile rather than laugh a lot.

2 David mentions showing an online lecture to his students to illustrate how
- (A) people can misunderstand the purpose behind humour.
- B irrelevant points might undermine a person's message.
- C some controversial topics are best treated with respect.
- D a sense of distance can lessen the impact of a joke.

3 When Josie compares humour in the US to Chinese humour, she says that
- (A) Americans rely on exaggeration to amuse others.
- B both cultures use jokes in order to relieve social tension.
- C the use of word play is seldom used in American comedy.
- D Chinese people prefer not to make someone feel silly.

4 In Josie's opinion, a TV series like *Fawlty Towers* shows how
- A programmes have to be adapted to suit local tastes.
- B visual humour no longer appeals so much to the British.
- (C) people laugh at things which are relevant to their society.
- D joke-telling in Britain can be used to establish seniority.

5 Josie believes that 'international humour' courses
- A are unlikely to be necessary in modern times.
- B would require participants to be multi-lingual.
- C may well be a trend that continues to grow.
- (D) might be of some use in business circles.

6 When asked about the effect of upbringing, David and Josie both say that
- A young children and parents rarely share a sense of humour.
- (B) young children tend to take their social cues from their parents.
- C parents usually end up being the target of their older children's jokes.
- D parents often embarrass their older children when attempting to be funny.

3 SPEAK How would you describe the sense of humour in your country?

Listening

1 Students discuss the jokes in pairs. Conduct brief open class feedback. Ask students if this type of joke is popular in their culture(s) and, if so, ask them to think of some examples.

2 11.2 Give students 70 seconds to quickly read through the questions and underline key words. After playing the recording twice, go through the answers as a class.

3 To extend this SPEAK task, you could ask students to find an example of a joke in their first language(s).

AUDIOSCRIPT

Listening Part 3 Multiple choice

11.2

I = Interviewer D = David Marshall

J = Josie Shi Xu

I: With me today are David Marshall and Josie Shi Xu, two college lecturers who have published a hilarious book called *Laughing Matters*. Welcome to you both.

D: Thanks.

J: Thank you.

I: David, tell us about some of the research you did for this book.

D: Mmm … I went to the Edinburgh Festival in Scotland for the first time – because if you want to see stand-up comics from all over Europe, and even Australia actually, that's the place. And I made a note of the top ten jokes voted for by the public. All one-liners. Like 'Sleep is my favourite thing in the world. It's the reason I get up in the morning.' That's not half as funny when I tell it!

Ex 2 Q1 But when you look around the festival, you see everyone grinning – hanging on the comic's every word. That's the thing with one-liners. They won't have you in hysterics, but they're perfect as a means of escape from whatever bleak stories are in the media.

I: You've based some of the book on your observations of your students, haven't you, David?

D: Yes, so I once got my students to watch a lecture online. In the talk, the speaker's describing his personal struggle – and how he eventually overcomes all that and becomes a company CEO. And naturally, he's using these funny anecdotes to engage his audience there in the lecture hall. The thing was, when we started discussing the talk

Ex 2 Q2 afterwards, some of my students just didn't get why a person speaking from a position of authority would act like that. So what I'm saying is that in Western culture, it's the norm to use jokes to build rapport and even trust, but that's not the case everywhere.

I: You noticed some things about Chinese and American humour when you were in the US, Josie.

J: Yes, while I was doing my Masters there, I saw that when Chinese students and American students would hang out together, there would often be a breakdown in communication. Someone new would be introduced to the group, and to break the ice, if it was an American, they'd crack a joke – usually at their own expense. The Chinese students would feel awkward, you could tell. And

Ex 2 Q3 Americans often go completely over the top, like 'The food was so disgusting I literally wanted to rip my own tongue out'. But in Chinese, jokes are more closely linked with tone and linguistics, I'd say.

I: I see the TV series *Fawlty Towers* from the 1970s gets a mention, Josie.

J: Yes, I wrote about it because it's iconic, but it's also quite revealing about the British mentality of the time. You have this eccentric hotel owner who gets himself into all sorts of bizarre situations – largely because he's a terrible social climber and he's trying to impress his posh guests. It was incredibly popular in Britain because

Ex 2 Q4 audiences understood exactly what was going on. But in a country without such an obvious class system, like Sweden or Denmark, when the programme was shown, they might have laughed at the slapstick routines – falling down stairs, chasing after a runaway car – but certain cultural references would have gone over their heads.

I: Have you come across any courses that teach international humour, Josie?

J: No, but I suppose there's potential for that kind

Ex 2 Q5 of thing to come in handy if you were setting up meetings with overseas clients – to discourage any attempts at humour that the other group would find inappropriate. But beyond that, I'm not sure what you'd include in a course. A tutor might be able to convey the *gist* of a joke from another country, but you wouldn't get that insight into *why* it was funny. Type a joke into an online translation service and you'll see what I mean. For a joke to be funny, you need to be 'in on it'. That means the teller of the joke and the listener must share some prior knowledge – related to language, or culture, or an event, perhaps.

I: Is upbringing a factor that shapes our sense of humour?

J: Definitely. If parents laugh at people making fools

Ex 2 Q6 of themselves, a child will do the same. Likewise if the parents react to sarcastic jokes. That's not to say children won't eventually find other things funny too, though. They'll be influenced by their peers once they reach their teens.

D: Yes, you can see small kids observing their parents, and if Mum or Dad's laughing, the child starts giggling too. But it changes later on. My 14-year-old finds memes extraordinarily funny, but I don't. My daughter just rolls her eyes when she sees my blank expression.

Word formation

1 This section is linked to the listening, so ideally it should be done during the same lesson after students have had the chance to notice the language in context. However, you are starting a new lesson with this section, you could begin with books closed. Put the five particles (*back*, *down*, *in*, *out*, *up*) from Exercise 1 on the board. Split the class into teams. Explain that the teams have three minutes to think of as many words containing these words as possible. Give one example like *in – input*. The team that thinks of the most words is the winner. Invite the winning team to come up and write their words on the board. Books open. Students read the instructions and do the exercise individually or in pairs. Elicit the answers in open class. Clarify the meaning of *insight* (a chance to understand something or learn more about it), *upbringing* (the way that parents look after their children and teach them to behave) and *breakdown* (a situation in which something has failed or is beginning to fail) as necessary. Elicit or provide the phrasal verbs *break down* and *bring up*.

2 Students could do Exercise 2 in pairs or individually followed by a brief pair checking stage. To save time, instead of eliciting the answers one by one you could display the answers or direct students to the **Answer key** and have them correct themselves. Give students time to check the meaning of any unknown words in dictionaries. You may want to quickly elicit the word stress for each of the words formed with particles. To give students some retrieval practice with the collocations you could give students a minute to study the expressions in bold from Exercises 1 and 2 and then ask them to close their books. Write the beginning of one of the collocations on the board, such as *sharp* and elicit *upturn*. Repeat with four or five other collocations from the list. Then erase all the collocations and elicit orally which ones were on the board. Books open.

3 Fast finishers could write an extra sentence using one of the collocations from Exercises 1 or 2 that is not already used in Exercise 3. Or they could try to memorise individual sentences and then write them on a separate piece of paper without looking at the book.

4 It might be useful to board a few good phrases for agreeing and disagreeing, such as *I see what you mean, but … Have you considered …? It depends. Definitely. I think so, too*. While students do the **SPEAK** task, circulate and monitor students' use of the target language.

You may wish to review some of the language from the unit with **Culture stories interrupted** on the **Teacher's Resource Centre** at this point.

Extra activity

When teaching phrasal verbs, create small groups of related phrasal verbs. For example, focus on teaching phrasal verbs that begin with the same verb, e.g. *look up to*, *look down on*, *look away* …, or group them by topic, e.g. *get up*, *go to bed*, *sleep in,* etc.

Here are a couple of ideas for review activities for collocations that require no preparation.

- Put students in pairs. Ask each pair to draw an empty table with 10 rows and two columns on a blank piece of paper. Explain that they are going to create a matching exercise by putting half the expressions in bold from Exercise 3 in the left column and the other half in the right column – but, of course, the two halves don't appear directly across from one another. Have the students create the matching exercises at the beginning of the lesson and then complete them at the end of the lesson.
- Play pelmanism on the board. Split each of the collocations in two and write one half in one part of the board and the other half in a different part. Elicit the answers in open class, crossing off the words used as you go. Alternatively, students look at the board and write the correct combinations of words in their notebooks.

Teaching tip

Here are three compelling reasons to focus on collocations with advanced learners:

1 It helps with fluency. If you can retrieve *chunks* of language from your memory, rather than just individual words, you will be able to speak faster and with less hesitation.

2 It helps with *idiomaticity*, that is, the ability to produce language that is close to that of a someone whose first language it is or a proficient speaker of that language. The greater your store of formulaic language, the better the chance of coming out with just the right expression at just the right time.

3 It helps with language acquisition. It is often possible to learn a new piece of language as an unanalysed whole. For example, students might pick up an expression like *keep himself to himself* and use it correctly without ever unpacking the grammar of reflexive pronouns.

Word formation Nouns formed with *in*, *out*, *up*, *down* and *back*

1 **Complete the nouns from the Listening with a word from the box. There are two words that you do not need to use.**

back down in out up

1 A tutor might be able to convey the *gist* of a joke from another country, but you wouldn't get that ___in___ sight into *why* it was funny.
2 Is ___up___ bringing a factor that shapes our sense of humour?
3 ... when Chinese students and American students would hang out together, there would often be a break ___down___ in communication.

2 **Complete the sentences with an appropriate noun form of the word in brackets. Each of the nouns should be formed using one of the words in the box.**

back down in out up

0 Organisers blamed the bad weather for the **low** ___turnout___ (*turn*); fewer than 2,000 people attended this year's festival.
1 A **heavy** ___downpour___ (*pour*) before the start of the match left the pitch looking rather like a swimming pool.
2 News of a **sharp** ___upturn___ (*turn*) in property prices will not please first-time buyers.
3 The new tax legislation is designed to help those **on a low** ___income___ (*come*).
4 There has been a **serious** ___outbreak___ (*break*) **of** cholera on the island, infecting over 50,000 people.
5 The proposal **suffers from** two **major** ___drawbacks___ (*draw*), in my opinion.
6 The aim of this report is to evaluate every **possible** ___outcome___ (*come*) **of** the company's decision to relocate.
7 Even though the project has **suffered a major** ___setback/upset___ (*set*), we are determined to keep going.
8 There has been a 5 per cent **fall in industrial** ___output___ (*put*) this year, in contrast to agricultural production, which has risen by 3 per cent.
9 He came from a **privileged** ___background___ (*ground*) but turned his back on wealth.
10 The band broke up when Liam could no longer put up with his brother's ___outbursts___ (*bursts*) **of temper**.

3 **Complete each sentence with a noun you formed in Exercises 1 and 2.**

1 A person's socio-economic ___background___ doesn't make a difference in a job interview nowadays.
2 Anyone on a good ___income___ should pay tax at a higher rate than someone earning very little.
3 A good way of ensuring a high voter ___turnout___ for an election is to pay people to vote.
4 A person's dreams can provide an interesting ___insight___ into their subconscious fears and feelings.

4 **SPEAK** **Work in pairs. Discuss the statements in Exercise 3, explaining why you agree or disagree with them.**



Writing Part 2 Proposal



1 Read the following Part 2 task, underlining key words in the instructions.

> The committee of your college's Arts Club, of which you are a member, has decided to publish a monthly arts magazine for students. The leader of the committee asks you to draft a proposal saying what should be included in the magazine, suggesting who could contribute to it, and outlining ways in which interest in the magazine could be generated.

Write your proposal in 220–260 words.

2 Here are some notes about what could be included in the magazine. Which ideas would you include? Expand the notes with further detail. Is there anything else you would include?

Notes

- Reviews of _____
- Promotions of events and services like _____
- Q&A interviews with _____
- Competitions about _____
- Quizzes on _____
- Articles on _____
- Opinion pieces on topics like _____

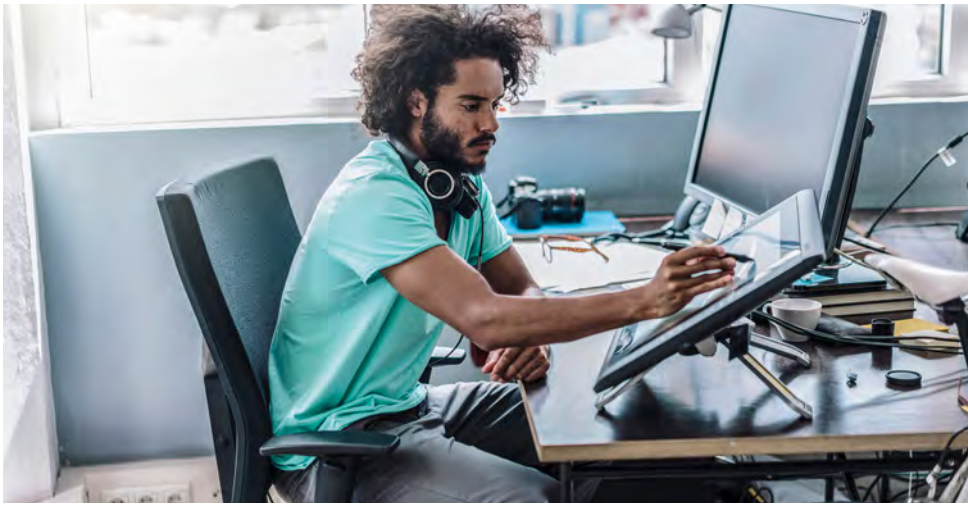
3 Here are some possible ways of generating interest in a new student magazine. Which, if any, of these would you choose and why?

email launch party posters social media word of mouth









Lead-in

Books closed. In pairs, students discuss what they remember about writing proposals. You could board some key words to help jog their memories: *structure*, *target reader*, *register*, *purpose*, *length*, etc. Books open. Tell students to check their ideas with the information about proposals on page 78 in Unit 5 and in the **Ready for Writing** section. Lead an open class discussion of important genre features to keep in mind while writing proposals. Note that students often ask about the difference between a report and proposal. They are quite similar in format, but the time focus is different. A proposal usually *proposes* something for an event, project, course etc. that has not yet happened. A report, on the other hand, usually *reports* on aspects of an event, project, course, etc. that has already taken place.

Writing

1 Give the students a minute to read and underline key words in the task instructions. Remind them that this is a useful exam strategy that will help them remember to include all the important points and therefore score higher in content. Get brief open class feedback. If possible, display the task and underline the key words there.

