

1

Success

This module contains various topics related to the theme of success, including the secrets of success, creating the correct workplace environment for a successful business, how to succeed in interviews, famous success stories and the importance of constructive feedback.

Photocopiable activity

The pre-course photocopiable activity on page 122 provides an introduction to the *Advanced* exam. Students find out how much they know about the exam by collaborating to complete a quiz about it, referring to the *Exam reference* on pages 167–172 of the coursebook where necessary.

After the quiz, show students other features of the book. This could be done as a quick quiz with questions such as: *Where can you find the Expert Grammar?* (pages 173–189) and *What can you find on pages 190–202?* (the *Expert Writing* section). Use the contents map to ask questions such as: *What type of writing is practised in Module 4?* (Attitude phrases and a proposal).

Lead-in p.7

The purpose of the lead-ins is to introduce the general theme of the module. Try to avoid giving too much away at this stage by keeping the discussion brief and not focusing specifically on any points that are covered later.

Start with books closed. Ask students what the word *success* means to them. Discuss different ideas and identify the key related factors.

- 1** Ask students to open their books and look at the photos on page 7. Elicit what they represent (students/ graduates receiving their exam diploma, business person with an expensive car) before students discuss the different questions.
- 2a** Check that students understand the vocabulary before doing the task.
- 2b** Students compare answers in pairs before a brief class discussion.
- 2c** Give students a few minutes to think of possible differences, then allow a few minutes to discuss the question.
- 3** Have a short discussion with the class about the importance of success in relation to family and friends. Encourage them to justify their opinions and use this as an opportunity to add in useful language.

1A Finding a job

Reading 1 p.8

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

- 1a** Draw students' attention to the title, introduction and text headings. Check that they understand each job title (barrister, fashion designer, banker, architect) before they discuss in small groups how they would order the jobs in terms of prestige.
- 1b** These two questions encourage students to consider the requirements for each job in greater depth and to expand the discussion into considering what aspects could hinder success in each profession.
- 2a** Students highlight the key points in the questions to help them with the next task.
- 2b** They then highlight the relevant information in the text that answers each question.
- 3** Students look at the strategy before doing the task. If this is the first time students have encountered multiple matching (Paper 1, Part 8) as an exam task, explain that in the *Advanced* exam they will have to read 1 long (600–700 words) or 4–6 short texts and have to match 10 questions to the text(s). Refer them to page 169 for the full list of strategies and focus their attention on the help box.

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

- 4** This question encourages students to consider similarities and brings together their understanding of the text and the factors that lead to success.
- 5** Draw students' attention to the vocabulary in the Expert Word Check. This feature highlights useful words from the text. Ask students to find the words in the text and, if they are unsure of the exact meaning, to deduce it from the context, before giving them a definition or letting them use a dictionary to check. For example, in paragraph B, line 12, ask: *Is 'half-hearted' positive or negative? Does it describe someone's attitude or appearance?*

Extra!

This would be a good opportunity to raise some expectations for this course, such as the amount of work students will be expected to do, how much homework they will have and how they can effectively use their time out of class.

Vocabulary p.10

- 1a** This would be an ideal opportunity to recommend a good dictionary for those students who do not already have one. It should be an advanced level language learner's dictionary that includes grammar code and usage patterns. Either the *Longman Exams Dictionary* or the *Longman Dictionary of Contemporary English* (LDOCE, available at www.ldoceonline.com/) would be suitable.

As some students will need an explanation of a few of the grammar terms, this could be a good place to do dictionary-based activities. You may wish to ask students to find out how word types, such as adjective, adverb, preposition and pronoun, are abbreviated. Ask them to find out what *sb* (somebody) and *sth* (something) mean in usage notes and how the dictionaries record useful information such as whether a word is British or American English (BrE/AmE), formal or informal, and mainly spoken or written.

1 high salary 2 main priority 3 tight deadlines 4 heavy workload 5 close-knit community 6 wide variety

Extra!

This would be a good point at the start of the course to discuss with students how they plan to record new vocabulary that they encounter. Will they have dedicated vocabulary notes and how will they arrange them (by date? alphabetically? by topic?). Also discuss what aspects of each new word they need to record and how, using previous examples. To help students expand their vocabulary faster and be more effective at using parts of speech, encourage students to build up word families so that from each new word they acquire a set of related words (including positive and negative prefixes, prepositions and verbs which collocate, whether verbs are regular or irregular, etc.).