2 Put students into pairs. Ask them to think of as many other ideas as they can and support these with at least one reason why they would be a good addition to the magazine. Then students decide on three they think are the best and present these to another pair. Together, the group formed by two pairs must select the three ideas they like the best along with reasons to support them. One student from each group briefly presents their suggestions and reasons to the class.

3 If you have included pair and group work in Exercise 2, you could do this exercise in open class to vary the interaction pattern a bit.

Teaching tip

Checklists can be a useful way for students to reflect on their own work before they hand it in. The following one has been adapted from the tips in the **Don't forget!** box. Tell students they need to check off the items on the list and hand in the checklist with their proposal.

1 Have I included information about each point in the task instructions?
2 Have I explained my ideas clearly and given reasons for my suggestions?
3 Is the register appropriate to the target reader?
4 Have I included a range of sophisticated vocabulary and grammar?
5 Have I used a variety of linking words and phrases?

Tell students to use this as a checklist while writing their final draft.

4 After the students have read the sample proposal, get brief feedback about whose ideas were included. You could also ask students to quickly check if all the main points from the task instructions have been included (*yes, all three*). If you have done the lead-in, you could take the opportunity of highlighting some of the genre features of proposals you discussed earlier, e.g. use of headings, title, formal register, etc.

5 Students complete the exercise individually. Allow time for them to check their partner's before eliciting the answers in open class. If you have access to technology, display the text on the board and underline the structures, expressions, linking words and other cohesive devices. You may want to check students' understanding of *cohesive devices*. This term refers to more sophisticated linking words and phrases (*moreover*, *in particular*), as well as grammatical devices like reference pronouns, substitution, ellipsis or repetition. Alternatively, a few students could come to the board and underline this language themselves.

Answers

Structures and expressions for making suggestions:

The following are my suggestions …; I recommend including …; … could report on …; We could also review …; … it would be interesting to feature …; … it might be useful for our current students to hear about …; A further idea would be to provide …; This could feature …; I propose that we promote …; I also think … should …

Linking words and other cohesive devices:

Firstly, In these, especially when, also, if they (were offering), In addition, who, In particular, their (job), (A) further (idea), as well as, This (could feature), as this (will be), so

6 Before starting work on the proposal, refer students to the **Don't forget!** box. The final writing could be done in class or at home. At this point in the course, students should be able to comfortably produce a finished piece of writing in the 40 minutes allowed in the exam.

Sample answer

I would like to suggest a weekend programme which would inform The Far Horizons Club members about some traditional crafts of my country Sweden.

Dala Horse workshop

I would be happy to give a workshop on how to carve a traditional Swedish Dala horse. Then participants could paint the seat and straps onto some other wooden horse models that we could impart. While we do the workshop I can tell participants about the origin of the Dala horse and put a short video of how families used to make them in the long winter time in Sweden. This will be fun and help participants understand how this craft created a snug atmosphere for families.

Making Fattigman cookies

Another Swedish club member, either Elsa or Agnes, could give a demonstration on how to make delicious Fattigman cookies. They are not difficult to prepare so we can also let participants as well make some more cookies. Later in the day we can offer participants a cookie each. I never have tasted cookies as these in another country, so I think this will give a good impression of our cuisine.

Traditional Hambo dance

Agnes and her husband Lars might agree to offer a lesson on how to do the Hambo dance. They could wear traditional clothes and show the participants the basic footsteps. This will be very lively and make all the members laugh a lot.

With my suggestions I am sure the events will be a great success and the club members will go home knowing a lot more about my country and traditions.

255 words

Examiner comments

Content: The writer puts forward good suggestions. Effective realisation of the task.

Communicative achievement: Register is consistently semi-formal. The target reader would be well informed and would consider putting on the proposed event.

Organisation: Proposal features are included and the writing is appropriately paragraphed using clear headings. The introduction and conclusion are concise and effective.

Language: There are a number of non-impeding grammatical errors, e.g. word order – *as well*, *never have tasted*; confusion of 'like' and 'as' – *as these*; and some awkward use of language – *long winter time*. Word choice is sometimes incorrect –*seat*, *footsteps*. However, there is also evidence of more complex vocabulary – *snug*, *carve*, *cuisine*.

Mark: Good pass

4 Read the answer to the task in Exercise 1. Are any of your ideas from Exercises 2 and 3 included?

PROPOSAL FOR THE NEW ARTS MAGAZINE

INTRODUCTION
The committee intends to produce a new arts magazine targeted at students attending college. The following are my suggestions for attracting the widest possible readership to the publication.

REVIEWS
Firstly, I recommend including several reviews per issue. In these, committee members or 'guest writers' could report on local concerts, especially when our own students were performing. We could also review exhibitions and comedy acts if they were offering student concessions.

Q&A INTERVIEWS
In addition, it would be interesting to feature interviews with graduates who are now working in an arts-related industry. In particular, it might be useful for our current students to hear about the steps people took after leaving college, what their job involves and any tips for 'getting your foot in the door'.

ONLINE TUTORIALS
A further idea would be to provide a fortnightly digital edition of the magazine as well as the monthly print version. This could feature video tutorials, for example, on using Photoshop® for 3D effects.

LAUNCHING THE MAGAZINE
I propose that we promote the magazine via social networking sites and the college website as this will be the most cost-effective way to reach the widest audience. I also think that a promotional page should be running at least three weeks ahead of the first issue so people can contribute articles or use the site to promote their arts events.

CONCLUSION
I believe our arts magazine could attract a wide readership provided we focus on topics and events that are directly relevant and connected to our own student body.

5 Read the model answer again and underline examples of the following:

- structures and expressions for making suggestions
  I recommend including ...; 'guest writers' could report on ...
- linking words and other cohesive devices.
  Firstly; In these ...

6 Now read the task below and write your own proposal in 220–260 words.

You see the announcement below on the website of The Far Horizons Club, of which you are a member.

The Far Horizons Club welcomes suggestions for new cultural experiences for its members. The Club Secretary invites you to send a proposal for cultural experiences that could be held over a weekend.

In your proposal suggest some new events or activities that could be held, say who you think could run them and explain how these events or activities would provide a cultural experience.

For more information on writing proposals, see page 196.

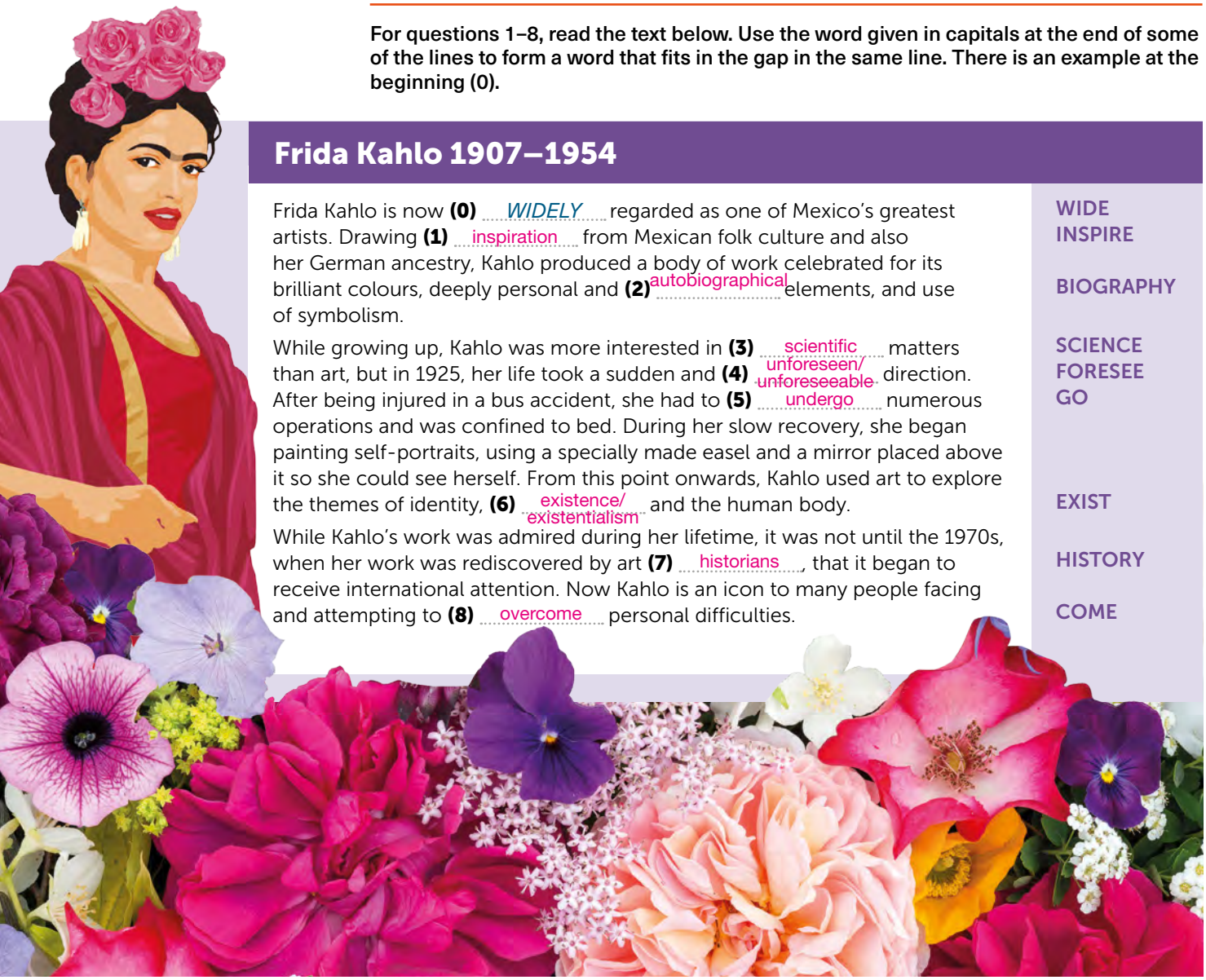
Don't forget!

- Plan your answer by making brief notes on the content of each paragraph.
- Make sure your reader is fully informed. Explain your ideas clearly and give reasons for your suggestions.
- Consider your target reader and use an appropriate register consistently.
- Include a range of vocabulary and structures.
- Use a variety of linking devices.

11 REVIEW

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).



Frida Kahlo 1907–1954

Frida Kahlo is now **(0)** *WIDELY* regarded as one of Mexico's greatest artists. Drawing **(1)** inspiration from Mexican folk culture and also her German ancestry, Kahlo produced a body of work celebrated for its brilliant colours, deeply personal and **(2)** autobiographical elements, and use of symbolism.

While growing up, Kahlo was more interested in **(3)** scientific matters than art, but in 1925, her life took a sudden and **(4)** unforeseen/unforeseeable direction. After being injured in a bus accident, she had to **(5)** undergo numerous operations and was confined to bed. During her slow recovery, she began painting self-portraits, using a specially made easel and a mirror placed above it so she could see herself. From this point onwards, Kahlo used art to explore the themes of identity, **(6)** existence/existentialism and the human body.

While Kahlo's work was admired during her lifetime, it was not until the 1970s, when her work was rediscovered by art **(7)** historians, that it began to receive international attention. Now Kahlo is an icon to many people facing and attempting to **(8)** overcome personal difficulties.

WIDE
INSPIRE

BIOGRAPHY

SCIENCE
FORESEE
GO

EXIST

HISTORY

COME

Vocabulary

Complete the sentences with the correct form of a verb from the box.

break catch come keep look suffer take turn

1 On tonight's programme we'll be taking a critical look at education.
2 Look out for a present for Luke when you go shopping tomorrow.
3 Their hopes of winning the championship suffered a serious setback on Saturday, when they lost at home to United.
4 She peered out into the audience, hoping to catch sight of her mother.
5 A cheer went up on deck as the harbour came into view.
6 Toys should be kept out of sight all the time a child is eating.
7 Thousands of people turned/came out to catch a glimpse of the president as he toured the region.
8 Tensions grew between the two nations until finally war broke out in March.

Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

PHOTOGRAPHIC PORTRAITS

The most famous portraits are now created by photographers rather **(0)** *THAN* painters, and the people **(1)** behind the lens are as celebrated as the sitters in front. But are the images they produce of celebrities worthy of serious art exhibitions? Will they **(2)** be looked back on as a true record of the age?

Critics say fashion photographers lack artistic depth and integrity, **(3)** both of which are necessary to be a true artist. Their defenders say their approach is little different from **(4)** that of respected portrait artists throughout the ages, from the German Hans Holbein to English painter Sir Joshua Reynolds. Just **(5)** like court artists in the past, photographers in modern times work to a tight timetable and rarely have time to get to know their sitter.

For a painter like Reynolds, this was **(6)** often much the case. It is known that he **(7)** would hold up to eight sittings in a day to finish a work on time. Not **(8)** until the 19th century did the idea emerge that art should not be commercially based.



Writing Part 2 Review

You see the following announcement on a website, Events 360.

Send us a review of an exhibition you have recently visited. What was the focus of the exhibition? How well informed were you by the end of your visit? Who do you think this exhibition would appeal to?

Write your review in 220–260 words.
Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.
For more information on writing reviews, see page 198.



11 REVIEW

Pronunciation Connected speech: assimilation

1 11.3 **Listen to the extracts from the audioscript for the Listening task on page 165. What do you notice about the pronunciation of the first word in the each of the highlighted pairs?**

The pronunciation of the sound at the end of the first word is different to its spelling.

1 Before the documentary, I didn't know much about **that period** of history.
2 ... and we **went backpacking** together **in Portugal**.
3 You no longer have parents insisting their **kid goes** to college for seven years ...
4 Maybe **it could** have had a few more illustrations ...
5 ... just so their children's lives **would be** better.
6 **When my** sisters and I were growing up ...

2 **In connected speech, some sounds at the end of one word can change or become like the consonant sound at the beginning of the next. This process, which is common to many speakers, is known as assimilation.**

Use the highlighted examples from Exercise 1 to complete the information in the box.

Assimilation

1 The /t/ sound at the end of one word can become like the /p/ or /k/ sound at the beginning of the next word.
white paper /waɪp peɪpə/ *credit card* /kredɪk kɑːd/
that period it could

2 The /d/ sound at the end of one word can become like the /b/ or /g/ sound at the beginning of the next word.
good book /gʊb bʊk/ *bad girl* /bæg gɜːl/
kid goes would be

3 The /n/ sound at the end of one word can change to /m/ if the next word begins with a /p/, /b/ or /m/ sound.
ten pegs /tem pegz/ *green boat* /griːm bəʊt/ *on Monday* /ɒm mʌndeɪ/
in Portugal When my

4 Elision (see page 160) and assimilation can occur at the same time. If a /t/ or /d/ sound between two other consonants is not pronounced, the first of the remaining two consonants may be changed by the second.
grandparents /græmpeərənts/ *Don't move* /dəʊm mʊv/
went backpacking

3 11.4 SPEAK **Listen and repeat the examples of assimilation from the box.**

4 **Underline two words in each of the following sentences which might be affected by assimilation in connected speech. Write down the resulting sound under each word.**

0 I got cold very quickly so I left early and come home on my own.
/k/ /m/

1 As well as food, you should bring your own blankets and chairs to the event.
/b/ /m/

2 I took a short cut through the park and ended up in a very green part of the city.
/k/ /m/

3 I understand why you can't stand broccoli, but I don't see how you can hate potatoes.
/m/ /p/

4 This stretch of coastline boasts beautiful wide bays and seven miles of golden sands.
/b/ /m/

5 Lee arrived wearing a light pair of jeans, a brown leather jacket and bright red glasses.
/p/ /g/

6 It doesn't matter too much if I can't find my wallet; there was nothing in it.
/m/ /m/

5 11.5 SPEAK **Listen to sentences 1–6 in Exercise 4, then practise reading them aloud.**

6 SPEAK **Work with a partner. Turn to the Additional materials on page 204.**

Pronunciation

1 11.3 Give students time to read the instructions and sentences before playing the recording. If your students are having trouble noticing the assimilation, try focusing on the phrase, *that period*. First pronounce *that* in isolation (pronouncing the /t/). Then pronounce the two words as connected speech. Ask the students if they hear the /t/ at the end of *that* (they won't). Repeat it once more and ask what happens to this sound (*it assimilates to the place of articulation of the consonant following it*, /p/).

2–3 11.4 Students read the instructions and the information in the box. Elicit which sentences from Exercise 1 follow each of the rules in the box. Play the audio. Students listen and repeat.

4–6 11.5 Students could work individually or in pairs to complete Exercise 4. If possible, display the sentences on the board and elicit the answers there. Alternatively, you could refer students to the **Answer key**. Students listen to the recording and practise saying the sentences aloud. As students play the game, circulate and monitor their use of assimilation.



The themes of this final unit of *Ready for C1 Advanced* are the environment and wildlife. All the tasks are thematically linked. Students will also practise writing essays.

Read the unit objectives to the class.

SPEAKING Part 1 Interview

Focus students on the picture. Ask students what they know about frogs. Explain that you have a quick quiz for them. Display the questions or put them on a handout. Allow a very short time to find the answers on mobile phones or tablets. If a web search isn't possible, ask students to guess.

1 Approximately how long have frogs been on earth? (*Around 200 million years*)
2 What is the world's biggest frog? (*The goliath frog of West Africa. It can weigh up to 7 pounds / 3.8 kilos.*)
3 What is special about a frog's eyes? (*Their bulging eyes lets frogs to see in front, to the sides, and partially behind them*)
4 Why should you be careful around very colourful frogs? (*They can be extremely poisonous. The bright colours are meant to warn off predators.*)

When students discuss the Speaking Part 1 questions, you could simulate exam conditions by putting students into groups of three or four and assigning one student the role of the interlocutor.

ONLINE MATERIALS

Linker auction (**Teacher's Resource Centre**)
Dilemmas (**Teacher's Resource Centre**)
Unit 12 Test (**Test Generator**)
Unit 12 Wordlist (**Student's/Teacher's Resource Centre**)
Unit 12 On-the-go-practice (**App**)

12 THE WORLD ABOUT US

Listening Part 2 Sentence completion

1 SPEAK Work in pairs. Discuss the following questions.

1 When you travel, do you usually take photographs?
2 How do you rate yourself as a photographer?
3 What do you think would be the highlights and downsides of a career in wildlife photography?

2 12.1 You will hear a photographer called Nina Christie giving a talk about her work. For questions 1–8, complete the sentences with a word or short phrase.

Nina Christie

WILDLIFE PHOTOGRAPHER

Nina says that a successful wildlife photographer will have a natural flair for **(1)** composition, as well as having good technical skills.

Nina explains that a permit must be obtained by photographers for any **(2)** national park(s) in an African country.

Nina likes to research the **(3)** behaviour of animals on her list before going a trip.

Nina always packs a **(4)** medical kit for her trips, as well as technical equipment.

Nina recommends practising some **(5)** simple phrases before heading to a country for the first time.

In Nina's opinion, a good photograph should be a record of a **(6)** real event.

Nina is concerned that a camera lens can act as a **(7)** barrier between the photographer and the subject.

Nina hopes that her new exhibition will draw attention to the **(8)** illegal activity occurring in remote areas.

3 SPEAK Do you agree with Nina that

- it is only when people protest that governments do anything to protect wildlife?
- using digital manipulation to alter a photograph is something to be avoided?





Lead-in

Lead into the topic of photography with this fun task using photos. Display or show students a photograph. Give them 30 seconds to memorise all the details. Then take away the photo and ask the students specific questions, related to the colour, location or number of specific objects, people, etc. Repeat with five different photographs. This task could be done as a game, with teams awarded points for each right answer.

Listening

1 After students discuss the questions in pairs, nominate a few students to share their ideas with the class. Check the students' awareness of the difference in word stress between *photo* /ˈfəʊtəʊ/ and *photographer* /fəˈtɒgrəfə(r)/.

2 12.1 Ask students to cover the task except for the instructions and title. Quickly elicit some predictions about what the photographer will say about her work. Then tell students to uncover the task. Give them 45 seconds to read the questions and predict what type of information is missing. Play the recording twice. Go over the answers in open class. Note that it would be helpful to display the **Audioscript** (see below) during feedback. Use it to investigate wrong answers and identify distractors. Remind students that correct spelling is important for this task and that both US and British English spelling is accepted.

3 Students carry out the **SPEAK** task in pairs or small groups. Conduct brief open class feedback. Board a few examples of successful or less successful usage that came up during their conversations. Discuss these items as a class.

AUDIOSCRIPT

Listening Part 2 Sentence completion

12.1

Hello, I'm Nina Christie, and I'm a wildlife photographer. I'll start by saying that *yes*, it *is* possible to make a living in this job, but it's very, very competitive. So if you want it to work out as a long-term career, you need to be determined. Just having a decent understanding of the mechanics of your camera isn't going to cut it. To be honest, Ex 2 Q1 it all comes down to composition. You either have an instinctive feel for it, or you don't. I actually don't think it's something you can be taught. I've done assignments everywhere, but the wildlife in Africa never fails to impress. Each country there has something unique. But it's not a simple case of jumping on a plane. You need to get permission in writing from the local authorities, and that applies to Ex 2 Q2 all the national parks you're planning to shoot in.

Before I go on a trip, I list the animals I'm intending to photograph and do my groundwork. These days, we're spoilt for choice with quality wildlife documentaries, so I'll watch a heap to understand Ex 2 Q3 my subjects' behaviour better. I'll also try to book a guide for when I arrive, because they'll have firsthand knowledge of the area, and a better idea of where a subject's most likely to be found. As well as camera equipment, there are other things you'll need to pack, but be careful not to overdo it. So for example, a mosquito net'll definitely weigh you down, so best to pick one up locally instead. The one thing I never compromise on is a medical Ex 2 Q4 kit. I'll squeeze it into the bag and chuck out a few clothes if necessary. Getting bitten by mosquitoes or creepy-crawlies – it's all in a day's work, but you need to take care of yourself.

When I'm heading to a country for the first time, I want to be able to communicate, especially with people I might want to include in my photographs. Ex 2 Q5 I'll set aside some time to look up a set of simple phrases so I can make a good impression. Then repeat them until I'm word perfect. It's something all professional photographers should do, because phone translations don't get the same reaction. I leave introductions to the guide though, as I'm not always sure when it would be appropriate to approach someone.

Every photographer, I suppose, has their philosophy about what makes a quality photograph. In my Ex 2 Q6 case, it's about capturing a real event, rather than some kind of artificial set-up. Honestly, I'd rather spend ages out in the field waiting for the right shot, than using digital manipulation later on.

I also feel a photographer must look at an animal or a bird with their own eyes first, *before* they start looking at it through the camera lens. Lenses, of course, are vital accessories, but when you think about it, looking through them also *restricts* Ex 2 Q7 your vision. It's like putting up a barrier, so to speak – meaning that you can't always see what's going on *around* your subject, or what it's reacting to.

Now, if you can, please go and see my new exhibition 'Out of Sight' – photos of remote areas in the jungle and bushland – beautiful places – but Ex 2 Q8 where illegal activity is putting wildlife at risk. Trees are being cut down and endangered animals killed. It's only when we raise public awareness of this kind of thing that governments will act.

Vocabulary

1 Books closed. Display the following sentences or put them on a handout. Don't include the answers. Organise the class into pairs. To each question, students decide if the answer is *job* or *work*. Go through the answers in open class.

- Which can be both a countable and uncountable noun? (*work*, e.g. *I love my* work. *Many of Picasso's best* works *can be seen at the Musée Picasso in Paris*.)
- Which can be both a verb and noun? (*work*, e.g. *I'm looking for* work. *I'd like to* work *from home*.)
- Which one refers to a specific type of employment? (*job*, e.g. *When she finished university, she got a* job *as an editor*.)
- Which one can refer to a person's place of employment? (*work*, e.g. *I leave* work *at 6 p.m.*)
- Which one can refer to a particular duty or responsibility? (*job*, e.g. *It's not my* job *to lock up*.)

Books open. In pairs, students discuss the meaning of the phrases and expressions. Get brief feedback in open class.

2–3 You may want to pre-teach a few words from this exercise, including *ethic* (a system of moral principles or rules of behaviour), *vigorous* (very active, determined or full of energy) and *redundancy* (the situation when somebody has to leave their job because there is no more work available for them). Fast finishers could look up the meaning of any expressions they are less familiar with in monolingual dictionaries. After clarifying the meaning of the expressions in open class, as appropriate, students could quickly quiz themselves or a classmate by covering the exercise except for the words in the box and trying to remember the full expressions. Then put students into pairs for the **SPEAK** task. You could model the task by using one or more of the expressions to describe a situation from your own life. As students do the task, circulate and monitor their use of the target language.

4 Students discuss the meaning of the phrasal verbs in pairs. Then, in open class, check students' understanding of the phrasal verbs by using the synonyms given in the **Answer key**, asking for example, *Which one means* making progress? (*Working towards*.) After finishing this exercise, suggest that students make a new page in their vocabulary notebooks and record some of the lexical items with *work* from this **Vocabulary** section.

5 You could model this **SPEAK** task by talking about one of the items yourself, e.g. *I'd really like to work on improving my Spanish this year, because* … Allow students some time to prepare what they would like to say about two or three of the items in the list. Then organise the class into groups. While students do the **SPEAK** task, go around and monitor their use of the target language, providing on-the-spot error correction as appropriate. Write down any other non-impeding errors you hear. Board and discuss these later during feedback.

Extra activity

Noughts and crosses, which is also known as *tic-tac-toe* in the US and *Xs and Os* in Ireland, is a simple but versatile revision game. Tell the students to draw a noughts and crosses grid (3x3 squares) in their notebooks and to write one of the expressions or phrasal verbs from this **Vocabulary** section in each square. Check students' understanding of the game: players take turns choosing a square and making a sentence with the expression or phrasal verb. The winner is the first to create a line of three (noughts or crosses). Organise the class into pairs. Each pair will have two slightly different grids, which will allow them to play the game twice. Students should try to think of slightly different example sentences if they end up choosing the same expression or phrasal verb twice.

Vocabulary Expressions and phrases with *work*

1 What do these underlined phrases or expressions from the Listening mean?

1 ... so if you want (photography) to work out as a long-term career, you need to be determined. be successful

2 I list the animals I'm intending to photograph and do my groundwork. work that you do in order to prepare for something

3 Getting bitten by mosquitoes or creepy-crawlies – it's all in a day's work ... It's something that you expect or is normal for this kind of work.

2 Complete the work expressions with words from the box.

clock dirty ethic hours knowledge order vigorous way

1 Please reassure the client that we're **working around the** clock to fix the problem.

2 I **worked all** hours for that company and for very little pay.

3 Employees must ensure that the machinery is **kept** clean and **in good working** order.

4 We need someone with **a good working** knowledge **of** French.

5 The only thing that helps me de-stress is **a** vigorous **workout at the gym**.

6 The manager didn't want to tell the staff about the redundancies, so he got his assistant to **do his** dirty **work** for him.

7 Most people I know have to **work their** way through university.

8 Adrian has a terrible **work** ethic – he arrives late, and then spends the first hour checking his personal emails.

3 SPEAK Choose three of the expressions from Exercises 1 and 2 above. Use them to talk about situations which are true for yourself.

My brother couldn't face telling my parents that he had damaged the car, so he got me to do his dirty work for him.

4 Discuss the meaning of the phrasal verbs in bold using the context to help you.

1 In my appraisal, they told me I had to **work on** my presentation skills. improve

2 We've got a good team, and so I'm sure they'll be able to **work around** the problem. manage to overcome/find a way to deal with an unexpected problem or difficulty

3 It's going to take at least an hour at the gym to **work off** the cake I ate this morning. exercise in order to burn calories

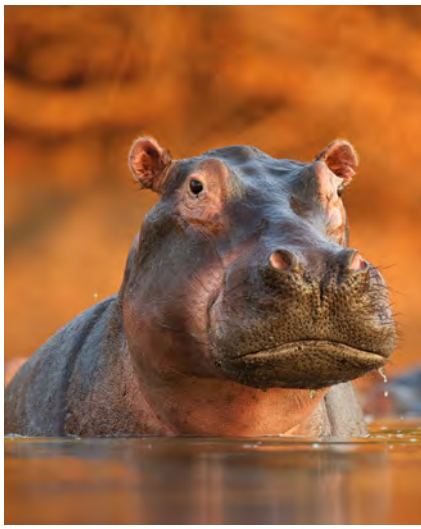
4 Sheku's **working up to** asking Mr Danson for a pay rise – hopefully he'll ask by the end of the day! trying to find the courage

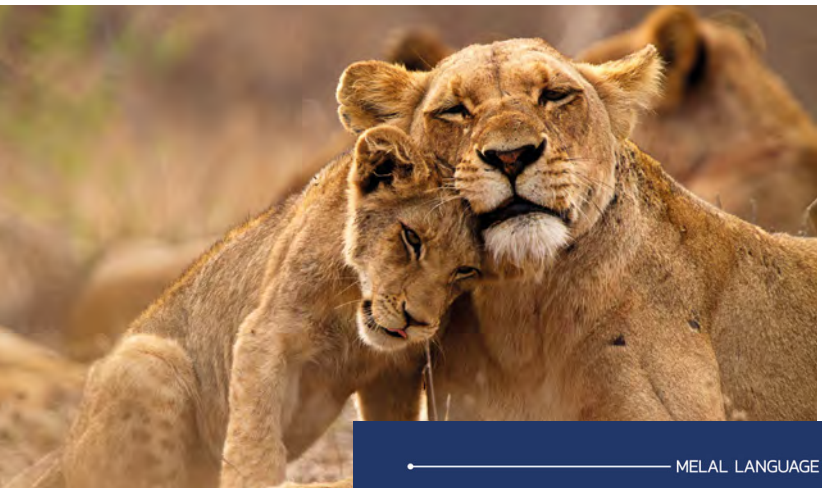
5 The two countries are **working towards** a lasting, peaceful solution. making progress

6 Ben needs to **work through** some of the guilt he's feeling. deal with something difficult or unpleasant – often emotional

5 SPEAK Work in groups. Talk about

- something you need to work on
- a problem you once had to work around
- the best way to work off extra calories
- a time you had to work up the courage for something
- a dream, plan or ambition you are working towards
- how you would help a good friend work through a painful breakup.