- 1b** As collocations are an important area for advanced students in particular and learning blocks of words that belong together is a necessary part of language development, start by checking that they understand the concept of collocation with some familiar examples. Ask them for the next word in the sentence *He gave a sigh of ...*. Point out that most people say *relief* even without any context because of the strong collocation between *sigh of* + *relief*.

Suggest that students do the exercise first using their existing knowledge and what 'feels right'; then refer to the text to find and check their answers. Encourage students to guess answers where they are unsure, as they may well know the correct collocation subconsciously from reading or hearing it. Also remind students that they will not lose marks for incorrect answers in the exam. Once the collocations have been checked, ask students to work in pairs, taking turns to ask each other the questions.

- 2a** See whether students can identify the odd one out in each set before eliciting ideas from the class. Discuss the correct verb that would collocate with the odd one out in each case.

1 severely 2 the opportunity for something 3 a list 4 your business 5 a good impression 6 a speech

- 2b** Allow students a few minutes to think of three things about their life (two true, one false), using the expressions given, before taking turns to share their ideas with their partner. Round up by eliciting some examples and finding out whether anyone guessed correctly about their partner.

- 3a** This exercise introduces phrasal verbs and expressions with the commonly used verb *take*. Ask students to choose the correct preposition before replacing the phrases with the expressions. Dictionary training could continue in this exercise, as students have to work out where is the best place to look up a phrasal verb or expression. For example, is *take something in your stride* listed under *take* or *stride*? You could share out the expressions and ask students to check the answers in a dictionary before checking the questions.

1 e: take *in* your stride 2 d: been taken *aback* by 3 b: take no notice *of* 4 c: take pleasure *in* 5 f: took pity *on* 6 a: taken advantage *of* 7 h: taken exception *to* 8 g: take pride *in*

- 3b** Students work in pairs, taking turns to ask each other the questions. Round up by eliciting ideas and finding whether any responses were surprising.
- 4a** Remind students that this exercise revises language from the vocabulary section and encourage them to check answers in pairs before feedback.

1 main 2 make 3 *aback* 4 heavy 5 stride 6 wide

- 4b** Before students discuss the idioms in pairs, encourage them to guess the meaning from the context. It could be useful to ask students to work in pairs to check answers using a dictionary (perhaps underlining the key word that each idiomatic expression was found under) before rounding up as a class.

snapped up: taken quickly; **have stood me in good stead:** have been very useful; **from all walks of life:** a wide variety of people, from a range of backgrounds; **part and parcel:** a necessary part of something; **crop up:** happen unexpectedly

- 5** These questions could be discussed either in small groups or as a class. You could also find out whether it is customary for teenagers in students' own countries to find a part-time job when at school and what types of job this might include.

Extra!

If you have time, you could follow up by asking students to write a short text putting the information they have given on their country into a written format whilst incorporating new vocabulary covered.

Use of English 1 p.11

- 1** Refer students to the title, eliciting ideas on the topic of the text, and ask what the photo shows (an IT office that looks like a playground). If it is the first time students have encountered word formation (Paper 1, Part 3) as an exam task, explain that in the exam there will a short text and 8 questions to answer. Take time to explain what they need to do. Use the Expert Task Strategy notes on page 167. The task requires candidates to identify what form of the given word is required for each gap and to form it using prefixes and suffixes, paying attention to the use of negatives.

- 2** Encourage students to skim the text to get the gist, working through using clues around each gap to identify which form of the given word is required for each gap (e.g. noun, adverb, negative adjective). Point out that the word needs to fit both grammatically and in meaning, and suggest they write an abbreviation near each gap to note the part of speech needed.
- 3a** Go through the strategy before students do the task. If useful, refer them to the Help clues and look at the example and first question together. For example: (0) is a noun, representing 'something' as it follows *a feeling of* and precedes the preposition *into*. It is formed by adding the suffixes *-ful* (to form the adjective) and then *-ness* (to form the noun). (1) is also a noun, as it follows the adjective *real*. It is formed by changing the ending from *-ide* to *-ision*. Remind students that this ability to transform words into different parts of speech is why building up word families when noting new vocabulary is very useful. Check answers and elicited forms, discussing how they were transformed if needed.
- 3b** Begin this task as a class so that students have a clear idea of how to progress. Elicit ideas for the first few words, building up related sets of vocabulary on the board and checking on word stress as you go. Students then work alone or in pairs, using dictionaries as needed, to complete the exercise. Check answers as a class.

3a/b 1 division 2 deceptive/deceiving 3 informally
4 employees 5 additional/added 6 productive 7 recruitment
8 competitors

- 4** Students could discuss this question in small groups before you open the discussion to the class.