Reading and Use of English Part 5 Multiple choice

1 SPEAK What conservation projects have you heard of that are happening in your country? What are the aims of these projects?

2 You are going to read a magazine article about an approach to conservation called rewilding. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 What does the writer say about the term 'rewilding'?
- (A) It may be understood differently by people helping ecosystems to recover.
- B It is often used inaccurately by opponents hoping to spread misinformation.
- C It has been rejected by people who depend on agriculture for a living.
- D It fails to describe the range of activities environmentalists are engaged in.

2 What is the writer doing in the second paragraph?
- A explaining why habitat restoration is important
- B describing some of his childhood experiences
- C prioritising species that should be protected
- (D) dismissing a view about habitat restoration

3 What does the writer suggest about the benefits of rewilding in the third paragraph?
- A They will become more obvious as environmental problems worsen.
- B They are hardly worth the investment regional authorities must make.
- (C) They are clearly evident in some groups in society.
- D They are not what some people might imagine them to be.

4 The writer is concerned that some British journalists
- A overlook the achievements of rewilders doing work in other countries.
- (B) cannot distinguish rewilding from other kinds of conservation project.
- C do not focus sufficiently on rewilding ventures that are small-scale.
- D produce articles on rewilders that are sometimes disrespectful in tone.

5 The writer uses the example of *Oostvaardersplassen* to
- A stress the importance of consulting different experts.
- B criticise a policy that led to a decline in certain species.
- (C) highlight a challenge that rewilding advocates are facing.
- D question the emotional response of people opposed to rewilding.

6 In the final paragraph, what point does the writer make about rewilding?
- A It requires strong-minded people to lead others.
- (B) It may one day be considered as a normal activity.
- C It is more complex than other environmental issues.
- D It requires more research in order to be widely accepted.

3 SPEAK Take part in a discussion about rewilding. Listen to the instructions your teacher gives you.



Lead-in

Books closed. An engaging way of leading into the topic of this reading would be to focus on the various animals mentioned in the text: *Adonis Blue butterfly*, *Red Admiral butterfly*, *bees*, *hoverflies*, *osprey*, *bears*, *vultures*, *beavers*, *voles*, *wolves*, *red deer*. Find one image of each animal and put the images up around the room. Put a list of the animals on the board or on a handout. Students walk around and match the image to the name of the animal. Alternatively, students could have a handout and you could display images of the animals on the board. After correcting the exercise, ask students what measures might be taken to keep species like these from going extinct.

Reading and Use of English

1 Books open. Before pairing up students to discuss the questions in the **SPEAK** exercise, it might be helpful to give them a few minutes to research a conservation project in their own country using their mobile phones or tablets if available. You could also model the exercise by quickly sharing some information about one conservation project that you had researched before class.

2 One common complaint in the Reading and Use of English paper is running out of time. So, at this point in the course, students need to get used to doing the reading tasks quite quickly. Set a time limit of no more than 15 minutes for them to do this task. After you have gone through the answers and investigated any incorrect ones, ask students to reflect on which exam strategies they have used to answer the multiple-choice questions. Ask them how helpful or unhelpful these strategies are for helping them find the correct answers. Discuss what difficulties, if any, they are still experiencing with this task.

3 Follow the procedure below for this **SPEAK** task.

1 Start by setting the context for the discussion: the local government is considering whether a large area of land can be used for a rewilding project. On one side of the land are fields that farmers use for their livestock and to grow crops. On the other side is a town, with houses, schools and shops.

2 Divide students into three groups representing different points of view about rewilding:

- farmers who are worried about the impact of rewilding on their farms
- people who reside and work in the town
- members of a conservation group who are campaigning for the rewilding project to go ahead

3 Ask the farmers to think of reasons why they are opposed to the rewilding project, and also a list of questions to ask the conservation group. Ask the town residents to think of advantages and disadvantages of having a rewilding project next to their town. Ask the conservation group to discuss and come up with some specific ideas for their rewilding project. They should also try to anticipate the farmers' concerns and think how they will reply.

4 Reorganise the students into threes, so that each group includes a farmer, town resident and conservation group member.

5 The conservation group member should start the discussion by describing what the rewilding project will involve. The town resident and farmer should ask questions and put their opinion across.

6 At the end of the discussion, ask for feedback – whose arguments were most convincing?

Teaching tip

Before students sit the *C1 Advanced* exam, they should do at least one full mock exam. By this point in the course, students will be thoroughly familiar with the exam tasks and strategies to tackle them. However, they will still need practice managing the time pressure of the official exam. This is particularly true for the Reading and Use of English paper. There is only one way to make sure students are able to complete all the tasks and transfer their answers to the answer sheet in the time allowed: to have them do the whole paper from start to finish under exam conditions. Students should also do a full writing paper, both Parts 1 and 2, in the one hour and thirty minutes allowed in the *C1 Advanced* exam. This writing should then be marked according to the official marking criteria, so students know more or less how they would perform on the real test. Mock exams may be time consuming, but they are a fundamental element of a successful exam preparation course. Note that full practice tests can be found on the **Test Generator**; official mark sheets, on the **Student's** and **Teacher's Resource Centres**.

READY FOR GRAMMAR

12 Conjunctions and linking adverbials

Conjunctions

Conjunctions connect two clauses in the same sentence.

Reason, result and purpose

as, *because*, *in case*, *in order (not) to*, *otherwise*, *so*, *so as (not) to*, *so that*

in case and *so that* can be followed by the present simple to refer to the future.

*Take an umbrella **in case it rains** later on.*

*Wear gloves **so that you don't get** your hands dirty.*

Contrast and concession

although, *but*, *however*, *(even) though*, *whereas*, *while/whilst*

As a conjunction, *however* means 'no matter how'.

*You can decorate your room **however** you want.*

in spite of the fact that and *despite the fact that* can also connect two clauses.

*She laughed, **despite the fact that** he wasn't joking.*

Time

after, *as*, *as soon as*, *before*, *by the time*, *hardly*, *no sooner*, *once*, *since*, *then*, *until*, *when*, *whenever*, *while*

Many of these conjunctions are followed by a present tense or present perfect to refer to the future.

***Once** it **stops/has stopped** raining, we'll go out.*

Linking adverbials

Linking adverbials connect one sentence with another. They frequently appear at the beginning of a sentence, and are followed by a comma.

Reason and result

As a result, *Because of this*, *Consequently*, *For this reason*, *On account of this*, *Therefore*

*There's a power cut. **Consequently**, I can't do any work.*

Contrast and concession

All the same, *At the same time*, *By/In comparison*, *By/In contrast*, *Even so*, *However*, *In spite of/Despite this*, *Likewise*, *Nevertheless*, *On the contrary*, *On the other hand*, *Similarly*

On the contrary is used to introduce a positive statement which confirms a negative one.

*The lottery win did not bring happiness. **On the contrary**, it caused the breakup of his marriage.*

On the other hand introduces a point which contrasts with a previous one.

*It's a rather ugly city to live in. **On the other hand**, house prices here are very low.*

Time

After that/Afterwards, *Before that/Beforehand*, *By that time*, *Eventually*, *Ever since then*, *Finally*, *From that time on*, *Initially*, *In the end*, *In the meantime/Meanwhile*, *Until then*

*The bed's being delivered next week. **In the meantime**, I'm sleeping on the sofa.*

Addition

Additionally, *Besides (this)*, *Apart from this*, *As well as this*, *In addition to this*, *First of all*, *Secondly*, *Finally*, *Furthermore*, *Moreover*, *What is more*

*The campsite was dirty. **Furthermore**, the staff were rude.*



REWILDING

ONE STEP AT A TIME

Rewilding, in essence, is a simple concept: areas of wilderness are identified for restoration, native animals and plants are re-introduced, and natural processes take over. The term itself was coined in the 1990s by American conservationist Dave Foreman, a founding member of *The Rewilding Institute*. But language, much like nature, undergoes continuous transformation, reshaping and refining. To some, rewilding now incorporates the idea of building 'corridors' so that species can cross from one area of wilderness to another, as they would have done in pre-human times. To others, it is about letting 'natural chaos' take over; meaning any human interference is prohibited. Certainly it provokes alarm amongst farmers and landowners, so much so that some committees overseeing restoration projects are reportedly avoiding the word altogether.

Why might the average person be drawn to the idea of rewilding? The reason is not, as some critics have implied, nostalgia. Most of us can't say, 'Ah yes, where did all those Adonis Blue and Red Admiral butterflies go, that were once so common in my back garden?' or 'How I miss the nightingale song I used to hear in my local woods.' We cannot recall things that are beyond living memory, let alone a time when wild pigs and deer ran rampant through forests. Indeed, we need not be remotely sentimental to see why biodiversity is desirable.

There are numerous benefits to rewilding. At the most pragmatic level, without healthy ecosystems, our crops will fail and obviously we will not survive. A viable food chain must start with pollinators, such as bees and hoverflies. Intensive farming, however, has largely eliminated the wildflowers they feed on and turned much of our landscape into lifeless soil. Only by reintroducing missing insects, plants and animals can we reverse this trend. And if hard-nosed sceptics are worried that rewilding comes at a cost to the taxpayer, they should note the income derived from wildlife tourism for struggling rural communities, as is apparent in parts of Scotland, Finland and France, where ospreys, bears and vultures have been returned respectively.

The notion of rewilding has certainly caught the public eye in Britain, and journalists have played their part in this. Some have warned about the potential dire consequences, and accused rewilders of being naïve at best, and extremists at worst. Others have written with more enthusiasm, heaping praise on such schemes as releasing beavers back into English streams and voles into Scottish rivers. Devoting attention to efforts like these is no bad thing, yet rewilding is something different altogether: an entire ecosystem becoming self-regulatory and self-sustaining. Furthermore, if the public and policymakers are to be persuaded of the merits of rewilding, they must be confident that journalists are providing the full picture. In Spain's Guadarrama hills, for example, wolves appear to be breeding, to the joy of conservationists, and to the consternation of shepherds, some of whom have already lost sheep and cattle to these predators. Honest discussion about this kind of issue is required.

Rewilding projects, it has to be said, do not always go as planned. Even when they do, the results are controversial. *Oostvaardersplassen* is a case in point. Once a vast industrial zone, it is now a nature reserve east of Amsterdam in Holland, where red deer, horses and cattle roam free, and a variety of small mammals and insect species thrive. Not so long ago *Oostvaardersplassen* was held up as a rewilding success story, internationally renowned amongst ecologists. Then, following a particularly harsh winter, numbers of the larger animals plummeted. While those in charge of *Oostvaardersplassen* simply saw evidence of natural processes, many ordinary Dutch citizens were appalled at the losses. How to make the 'circle of life' more acceptable to wider society will be no easy task for pioneers in the rewilding movement.

The idea that we should allow nature to reclaim parts of our landscape is, at the moment, far more divisive than say, any proposal for reducing plastic waste or tackling the illegal ivory trade. Few people would be blind to the advantages of limiting plastic consumption or argue against protecting elephants from poachers. Yet not so long ago, no-one gave a second thought to these things. It took the incredible efforts of a few passionate, principled individuals to educate the majority of us through long campaigning and evidence-based argument. Hopefully, fifty years from now, with ecosystems flourishing again, people will question why our generation ever saw rewilding as controversial.

Ex 2 Q1 Ex 2 Q2 Ex 2 Q3 Ex 2 Q4 Ex 2 Q5 Ex 2 Q6

Language focus Conjunctions and linking adverbials

1 **Choose the correct conjunction to complete the extracts from *Rewilding one step at a time*.**

1 **...** rewilding now incorporates the idea of building 'corridors' ***so that*** / ***otherwise*** / ***in case*** species can cross from one area of wilderness to another ...

2 A viable food chain must start with pollinators, such as bees and hoverflies. Intensive farming, ***however*** / ***whereas*** / ***although***, has largely eliminated the wildflowers they feed on ...

2 **Read the sentences in Exercise 1 again. Answer the following questions.**

a Which sentence expresses contrast? sentence 2

b Which sentence expresses reason? sentence 1

3 **Linking adverbials are used to connect one sentence with another. They frequently appear at or near the beginning of a sentence and are followed by a comma.**

*Intensive farming, **however**, has largely eliminated the wildflowers they feed on ...*

***Once** a vast industrial zone, it is now a nature reserve ...*

Complete the sentences with one of the linking adverbials in the box.

Contrast and concession

By contrast Despite this On the contrary

1 He does not act hastily. On the contrary, he sometimes takes days to reach a decision.

2 The song of the blackbird is melodious, but limited in range. By contrast, the starling mimics other birds and has an extremely varied repertoire.

3 The salary being offered was very low. Despite this, there were over 650 applications for the job.

Time

By that time From that time on In the meantime

4 I hope to get a new computer next month. In the meantime, I'll use my husband's laptop.

5 We finally reached the campsite at sunset. By that time, I was exhausted and went straight to sleep in the tent.

6 The burglary affected us in other ways, too. From that time on, we always made sure one of us was in the house.

4 **Complete the linking adverbials with a word from the box. You will need to use one of the words more than once. All three adverbials in each section perform the same function.**

as for from in of on to

Reason and result

Her health had deteriorated significantly.

1 As **a result**, ...

2 On **account** of **this**, she decided it would be best to retire.

3 For **this reason**, ...

Addition

Professional photographers will pack a range of lenses and filters for their assignments.

4 In **addition** to **this,** ...

5 As **well** as **this,** they'll take all sorts of medicine with them.

6 **Apart** from **this,** ...

5 **Go to Ready for Grammar on page 236 for further rules, explanations and practice.**

Language focus

1–2 Books closed. Select a short text and take away all the conjunctions and linking adverbials. Display the text or put it on a handout. Ask students what kind of words are missing. Books open. Exercises 1 and 2 could be done in open class or individually followed by open class feedback. In case students ask, the difference between conjunctions and linking adverbials is that the former connects two clauses within the same sentence (*Take your charger* in case *you need to charge your phone*), while the latter connects two sentences (*There's no power*. As a result, *the internet is down*.).

3 Students might also be curious about the difference between *adverbs* and *adverbials*. Adverbs are individual words that modify verbs, adjectives and other adverbs (*She ran* quickly.). They often end in *-ly*. *Adverbials*, on the other hand, are words or groups of words that function like adverbs and modify verbs or entire clauses (*She ran* yesterday morning.) Linking adverbials are a particular kind of adverbial used to connect one sentence to another.

To extend Exercise 3, you could ask students to rewrite the second part of the sentences with a different meaning, which still makes sense with the linking adverbial. Give students the following example of how number 1 in **Contrast and concession** could be rewritten: *He does not act hastily. On the contrary, he weighs up all the pros and cons before taking a decision*.

4 Students could do this exercise individually or you could project the exercise on the board and do it in open class. Then ask students to write a different first sentence that makes sense with the second sentence starting with the linking adverbial. For example, the first sentence in the **Reason and result** section could be rewritten: *She found it hard to keep up with the new technological advancements in her field*.

5 Refer students to the **Ready for Grammar** section (see TB179 and below). Students complete the exercises individually and then compare their answers with a classmate. During feedback, answer any queries about the grammar before returning to do the exercises on page 181.

READY FOR GRAMMAR

12 Conjunctions and linking adverbials

1 **Complete the sentences with a linking adverbial from the box.**

Reason and result

in case otherwise so that

1 You'd better go now, otherwise you'll miss your bus.
2 Leave early so that you don't miss your bus.
3 Take some money for a taxi in case you miss your bus.

Contrast and concession

even though however whereas

4 He went to see the match, even though he doesn't like cricket.
5 He went to see the match, whereas I watched it on TV.
6 However you look at it, cricket is a boring game.

2 **Rewrite the sentences using the words given.**

0 She wore dark glasses because she didn't want to be recognized. (so that)
She wore dark glasses so that she wouldn't be recognised.

1 I don't like boxing, but I still enjoyed the film *Ali*. (even)
I enjoyed the film *Ali*, even though I don't like boxing.

2 Two of their players were sent off, but they still won the game. (despite)
They won the game despite the fact that two of their players were sent off.

3 If we don't phone her, she'll worry about us. (otherwise)
We'd better/We ought to phone her, otherwise she'll worry about us.

4 It doesn't matter how I comb it, my hair always looks a mess! (however)
However I comb my hair, it always looks a mess!

5 You might want some more later, so I'll leave the plate there. (in case)
I'll leave the plate there in case you want some more later.

6 We spoke very quietly because we didn't want to wake my dad up. (so as)
We spoke very quietly so as not to wake my dad up.

Go back to page 180.

6–7 While students do Exercise 6 individually, go around and monitor, providing on-the-spot error correction as appropriate. Then put students into pairs for the **SPEAK** task. After they have compared their sentences, encourage students to discuss their ideas further. For example, in the example (0), they could think of other tips to give students about revising for exams. For number 4, they could discuss what holiday destination they had in mind when they wrote their sentences.

You may wish to use **Linker auction** on the **Teacher's Resource Centre** at this point.

Listening

1 Books closed. Put students into pairs. Challenge them to write down as many environmental issues as they can in three minutes. When the time is up, elicit which pair came up with the most issues. Elicit a couple of environmental issues from each pair in open class. Books open. Ask students to look at the pictures and see if any of their ideas are represented there. Put students into groups for the **SPEAK** task. Get brief open class feedback.

2 ▶ **12.2** To simulate exam conditions, read the instructions aloud and then give students 45 seconds to quickly read through the task and underline key words. Play the recording twice. As you correct the task, take the time to examine any wrong answers. Refer to the **Audioscript** (see below). Try to determine if the problem was falling for a distractor, mishearing something, etc. As a class, discuss possible strategies for how to avoid this same type of mistake again.

Extra activity

Organise the class into groups. Refer students to the **Audioscript** on page 248. Ask them to discuss the views of speakers 1–5 and say to what extent they agree or disagree. Encourage students to explain their reasons. If you suspect your students will all have similar views on the topics, you could assign one student in each group to be the 'devil's advocate' and always disagree with each speaker's views, no matter their real opinion.

AUDIOSCRIPT

Listening Part 4 Multiple matching

▶ **12.2**

Speaker 1 Once you've seen the pictures of animals suffering just for the sake of fashion and commercial profit, there's no excuse to keep buying anything made of real fur. I felt I had to join the campaign, as I believe we have a moral duty to bring the barbaric fur trade to an end. I have a regular job, but I'm happy to give up my weekends, taking part in any kind of activity that'll wake people up to what actually goes on. One thing though – I can't get over the way my brothers disrespect my views. They say I should accept other people's choices, and that sometimes, there's no alternative to fur. I hardly think that's true.

Ex 2 Q1

Ex 2 Q6

Speaker 2 There are some column writers that claim our movement's a joke, and that we're protesting about the climate crisis just to get out of school. I didn't expect to see that kind of attitude in a national news paper, but then again, a lot of those articles are just clickbait. For me, it's obvious that we're facing a crisis. My parents' generation should have taken action years ago, but they left it to us. Personally I got sick of hearing depressing stories about climate change and believing I couldn't do anything about it. That was my incentive to take part in the marches – to make my voice heard. It's good to be surrounded by others who feel like me.

Ex 2 Q7

Ex 2 Q2

Speaker 3 It shocked me to hear just how much fast fashion is responsible for carbon emissions and water pollution, and how little regulation there is. So when my sister suggested I join the second-hand shopping movement, I didn't need any further encouragement. I thought, well, someone's got to lead the way! And it took a while, but eventually some of my friends *did* start shopping second hand too. One time I went online and posted a designer jumper I'd found in a second-hand store that didn't fit, and it sold immediately. That got me into selling vintage and second-hand designer clothes full-time. It'd never occurred to me there'd be such a demand. People from all over get in touch.

Ex 2 Q3

Ex 2 Q8

Speaker 4 The badger is a really amazing, really iconic animal, and yet thousands are being killed because farmers believe they spread disease in cattle. Where's the hard evidence? My mate said it wasn't worth protesting because the government had already given the green light to an official cull of badger populations. But I reckon protests can make a difference, so I thought, I'll show you, and I joined the Save the Badger campaign. I'm not for a complete ban on killing badgers – but I'm questioning why so many? It's been a bit of an eye-opener, going to events and meeting other campaigners from all walks of life. I suppose I was assuming they'd all be leftwing and middle-class.

Ex 2 Q4

Ex 2 Q9

Speaker 5 Originally, it was just a few of us picking up the plastic rubbish, and I thought how are we ever going to get this beach clean? But I needn't have worried because one week, out of the blue, a bunch of locals turned up to give us a hand, and they've been coming ever since. Kids too. There must have been at least 30 of them last week. It goes to show the anti-plastic movement's gaining momentum. I confess it was a friend that got me involved, though. He needed a lift down to our local beach, and when I got out of the car, I thought, I can't stand by and watch him cleaning up trash by himself.

Ex 2 Q10

Ex 2 Q5

6 **Complete each of the sentences in an appropriate way.**

0 You should start revising now,
- a otherwise *you'll start to panic nearer the exam*.
- b even though *the exam is in three months' time*.

1 The country was hit by torrential rain overnight.
- a As a result, many areas suffered heavy flooding.
- b What is more, high winds caused severe damage in some regions.

2 This year's concert was held in a large indoor venue,
- a so that it would not be disrupted by bad weather.
- b whereas last year a stage was set up in one of the city's parks.

3 He hadn't exactly had a stressful day.
- a On the contrary, he'd had time to write emails to eight of his friends.
- b By contrast, she'd had to stay at work until 9.30 so as to get everything finished.

4 I wouldn't recommend it as a holiday destination,
- a unless you particularly enjoy sharing a beach with 3000 other bathers.
- b although it's certainly worth spending a day there.

7 **SPEAK** **Work in pairs. Compare your sentences in Exercise 6.**

Listening Part 4 Multiple matching

1 **SPEAK** **Work in groups. Look at photos a–e. What environmental issue does each photo represents? What do you know about these issues?**

2 **12.2** **You will hear five short extracts in which people are talking about their involvement in environmental movements.**

TASK ONE

For questions **1–5**, choose from the list (**A–H**) the reason each speaker gives for becoming involved in the movement.

TASK TWO

For questions **6–10**, choose from the list (**A–H**) which aspect of involvement in the movement each speaker has found surprising

While you listen you must complete both tasks.

A to feel less helpless
B to help out someone else
C to set a good example
D to prove someone wrong
E to overcome a sense of guilt
F to stop a cruel practice
G to assist with fundraising
H to impress employers

Speaker 1 F 1
Speaker 2 A 2
Speaker 3 C 3
Speaker 4 D 4
Speaker 5 B 5

A the business opportunities
B the attitude of authorities
C reactions of family members
D negative media coverage
E a new social network
F the community response
G people's diverse backgrounds
H the time commitment

Speaker 1 C 6
Speaker 2 D 7
Speaker 3 A 8
Speaker 4 G 9
Speaker 5 F 10

1 Possible answers

a Plastic pollution: In many places around the world, plastic rubbish, including microplastic, ends up on beaches. It is extremely harmful to marine life, and of course, ends up in the food chain.

b The fur trade: Some people are opposed to the use of fur – especially for the sake of fashion. They accuse the fur industry of cruelty to animals, and believe there are many alternative materials that the fashion industry can use.

c Climate change: The build-up of carbon dioxide in the atmosphere, caused for example by high energy consumption, leads to a rise in the Earth's temperature. This in turn can lead to a melting of glaciers and the polar ice caps, and a consequent rise in sea levels, flooding and destruction to coastal areas.

d Fast fashion: Critics of the fast fashion industry dislike the way it encourages people to buy cheap clothes, and then dispose of them after a short time.

e Badger culling: when people cull animals, they kill a large number of them in order to reduce the population. In the UK, there has been some concern that badgers spread the disease tuberculosis amongst cattle.











Language focus Modal verbs: *Must, need, should and ought to*

1 **Which of the speakers (1–5) in the Listening said these sentences?**

1 My parents' generation **should have** taken action years ago, but they left it to us.
Speaker 2 – talking about climate change
2 I **didn't need** any further encouragement. I thought, well, someone's got to lead the way!
Speaker 3 – talking about joining the second-hand shopping movement
3 But I **needn't have** worried because one week, out of the blue, a bunch of locals turned up ... **3, 4** Speaker 5 – talking about people coming to help clean up the beach
4 There **must have been** at least 30 of them last week.
5 I felt I **had to** join the campaign ... Speaker 1 – talking about being part of the anti-fur trade

2 **Match sentences 1–5 in Exercise 1 with functions a–e.**

a saying that something wasn't necessary, and it didn't happen **2**
b speculating about the past, expressing a feeling of certainty **4**
c expressing regret about something that did not happen in the past **1**
d talking about a feeling of obligation in the past **5**
e saying that something wasn't necessary, but it did happen **3**

3 **SPEAK** **Work in pairs. Discuss the following questions about the sentences in Exercise 1.**

1 Which of the sentences do not contain a modal verb?
Sentences 2 and 5: *had to* and *didn't need* are not modal verbs.
2 What are the main characteristics of a modal verb?
3 In which sentence could *ought to* be used instead of one of the words in bold, without changing the meaning? Sentence 1: My parents' generation should have taken action years ago could also be written as My parents' generation *ought to* have taken action years ago.

4 **Explain the difference in meaning between the words in bold as they are used in the following sentences. The first one has been done for you.**

must – for talking about internal obligation: I think it is necessary to go

1 I really **must** be going – my son **should** be home from school soon and I **have to** take him to his swimming class.
2 I know you **shouldn't** tell lies, but you **don't have to** tell him the whole truth, either. You **mustn't** let him know you've been here.
3 The boss **doesn't need to** know that you've applied for another job. You **needn't** worry – I won't tell him.

5 **Go to Ready for Grammar on page 238 to check your answers to Exercise 4 and for further rules, explanations and practice.**

6 **Underline the correct alternatives. Either one, two or all three alternatives may be possible.**

1 I cleaned the flat specially for tonight, but I *mustn't* / *needn't* / *shouldn't* have bothered.
2 You really *must* / *need* / *should* do something about your handwriting.
3 What do you *have* / *ought* / *need* to do to become famous?
4 I'm meeting my partner's parents for the first time tomorrow. What *need* / *ought* / *should* I wear?
5 We're going into town, but you *needn't* / *don't need to* / *don't have to* come if you don't want to.
6 They *ought to* / *must* / *should* have got there by now. Why haven't they phoned?
7 I really *needed to study* / *must have studied* / *ought to have studied* hard at the weekend, but I did absolutely nothing.
8 If you *should* / *ought to* / *need to* happen to see my ex-boss there, can you give him my regards?

7 **SPEAK** **Work in pairs. Choose four of the sentences from Exercise 6 and have four separate conversations with your partner, using a different sentence to start each conversation. Remember to say your first sentence with one of the correct alternatives.**

A: What do you think I should wear tomorrow night to meet Anya's parents?

B: I think you should make an effort and dress up. So maybe you could ...

3

2 Modal verbs go with a main verb (*I can go: can* = modal, *go* = main). They express the mood or attitude of the speaker and are followed by the infinitive without *to* (with the exception of *ought to*). In addition, an auxiliary verb is not used to form the negative of a modal verb (*I must not, I shouldn't, etc*).