Listening 1 p.12

- 1** Before students listen to the talk, ask them to compile a list of dos and don'ts for being a successful interview candidate. This could be done in pairs before ideas are shared as a class.
- 2 T01** Play the introduction and elicit how the talk will be organised.

Divided into three parts: before and during the interview (and after the interview, depending on time).

- 3 T02** Remind students that discourse markers help highlight and order points and ask them to note those used in the talks, as well as listen for pauses and tonal changes that guide them. Students order the main points given in the box. They should ignore the Tips for the moment; they will look at these in Exercise 4. Check answers as a class.

1 c 2 a 3 d 4 e 5 b
Examples of discourse markers: *Right, well; And obviously; Another important point; Related to that; Finally.*

- 4a** Refer students to David's tips. Ask them to decide what part of speech is missing for each gap (if they can remember words, write them in). Check students' ideas here or when discussing answers in Exercise 4c, for example: 1, 2, 4 and 5 are nouns and 3 is an adjective. You might also want to remind students that an adjective might precede a noun, given the 1–3 word gap-fill instruction.

- 4b T03** Before students listen to the talk a second time, elicit the word restriction (1–3 words), encouraging them to underline it, and remind them that what they hear may need to be transformed to fit the gap.
- 4c** After listening, students compare answers in pairs.

1 folder **2** success **3** appropriate **4** practice run
5 (doing) research

- 5a** This introduces students to Paper 3 Part 2, sentence completion. Explain that in this part of the exam they will hear a monologue lasting about 3 minutes and will need to complete 8 questions using a single word or short phrase from the listening text. Refer students to the Expert Task Strategy notes on page 171 before they do the task. Remind them that sentence completion requires careful reading of the question and grammatically accurate, as well as appropriate, answers. Encourage students to look at the words before and after the gap to help them predict the type of word(s) missing in each gap. If they aren't sure, encourage them to trust their instincts and to attempt every question. Ask students to check their completed sentences before going through the answers.
- 5b T04** Elicit the word restriction (1–3 words) before students listen and point out that in the exam there are 8 gaps.
- 5c** Students compare answers in pairs before class feedback. Remind them that incorrect spelling will lose them marks, so they must get into the habit of checking spelling at the end of each exercise.

1 eye contact **2** body language **3** fifty seconds **4** energy

- 6** Discuss the questions as a class. Encourage students to give reasons to support any comments they have. Focus on the Expert Word Check, which highlights other useful words from the text. Ask students to find them in the text and deduce their meanings from the context, recording their meanings and any other relevant information, such as pronunciation, stress, word type, grammar, word family, collocations, etc., creating their own example sentence where possible.

Extra!

Ask students to write a short email to a friend, giving advice on how to prepare for an interview OR how to behave during one.

Language development 1 p.13

Students should be familiar with the concept and use of verbs in the major past and present tenses. For those who are not, the Expert Grammar notes on page 173 give an explanation of the use and form of the main tenses. Students with particular difficulties should be given suitable remedial exercises.

- 1a** Students read the text and discuss their answers in pairs before class feedback. At this point, you could ask students if they have ever done any similar work experience or taken a gap year, or find out whether they would want to, and why/why not.

- 1b** Students name the verb forms used and find further examples, comparing ideas in pairs. Check answers as a class, ensuring that students are clear about how the different tenses are formed.

1 past simple **2** past continuous **3** past perfect **4** past perfect continuous **5** present simple **6** present perfect continuous **7** present continuous **8** present perfect simple

- 1c** Discuss as a class why the different forms were used. For example, *had* is used to describe a period of time that began and ended in the past, *was feeling* indicates that a longer action in the past was interrupted by a short action (in the past), *had just got back* refers to an event that only occurred a short time before another event in the past, etc.

- 1d** Ask students to discuss the questions in pairs before opening up a class discussion.

used to, would; would (improvise) could be replaced by *used to*, but *used to (have)* can't be replaced with *would* in this context as *would* can't be used to talk about discontinued states.

- 2** Students select the correct forms, comparing ideas with their partner before feedback. Elicit reasons for using particular tenses as needed.

1 is, have ever been **2** have been, joined **3** has had, got
4 had stopped, was called **5** have had, owned **6** sent, got

- 3** Ask students who the photo is of and what they know about her. Students then read the text, choosing or correcting the forms used.