4

1 *must* – internal obligation: I think it is necessary to (go).
should – expectation: my son is expected (to be home)
have to – external obligation: I am required to (take him)
2 *shouldn't* – recommendation: it is not good/advisable to (tell lies)
don't have to – no obligation: it is not necessary to (tell him the whole truth)
mustn't – prohibition: I don't want you to (let him know)
3 *doesn't need to* – it isn't necessary for him to (know)
needn't – I am telling you not to (worry)

Language focus

1–3 If you are starting a new lesson with this section, begin with the following task. Put students into pairs. Board *plastic pollution*, *the fur trade*, *climate change*, *fast fashion* and *badger culling*. Give students a few minutes to remember and note down what they remember about what the speakers in the listening exercise said about these environmental issues. Then play the listening once. Students listen and check the ideas they noted down. Tell them to also write down any ideas that are not on their lists. Get brief feedback in open class. Books open. Ask students to remember which speaker said each of the sentences. Students do Exercise 2 individually and check their answers with a classmate. Quickly confirm their answers in open class. Then ask them to do Exercise 3 in pairs. Elicit the answers. Use the information in the **Answer key** to help you explain the answers to the questions.

4–5 After students have discussed the differences in meaning between the sentences with a partner, refer them to the **Ready for Grammar** section (see below and TB183) to check their answers. Alternatively, you could go through the answers in open class, explaining the rules and answering any queries about the grammar as you go. Refer to the information in the **Ready for Grammar** section if you need to.

6–7 After correcting Exercise 6 in open class, discuss the differences when there is more than one possible answer. While students do the **SPEAK** task in pairs, go around and monitor their use and pronunciation of the target language.

You may wish to use **Dilemmas** on the **Teacher's Resource Centre** at this point.

READY FOR GRAMMAR

12 Modal verbs: *Must, need, should* and ought to

Must

1 *must* and *have to*

must + infinitive is used to give orders or strong advice, or to tell oneself what is necessary. The authority comes from the speaker.

*All questions **must be answered**.*

*You really **must see** Leonardo Di Caprio's new film.*

*I **must remember** to get some bread.*

Although not a modal verb, *have to* + infinitive is also used to talk about obligations. The authority comes from someone other than the speaker.

*We **have to wear** a swimming cap in the indoor pool.*

2 *mustn't* and *don't have to*

mustn't expresses prohibition; don't have to expresses lack of obligation or necessity.

*You **mustn't touch** this, darling – it's very hot.*

*You **don't have to come** if you don't want to.*

3 *must have done* and *had to do*

must have + past participle is used to speculate about past situations; had to + infinitive expresses past obligation or necessity.

*Sean's late – he **must have got** stuck in a traffic jam.*

*The bus broke down so I **had to walk**.*

Should/Ought to

1 *should* and *ought to* + infinitive are used to give advice or express opinions about what is right and wrong. *should have* and *ought to have* + past participle can be used to criticise past actions, express regret or talk about things which were supposed to happen but didn't.

*You **shouldn't play** with matches – it's dangerous.*

*You really **shouldn't have shouted** at him like that.*

*We **ought to have asked** Cerys if she wanted to come.*

*Where's Remi? He **should have been** here ages ago.*

2 *should* and *ought* can also be used to talk about probability.

*If you leave now, you **should be/ought to be** there by midday.*

Need

1 *need* and *need to*

need + infinitive is not used in ordinary statements and is very rare in questions; *need to* + infinitive is much more common for expressing necessity.

*I **need to get** some new shoes. (not: I **need get** ... ✗)*

*What **do we need to take** with us?*

*My brother-in-law and his family stayed with us at Christmas. **Need I say** more?*

2 *needn't* and *don't need to*

Usually, there is no difference in meaning between *needn't* + infinitive and *don't need to* + infinitive: they both indicate a lack of obligation to do something.

However, *needn't* usually refers to immediate necessity and tends to be used to give permission not to do something; the authority comes from the speaker.

*You **needn't come** tomorrow if you don't want to.*

don't need to tends to indicate general necessity; the authority does not come from the speaker. *don't have to* can be used in the same way.

You don't need to/don't have to spend a fortune to keep fit.

3 *needn't have done* and *didn't need to do*

needn't have + past participle is used to talk about an action which was performed but which was unnecessary.

*You **needn't have bought** those batteries – we've got plenty in the drawer.*

didn't need to + infinitive is used to talk about an action which was unnecessary. It usually indicates that the subject did not perform the action.

*I **didn't need to spend** very long on my homework last night – it was quite easy.*

Reading and Use of English

1–2 You could lead into this task by playing one of the many entertaining videos online featuring kea birds being 'naughty' or demonstrating their impressive intelligence. Tell students to take notes about what they learned about the kea and compare them with a classmate afterwards. Tell students to cover the questions while they read the text quickly for gist.

3 Set a time limit for this task of no more than five minutes. Go through the answers in open class. Have students investigate what they got wrong by looking up the options in dictionaries. In open class, nominate students to share what they've learned about why their answer is wrong and why the correct answer is correct.

4 Check that students understand the meaning of *mischievous* (a mischievous person, especially a child, enjoys having fun by causing trouble). Allow students to use an online translator if they don't know the English names of birds or animals native to their country. Choose a few of the birds and animals and ask students to justify why these animals could be considered mischievous, iconic or endangered.

5–6 While students do Exercise 5, circulate and check their sentences. Remind students that all the words should be of the same type, i.e. all verbs in the same tense, all adjectives, etc. The options should also be 'tempting', i.e. miscollocations that sound almost correct.

READY FOR GRAMMAR

12 Modal verbs: *Must, need, should* and *ought to*

1 **For questions 1–8 below, use the information in sentence a to complete sentence b, which is more formal. Choose from the words in the box.**

forbidden obligatory ~~obligation~~ obliged permitted presumed recommended required supposed

0 **a** We don't have to give the money back.
b We are under no *obligation* to refund the money.

1 **a** You mustn't smoke anywhere in the building.
b Smoking is not permitted in any part of the building.

2 **a** They've been told they mustn't speak to the press.
b They have been forbidden to speak to the press.

3 **a** You really should wear strong shoes.
b Sturdy footwear is strongly recommended

4 **a** You needn't pay until the course finishes.
b Payment is not required until the end of the course.

5 **a** Don't feel you have to give anything.
b You should not feel obliged to contribute.

6 **a** It should have got here a couple of weeks ago.
b It was supposed to arrive a fortnight ago.

7 **a** They think he must have left the country.
b He is presumed to have left the country.

8 **a** You must wear a seat belt.
b The wearing of seat belts is obligatory.

2 **Complete the email using appropriate modal verbs. Use the context to decide whether the modal verb should take a present or past form.**

Hi James

It's a shame you couldn't join us on the march yesterday. When it started raining in the morning, I was afraid we'd only get a small turnout, but actually, I **(1)** needn't have worried. Loads of people attended. There **(2)** must have been about 3000 of us, at least. And it wasn't just students that were marching – there were families and couples, too. It was a long day, and I definitely **(3)** should have taken more water because I was pretty dehydrated by the end of it – but hey, I survived!

I'm also thinking of going on the march planned for June 2nd. Mum says I **(4)** must be mad, but I don't think she gets how important this issue is to me.

Anyway, I'll look through my photos of the march, and I **(5)** should be able to send you some tomorrow. If you can upload them onto the college website – great. You **(6)** don't have to/ don't need to label them – I think the images speak for themselves.

OK – hope to catch up soon.

Nick

Go to page 182.

Reading and Use of English Part 1 Multiple-choice cloze

1 **SPEAK** You are going to read a short text about the kea, a bird that lives in New Zealand and which often appears in news stories. Before you read, look at the photos and predict why this bird receives so much media attention.

2 Quickly read the text, ignoring the gaps for the moment. Was your prediction correct?

The text suggests that the kea features in the media because: it's endangered, it is highly intelligent, it behaves in a way that some people admire and others dislike.

3 For questions 1–8, read the text again and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

THE KEA AN UNUSUAL PARROT

The kea is a species of parrot **(0)** D to New Zealand, found only in the mountains of the country's South Island. Whereas they once numbered in the hundreds of thousands, they are now **(1)** A as nationally endangered.

Despite their protected status, it is clear that keas have **(2)** B opinion amongst New Zealanders. The birds are curious by **(3)** C, and sometimes act in a way that some people regard as destructive. Certainly keas seem to **(4)** B delight in pulling bits off cars, tents and buildings. But others admire the keas' intelligence and boldness.

A few years ago, keas in Milford Sound were observed moving road cones into the middle of the road. Whether they were attempting to slow cars down in order to beg for food is still open to **(5)** D, but concerned conservationists designed a special roadside 'gym' to keep them occupied, and out of **(6)** A way. Featuring ladders, swings and climbing frames, the gym **(7)** B popular, and kea gyms are now **(8)** C in other parts of the country.

0	A domestic	B resident	C original	D native
1	A classified	B ordered	C graded	D assigned
2	A separated	B divided	C split	D differed
3	A character	B instinct	C nature	D behavior
4	A have	B take	C gain	D feel
5	A doubt	B argument	C consideration	D question
6	A harm's	B danger's	C risk's	D threat's
7	A kept	B proved	C held	D showed
8	A trying out	B building up	C catching on	D lying ahead

4 **SPEAK** Work in pairs. Discuss what birds or animals in your country are sometimes considered to be

- mischievous
- iconic
- endangered.

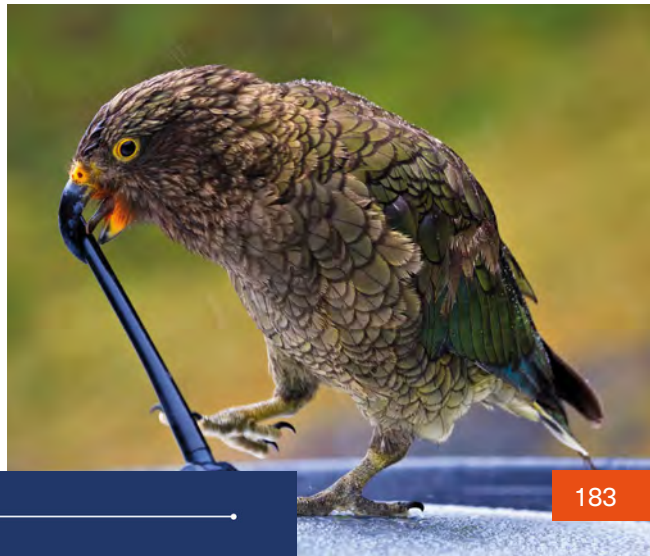
5 Write four sentences, each including one of the wrong words from the text above. Leave a gap where the word should go and give three options.

The _____ cat still shares some characteristics with its wild ancestors.

***A** original* ***B** resident* ***C** domestic*

6 Swap your sentences with your partner. Complete their sentences. You should also say why the incorrect options do not fit the gap.





Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 I wish governments had carefully considered the issue of global warming a long time ago.

ATTENTION

Governments should have paid/given careful attention to the issue of global warming a long time ago.

2 There's a chance that you might find some interesting wildlife, so take a camera with you.

HAPPEN

You should take a camera with you in case you happen (to come) across some interesting wildlife.

3 It could be ages before we see any dolphins, so while we're waiting, I suggest you relax.

MEANTIME

It could be ages before we see any dolphins, so in the meantime I (would) advise you to relax.

4 Because that store sells clothes made by child labour, he doesn't shop there any more.

ACCOUNT

He doesn't buy clothes from that store any more, on account of the fact (that) they sell clothes made by child labour.

5 The minister said he was sorry but he wasn't able to accept the invitation to the debate.

TURN

The minister apologised for having to turn down the invitation to the debate.

6 It was a waste of time attending the protest march this afternoon, as the council had already made its decision in the morning.

PART

We needn't have taken part in the protest march this afternoon, as the council had already made its decision in the morning.



Vocabulary Adverbs expressing attitude or opinion

1 Choose the best alternative to complete each sentence.

0 At the most pragmatic level, without healthy ecosystems, our crops will fail and *obviously* / *hopefully* / *surprisingly* we will not survive.

1 Local residents have condemned the decision to build the factory, and *rightly* / *undoubtedly* / *clearly* so, in my opinion.

2 *Strangely* / *Apparently* / *Presumably* enough, I find myself agreeing with the government on this issue.

3 *Fortunately* / *Disappointingly* / *Conveniently* for us, it was an unusually warm winter and we couldn't go skiing on the hills as we'd hoped.

4 They chopped down vast areas of woodland with *believably* / *miraculously* / *predictably* disastrous results for the local bird population.

5 After such a wonderful holiday, Sophia *understandably* / *astonishingly* / *curiously* felt rather sad when she had to come home.

2 Work in pairs. Compare your answers to Exercise 1.

Speaking Part 2 Long turn

1 Look at pictures 1–3. They show people taking photos in different situations.

Student A: Compare **two** of the pictures, and say why the people might want to take photos in these situations, and how they might need to prepare.

Student B: When your partner has finished talking about the two pictures, say which situation might produce the most interesting photo.

2 Now change roles. Go to the Additional materials on page 210 and do the Speaking Part 2 task.

Reading and Use of English

Students do the task individually. Set a time limit of no longer than eight minutes. When you correct this task, display the answers within the full sentence if possible. This makes it easier to discuss the answers during feedback.

Vocabulary

1–2 Allow students to pair check after doing the exercise individually. Encourage students to not only explain their choices, but also explain what attitude or opinion is inserted into the sentence with the addition of the adverb. Conduct open class feedback.

Speaking

1–2 Organise the class into groups of three or four. Assign one student to be the interlocutor, the examiner who reads the instructions and keeps the time. Remind the interlocutor to keep to official timing (1 minute for each long turn; for the follow-up question, 30 seconds). See TB119 for an examiner script that could be adapted to this Speaking Part 2 task. After feedback, if time allows, invite students to repeat the task. This could be followed by a brief reflection stage in which they discuss what went better (or worse) the second time.

Speaking Part 2 Long turn

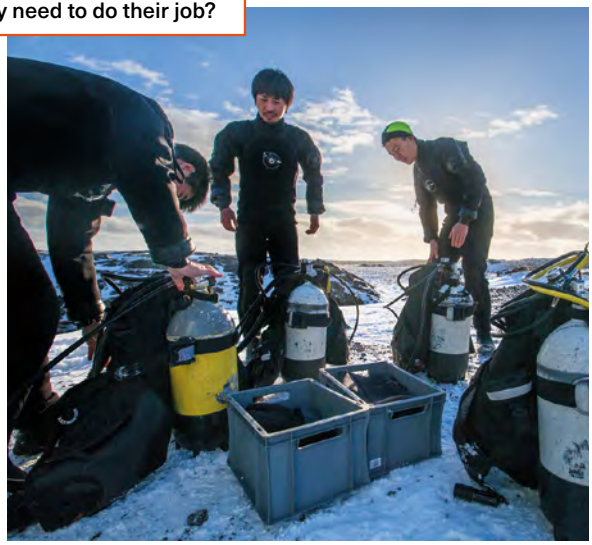
Look at these pictures. They show people working in different environments.

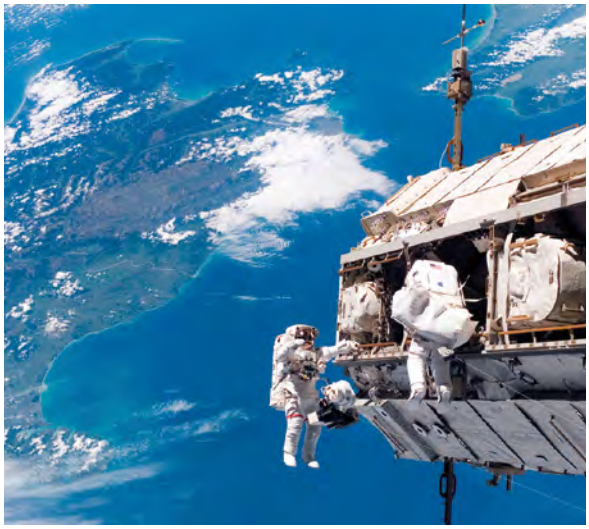
Student B: Compare **two** of the pictures, and say why the people might be working there, and what skills they might need to do their job.

Student A: When your partner has finished talking about the two pictures, say which environment might be most challenging to work in.

Why might the people be working there?
What skills might they need to do their job?







Go back to page 184.

Writing

If you'd like to use this writing section for exam practice, set a timer and don't let students look at the task before pushing start. Stop the students after exactly 40 minutes. Collect their essays and assess them according to the official marking criteria. However, if you'd like to use this writing section as classroom activity, you could start with books closed. Show students a few photos or a short video of teenagers participating in outdoor adventure activities. Elicit possible benefits of this type of activity for this particular age group. Books open. Focus on the task instructions and discuss what information students need to include in their essays in order to get a high mark for content (discuss two of the benefits, plus give a clear indication of which is more important). Give students a few minutes to plan their essays. Circulate and check to see that they have included reasons and supporting evidence for their main points. Then put students into pairs and ask them to quickly compare their ideas. Remind students to reread their writing to check for spelling mistakes and other minor errors before they hand it in. The final writing could either be done timed in class or set as homework. In either case, students should aim to produce a finished essay within the 40 minutes allowed in the official exam.

Teaching tip

If you'd like to give your students practice writing in class, but you are uneasy about the idea of students spending a long time writing individually in silence, consider asking your students to produce a piece of writing collaboratively. This adds an element of spoken interaction to what would otherwise be a task only involving written production. For example, you could take the sample answer for this essay task from the **Answer key** (also see below) and erase everything except for the introductory paragraph and the topic sentences for the second, third and fourth paragraphs. Leave enough space after the topic sentences for students to write their own versions of the paragraphs. After leading into the topic of outdoor adventure programmes and discussing the task instructions, put students into pairs and give each one copy of the modified sample essay. Tell them to work together to finish the essay with their own ideas. While students do the task, circulate and monitor, providing on-the-spot error correction and advice related to clarity, register, organisation, etc.

Sample answer

The Benefits of Outdoor Adventure Programmes

Nowadays, it seems that many young people do not have the opportunity to spend time in nature. This is a shame because not only does it have benefits for the mind, but also the body. Therefore, if young people have the chance to do an outdoor adventure programme, they should definitely take part.

Firstly, a programme can teach you about the natural world. This can include learning about which plants are safe or poisonous. Most people don't have this knowledge anymore because they think it isn't useful, but you never know when you might have to use it! It is also possible to find out more about local ecosystems, for example, which animals are endangered, or which animals are the threats. All this kind of information can help with environmental care.

A further benefit of the outdoor adventure programme is developing practical skills. It is basic human nature to want to construct a shelter or to make a fire. It is easy to put up a tent or to turn on a torch, but you will feel much more satisfied if you can use natural resources to help you survive! Participants can also learn some sporting activities like kayaking or canoeing.

In my opinion, the most important benefit depends on the needs of the individual participant. If you have a passion for the environment, then the main benefit is learning about nature. But if you are a more adventurous person who likes a challenge, then probably you will appreciate more the chance to extend your practical skills.

Examiner comments

Content: All content is relevant to the task, and the reader would be fully informed. The writer discusses two of the benefits, and provides examples. In the last paragraph, the writer addresses the requirement of the task: explain which benefit is more important. Although the writer does not make a final decision, he justifies this approach by explaining that it 'depends on the needs of the individual participant'. This is a reasonable approach for the conclusion.

Communicative achievement: The conventions of essay writing are evident and the reader's attention is held throughout. However, register is sometimes inconsistent, with more informal language slipping in e.g. *but you never know when you might have to use it!* *but you will feel much more satisfied …!*

Organisation: Simple cohesive devices are mostly used effectively throughout the essay. It is appropriately divided into an introduction, two body paragraphs and a conclusion.

Language: There is good evidence of the writer using synonyms and paraphrasing to avoid repetition and make the essay more engaging. On the whole, there is good control of grammatical structure and complex sentences.

Mark: Very good pass

1 Why might the people want to take photos in these situations? How might they need to prepare?







Writing Part 1 Essay

Read the following Part 1 Essay task below. Then, with a partner, decide which two benefits you want to discuss. For each benefit, outline some specific examples.

Your class has listened to a radio discussion about the benefits of outdoor adventure programmes for teenagers. You have made the notes below:

Benefits of outdoor adventure programmes

- learning about nature
- acquiring new skills
- strengthening relationships

Some opinions expressed in the discussion:

'These days, teens may have little contact with the natural environment.'

'Building shelters and a fire – both fun and educational.'

'A lot of outdoor activities require team work and trust.'

Write an essay for your tutor discussing **two** of the benefits in your notes. You should **explain which benefit is more important, giving reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Write your answer in 220–260 words in an appropriate style.

For more information on writing essays, see page 192.

12 REVIEW

Reading and Use of English Part 2 Open cloze

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

THE FASTEST ANTS IN THE WORLD

It has been revealed that the northern Sahara is home **(0)** *TO* the world's fastest ants. Researcher Dr Sarah Pfeffer reported that **(1)** *at* top speed, Saharan silver ants can travel 108 times **(2)** *their* body length per second.

In **(3)** *order* to time the ants, Pfeffer and her team first had to find them, and searching for an ant nest hidden away in the sand dunes was far **(4)** *from* easy. But once a nest had been located, the team connected an aluminum channel to the entrance, and sprinkled biscuit crumbs at the other end. No **(5)** *sooner* had the ants detected the crumbs than they began racing towards them. Video footage of the ants running along the channel showed they were covering 85.5cm per second.

There is a reason these ants evolved to be so fast. **(6)** *unlike* other creatures that live in the dunes, ants do not seek shelter from the midday sun. Instead, when the desert is at **(7)** *its* hottest, the ants go rushing about looking for food – often the remains of **(8)** *less* fortunate insects that already died in the heat.



Vocabulary

Choose the correct alternative to complete each sentence.

1 I've been working around the *clock* / *hours* / *day* to get this project finished on time.
2 Oliver has gained a good working *understanding* / *knowledge* / *awareness* of Spanish during his time in the Madrid branch.
3 My grandparents' generation had a different work *moral* / *ethic* / *principle* to many people today.
4 Hopefully we can find a way to work *over* / *towards* / *around* these difficulties.
5 It's open to *doubt* / *argument* / *question* whether the new policy is having the intended effect.
6 Unfortunately, some people seem to take *delight* / *joy* / *amusement* in trolling others online.
7 The new campus gym has so far *held* / *proved* / *kept* very popular with many students.
8 The weta is an insect species *domestic* / *original* / *native* to New Zealand.

Language focus Modal verbs

Complete the sentences with either the positive or negative form of a modal verb from the box. In each pair, the verb required is the same. There is one verb you do not need to use.

can could may might must need shall should will would

0 She seems very pleasant, but she *can* be quite irritable at times.
I'm off to bed – I *can* barely keep my eyes open.

1 We could have caught that train if you'd run a bit faster.
I wish I could remember where I put my glasses!

2 She would have to phone now, right in the middle of my favourite programme!
After he retired, he would often go back to visit his old workmates.

3 You might have phoned to say you'd be late! I've been so worried.
No one seems to want the last piece, so I might as well eat it.

4 You needn't explain – Malik's already told me what happened.
I know you were angry, but you needn't have shouted.

5 That's very kind of you, but you shouldn't have gone to all that trouble.
He's just popped out to the shops, so he shouldn't be long.

6 Just a moment, I'll put you through. Who shall I say is calling?
Let's go out for lunch, shall we?

7 If you won't tell me, I'll have to tickle you until you do!
Phone her a bit later – she probably won't have got up yet.

8 Why must you always interrupt me when I'm speaking?
It must have been a huge explosion – it was heard up to 30 miles away.

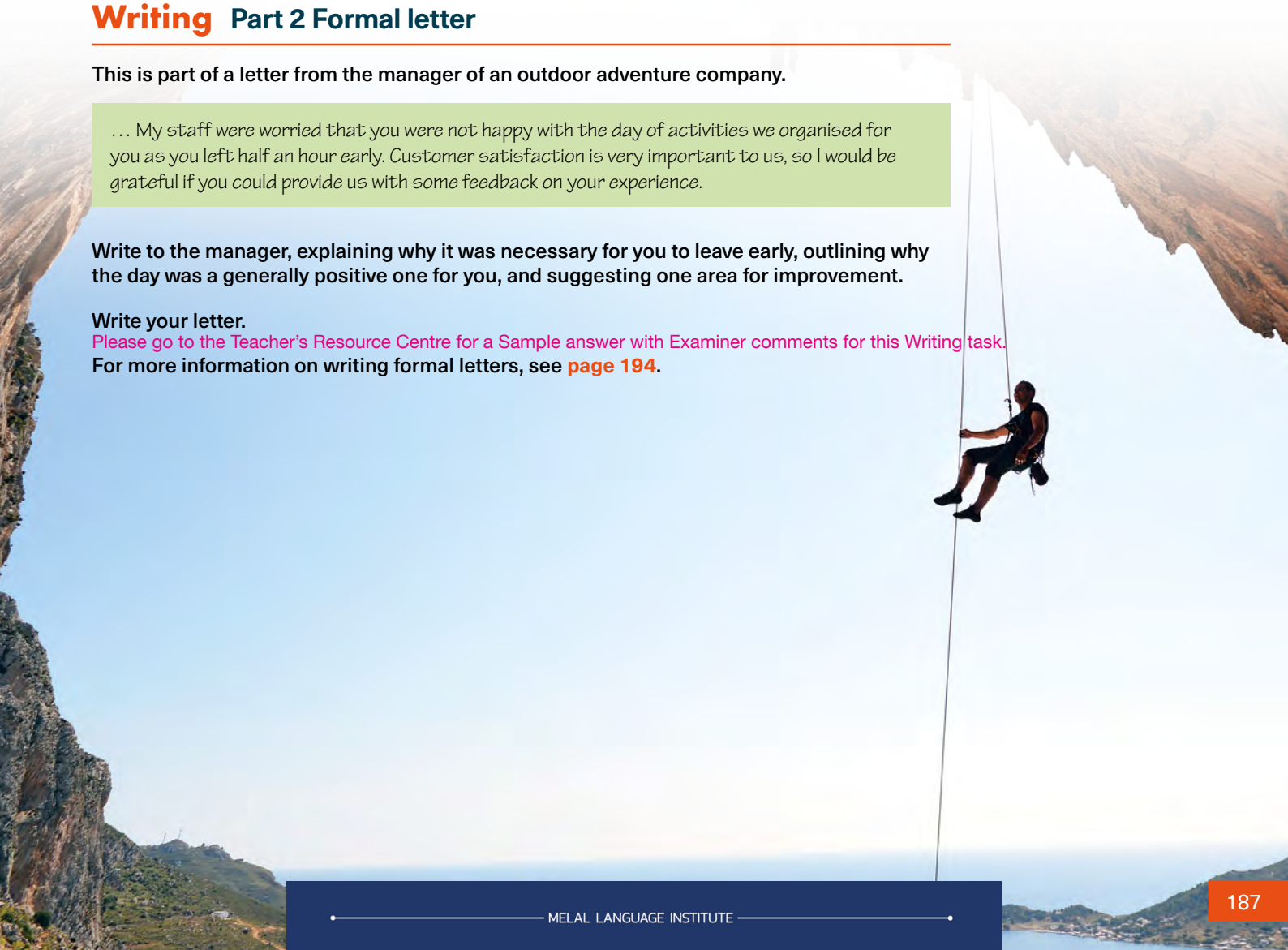
Writing Part 2 Formal letter

This is part of a letter from the manager of an outdoor adventure company.

… My staff were worried that you were not happy with the day of activities we organised for you as you left half an hour early. Customer satisfaction is very important to us, so I would be grateful if you could provide us with some feedback on your experience.

Write to the manager, explaining why it was necessary for you to leave early, outlining why the day was a generally positive one for you, and suggesting one area for improvement.

Write your letter.
Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.
For more information on writing formal letters, see page 194.



12 REVIEW

Pronunciation Consonant clusters



1 A consonant cluster is a group of two or more consonant sounds. Read these sentences about a trip to Finland and complete the words in bold with the letter combinations in the box.

-cks -ct- -dth -ked -lled -lves -mpsed -ngth -pped -sp -sts -xth

1 On our trip to Finland we **travel**lled the **le**ngth and **bread**th of the country.
2 On the **si**xth day we rode on snowmobiles through snow-covered **fore**sts in the **Ar**ct**ic** Circle.
3 We **sto**pped at one point to look at animal **tra**cks in the **cri**sp white snow.
4 And when we **loo**ked up, we briefly **gli**mpsed two animals disappearing into the trees. 'Could they have been **wo**lves?' we wondered.

2 12.3 Listen and check your answers to Exercise 1.

3 SPEAK Work in pairs. Practise saying the sentences in Exercise 1.

4 For each of the following, write down three words which begin with the consonant cluster.

bl- cl- fl- gr- pl- sl- sm- sn- str- thr-

bl-: black bloom blow

4 For possible answers please see the Answer Key in the back of the Student's Book (or on the Student's and Teacher's Resource Centres).

5 SPEAK Work in pairs. Practise saying each other's words from Exercise 4.

6 SPEAK Work in pairs. Read the rules and play the game below.

BLOCKBUSTERS!

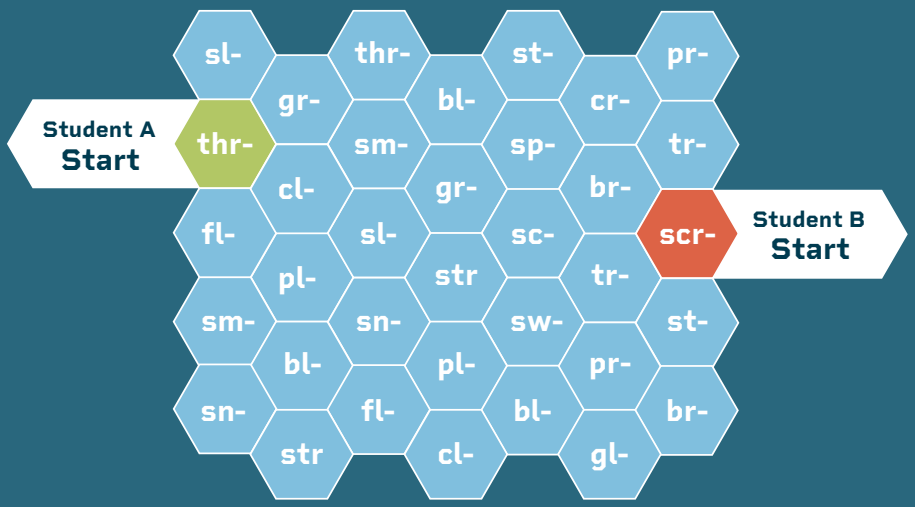
1 Your goal is to reach the other side of the board, moving one space at a time by making sentences with the consonant clusters. Try to stop your partner reaching the other side of the board before you by winning the spaces in their path.

2 Use a coin or counter and place it on your start position.

3 **Student A:** Choose the space you want to move to and make a sentence. **You must use the same cluster *twice* in your sentence**. You can only move to adjacent spaces. The same word must not be used more than once in the game.

Student B: Listen and decide if the sentence makes sense and if the pronunciation of the cluster is correct. If both are correct, **Student A** can move into that space.

4 **Student B:** Do the same. Then, take turns until you reach the other side.



Pronunciation

1–3 12.3 When a specific combination of consonants is not possible in a student's L1, they will likely find it much more challenging to produce. In some languages, like Japanese, consonants are rarely combined, while in others like Polish, consonant clusters abound. To raise students' awareness, put them into pairs to briefly discuss which consonant clusters are very uncommon or not possible in their L1(s).

4–5 Alternatively, students could focus only on the consonant clusters that they find most problematic. If students still need more practice with a particular grouping of consonants, try isolating it and saying it slowly, holding the first sound before moving into the second or third. Get students to do the same.

6 While students play the game, circulate and provide on-the-spot correction of their pronunciation. During feedback, make sure to board and praise a few examples of when students successfully pronounced problematic consonant clusters.

COLLOCATION REVISION UNITS 1–12

1 **Write one word which can be used in all three expressions. The question numbers also refer to the relevant unit of the book where the collocations appeared. If necessary, use the box with the words in to help you.**

Adjective + noun

1 a slight / a fair / a second ___chance___

2 significant / far-reaching / sweeping ___changes___

3 common / ambitious / short-term ___goal___

4 relevant / practical / useful ___experience___

5 a close / a rocky / a stable ___relationship___

6 scientific / popular / (un)proven ___theory___

7 a dislocated / a sprained / a bruised ___ankle/wrist___

8 modern / materialistic / consumer ___society___

9 seasonal / sustainable / mass ___tourism___

10 downtown / rural / safe ___area___

11 a rare / a familiar / a welcome ___sight___

12 a controversial / an environmental / an important ___issue___

Verb + noun

1 face a / take up a / rise to the ___challenge___

2 ___make___ an impression / a comeback / use of

3 compile / gather / uncover ___information___

4 see the / there comes a / there's no ___point___

5 ___get___ someone down / on someone's nerves / in touch with someone

6 administer a / sit a / perform a ___test___

7 take a / put someone/something at ___risk___ / pose a

8 reach a / uphold a / overrule a ___decision/verdict___

9 ___lose___ your temper / focus / a job

10 get on like a ___house___ on fire / be on the / brought down the

11 ___catch___ sight of / a glimpse of / my eye

12 ___work___ off calories that were consumed / towards peace in the region / on one's presentation skills

ankle/wrist area catch challenge chance changes decision/verdict experience get goal house information issue lose make point relationship risk sight society test theory tourism work

2 **Use other collocations from the first 12 units of the book to help you create your own exercise. Write three words or expressions which can all be used with the same verb or noun, in the same way as in Exercise 1. Write four examples like this for another student to complete.**

READY FOR WRITING KEY

Marking

2 Content **3** Organisation and cohesion
4 Target reader **5** Accuracy

Planning and checking

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

Register

1

1 success **2** obtaining/achieving/attaining
3 expressed/showed/ (or in present tense express/ show) **4** position/post **5** employment / a post/ position **6** owing/due **7** unable **8** improvement
9 contact **10** meantime

2 Suggested answers

• the use of *get* in informal register

get a grade (informal) v. *obtain/achieve a grade* (formal)

try to get a job (informal) v. *apply for a position/post* (formal)
get better (informal) v. *an improvement* (formal)

• use of phrasal verbs in informal register

take you on (informal) v. *offer you employment* (formal)

• greater use of nouns in formal register

passing your exams (informal) v. *your recent success in your examinations* (formal)
you said you'd be interested (informal) v. *you expressed an interest* (formal)
because of the way the economy's been recently (informal) v. *owing to the current economic climate* (formal)

• use of abbreviations in informal register

exams (informal) v. *examinations* (formal)

• linking words

But (informal) v. *However* (formal)

• informal punctuation

dashes and exclamation marks

• other differences

Believe me (informal) v. *I assure you* (formal)

we'll be in touch (informal) v. *we shall contact you* (formal)

as soon as they do (informal) v. *when this occurs* (formal)

Dear Jilly … All the best (informal) v. *Dear Ms Holden … Yours sincerely* (formal)

Tasks and sample answers

Mistakes in the sample answers have been annotated in pink for your reference. Where students have incorrectly omitted the definite article 'the', this is represented by '/'.

Sample answer (page 193)

Part 1 Essay

Improving the fitness of young people

There is no doubt that a good level of fitness is important for a person's physical health, and also for their emotional well-being. Considering that young people spend most of their day at school, this is the ideal place for them to keep fitness.

Schools could encourage students to stay in shape in two main ways. First of all, schools should provide regular fitness classes, at least 3 times a week, and making sure a range of activities are offered. It is also important that teachers accept that students have different levels of ability. So, for example, if the fitness class involves a long-distance run, some students should be encouraged to just walk speedily instead. And if some students don't like aggressive games as dodgeball, they should have the option to do their own workout instead. In this way, students will not be put off from taking part.

These days, technology can be really helpful to teachers and students. As mentioned above, if students prefer to do their own workout, there are downloadable apps that will provide a workout for them, and keep track their progress. Alternatively, teachers could set up a screen to show, for example, a dance exercise video guide or weight lifting programme.

All things considered, it would be better if schools gave priority to re-thinking and running effective fitness programmes. This only requires some imagination on the part of teachers. Although the technology has a lot of potential, we cannot assume that all students have good phones or other devices.

Mark: Very good pass

Sample answer (page 194)

Part 2 Formal email or letter

Dear Mr Kelly

I have read through your email carefully and I would like to address some of / comments that I feel are unfair.

Firstly, I must point out that there were students from two other colleges staying at the hostel at / same time as us. I am fairly sure that the other college students were from Westlake College and Kings Academic Centre. As all students were wearing normal clothes rather than uniform I imagine it would be too difficult for you to distinguish between students from our college (Northcote College) and students from the other two.

One of / complaints is that Northcote College students did not clear it up after making their dinner in the self-catering kitchen. However, on the evening you mention (Tuesday 27 March), we have taken all /

students to a pizza café, so they didn't actually use the kitchen on that night.

I must also disagree that our students caused damage to their dormitory. When we checked in on Monday 26th, we immediately told the receptionist that a ladder was broken on a bunk bed, and that the lock on the window has been snapped off. It was not our students that caused the damage, but the previous stayers. I would appreciate it if you could talk to the receptionist working on the 26th, so she can confirm this.

I would be happy to talk to you directly if you need any more information, so that you can change your decision for banning Northcote College students.

Regards

Eric Favre [Events Organiser]

Mark: Good pass

Sample answer (page 195)

Part 2 Informal email or letter

Hi Terri

Great to hear from you. I guess you saw the photos I posted from my holiday on the Gold Coast. It was an awesome holiday, and you should definately go next year if you get the chance.

So, as you can tell from the photos – we started off at the beach. It's the ultimate surf spot – the best breaks ever. If you want to catch some waves yourself, do your research online for board hire rates. And also to find out about drop off and pick up services. The company we used delivered our boards direct to our door which made things much more managable.

The rides at Dreamworld were incredible! Mostly I was just screaming. So knowing you, you'd love it. Prepare to be terrified and thrilled all day long. A word of warning, though: try to avoid going at the weekend when the lines for the rides are endless. Sometimes we were standing in line for up to 30 minutes, dieing of thirst and getting sunburned.

After we picked up our hire car we drove to Lamington National Park and stayed at a place called O'Reillys Rainforest Retreat. Honestly – it was really cool. We were staying in a cabin at the top of a mountain, surrounding by rainforest. There were parrots landing on our balcony in the morning and little kangaroo-like animals hopping around everywhere. It's a long, winding road up the mountain, and it's by no means cheap, but well worth the money and effort.

I hope you make it out to the Gold Coast yourself. Let's catch up soon.

Joe

Mark: Very good pass

Sample answer (page 196)

Part 2 Proposal

Proposal: Holding next year's Advanced Leaners conference at Central English Academy

Introduction

Central English Academy has been running classes for *C1 Advanced* students for many years, and can boast a very impressive success rate. In regards to next year's Advanced Learners conference, it would make the idyllic host for a number of reasons.

Facilities

We have three very large classrooms at the Academy, which could be used for presentations. They are all set up with a digital projector and screen, wide screen TV and video conferencing equipment. Of course, there is also fast, reliable internet access and free wifi. Furthermore, we have a café on the ground floor which could provide meals and snacks for everyone who joined.

Accommodation and Transport

The Academy has an apartment building 5 minutes' walk away, where up to 10 conference members could stay for 2 nights, sharing double rooms. Alternatively, there are several reasonably priced motels in the area which we can propose. Bus connections are good, and there is a stop right outside the Academy. It is also easy to find electric scooters in this area, as they are very popular with students.

Leisure and Entertainment facilities

Due to the Academy's central location, a wide range of cafes, bars, restaurants and night clubs would be easily reachable to conference members. There is also a beautiful park nearby for people who would like a more peaceful experience.

We hope that you will consider Central English Academy as the venue for the next conference. We feel that conference members would have a very positive experience at our centre.

Mark: Very good pass

Sample answer (page 197)

Part 2 Report

The international food event

Introduction

The aim of this report is for describe the international food event that was held in the college in July. It is based on interviews I carried out with students who have set up the event, and on a questionare I gave to 20 students who attend it.

Setting up the event

The set-up students were from South Korea, Japan, Vietnam, Germany, Turkey, Ukraine and Chile. As well as provide delicious food, they decorated their tables with flags of their countries and hang pictures

of landscapes, famous monuments and national celebrities. Traditional music was adding to the international atmosphere.

Food and culture

All the students have tried very hard to create autentic food, even if it was difficult to find the accurate ingredients. There was a huge range of dishes, from Korean dumplings and Turkish filo pies, to German meatballs and Chilean empanadas. Judging with the feedback, visitors really felt as though they had experiencing a different culture. Other comments in the feedback showed that people were talking to others from different countries for the first time – so the event was an effective way to integrate themselves.

Recommendations

The event should certainly be held again next year, but I have some recommendations to offer. Firstly, it must be helpful if the college could allocate a budget for the event so that students do not have to use their own money to buy ingredients. I would also suggest you that the event is be held in the hall so that the weather does not spoil the event.

All in all, the international food event was highly successful.

Mark: Pass

Sample answer (page 198)

Part 2 Review

***Travel Man*: A Review**

So many travel shows, so little time to watch them all! Don't bother. Just watch *Travel Man* instead. Across ten series, it reveals the good and the bad about the European city that is featured in each episode. The concept is simple: the host Richard Ayoade and his celebrity companion spend 48 hours on a mini-break. They try out the local food and take part in some unusual activities.

There's a lot to learn from watching this series. There's the typical travel advice – fares, the best way to get around, prices for drinks. You can gain some cultural insight too – although Ayoade doesn't spend much time showing you around museums and mainstream attractions. His intention is to give you a general impression of a city rather than an exhaustive one. You can see him speeding around on the back of a motor scooter or taking the view from a gondola.

What makes the series stand apart from other shows in the travel genre is simply Ayoade's character. Don't expect the typical host, pretending that everything is wonderful. Ayoade can be extremely sarcastic, and his dry humour may not be for everyone. But his comments and narration will make others laugh out loud. For non-Brits like myself, it's not easy to grasp every word or understand all the cultural references he makes – but sometimes the cynical look on his face tells the whole story!

To be honest, I doubt I'm going to choose a destination simply because of an episode of *Travel Man*. But it's worth watching for the comedy and to see people's reactions to the charming and eccentric Ayoade.

Mark: Very good pass

Sample answer (page 199)

Part 2 Letter of application

Dear Mr Hamill

In regard to your recent advertisement, I would like to express my interest in writing for *The Hampton Bay* newspaper.

I recently graduated from Greytown Institute of Technology, where I majored in Media Studies for my Bachelors Degree. While I was studying, I also contributed a number of articles to the student magazine. [Please see the attached file for some examples of my work].

Although I have only been living in Hampton Bay for the last six months, I have already met some fascinating people through my volunteer work at the local community centre. One local person that I would love to write about is an elderly man called Bill Scovell. Although Bill is shortly turning 92, he still goes swimming every morning in the sea. In the afternoons he is a regular player at the table tennis club. From what I understand, Bill has travelled around the world and has had many wild adventures. I am certain that some of his anecdotes would really entertain your readers.

The second person's name is Ollie Mullan. Ollie is in his last year at high school and is an incredible street artist. A number of local businesses have used him to create stunning murals on the side of their stores. I think it would be interesting for people to learn more about Ollie and the concepts behind his art work.

I would very much appreciate the opportunity to meet and discuss my ideas with you further.

Thank you for your attention

Aleks Miernik

Mark: Merit

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