Background

JK Rowling was born in 1965 and is best known for creating the world-famous wizard Harry Potter and the best-selling series of fantasy books of his adventures, which have been translated into over 65 languages. These stories were made into an extremely successful series of films by Warner Brothers and have made JK Rowling the best-selling UK author ever.

1 sacked **2** correct (*was daydreaming* is also correct) **3** started
4 correct (*had rejected* is also correct) **5** gave **6** correct

- 4a** Focus students' attention on the photo and elicit what it shows (pop group the Beatles early in their career). Find out what students know about the Beatles before they complete the text. Encourage them to check their answers in pairs before class feedback.

Background

The Beatles, consisting of John Lennon, Paul McCartney, George Harrison and Ringo Starr, originated from Liverpool (England) and were a popular rock/pop band from 1960 to 1970. Nicknamed the 'Fab Four', they became the best-selling band in history, made famous by songs like *Let it be*, *A day in the life*, *Hard day's night* and *Strawberry fields forever*. Their music lives on today even though they disbanded in 1970.

1 took place **2** had already seen **3** arrived **4** had been snowing **5** turned up **6** had been celebrating **7** had recorded/recorded **8** went on **9** are still buying/still buy

- 4b** Students write about a short text using a variety of tenses. This could be set as homework with a word limit (e.g. 75–100 words).

Photocopiable activity

Activity 1A could be used here. It is a pairwork/groupwork activity in which students have to identify grammatical mistakes in sentences, correct them, then decide how certain they are that they have corrected properly, winning or losing points based on their answers.

Writing 1 p.14

Writing 1 sections focus on developing writing sub-skills that will enable students to improve their writing for the Writing 2 sections. As such, these sections include work on using an appropriate register, planning and organising, coherence, supporting ideas and cohesion. This section focuses on using an appropriate register for the type of writing.

- 1a** Elicit what register refers to and explain its importance in the exam, perhaps briefly focusing on the writing tasks and discussing which register might be needed for each and why. Ask students to read the text and answer the questions, discussing ideas in pairs before class feedback.

1 to complain about the lack of parking facilities at the college
2 it is more formal because it is written to somebody in authority at the college

- 1b** Students choose the correct options to complete the letter before checking ideas as a class. Briefly elicit more informal types of language and check any unknown vocabulary in the letter. (NB the answer key gives the more formal alternatives, but most semi-formal letters would probably mix formal and less formal options in order not to appear pompous.)

1 on this occasion **2** express my dissatisfaction **3** rationale for encouraging **4** to enable them **5** be reliant **6** are doubtless aware, **7** imposed **8** in the immediate vicinity of **9** I must urge you to **10** solution to

- 2** Students read the letter and complete the email in pairs. During feedback, discuss alternative answers and the formality of those given.

1 completed **2** acquire **3** unable **4** receive **5** assistance/aid/award **6** enable **7** number **8** vouch **9** contact
10 response/reply

- 3** Refer back to the letters/emails from Exercise 2 and ask students to consider in pairs the stylistic features. Round up by discussing the formality of different features, eliciting further examples as needed.

Suggested answers:

F complex structures, linking words

I phrasal verbs, contracted forms, idiomatic expressions, missing pronouns, dramatic punctuation

- 4a** Go through the situation with the class before asking them to discuss their ideas in pairs. Round up by eliciting possible ideas before checking on the register and features their letter should include.
- 4b** It would be useful for students to write their first letter in class, where support is readily available. Encourage students to make a plan to help them with the order of points. Remind them that the required length for the letter in the exam is 220–260 words.

Extra!

The letters could be written for homework and then displayed where all students could read them before or after the subsequent class.

1B Learning experiences

Listening 2 p.15

Begin by discussing what the photo shows and where it could have been taken, before asking students how these children's experience of primary school might compare to theirs.

- Use the discussion questions to draw out useful vocabulary associated with learning experiences.
- Ask students to read the text before going through the task as a class. Highlight the word limit and discuss the answers together.

1 run-down **2** impressive, hi-tech, light, airy

- 3 T05** Explain that one question type in the listening is sentence completion, which uses the same strategies as the Use of English word formation task. Before students listen, allow them time to read the information and predict the types of word needed in each gap. You might want to discuss which part of speech is needed in each gap before playing the recording, for example, **1** adjective, **2** noun, etc.

1 run-down **2** (world) map **3** radio program(me) **4** history
5 teachers **6** art **7** social workers **8** careers

- 4** Ask students to discuss these questions in small groups before opening the discussion to the class. This should generate ideas relating to students' own countries, focusing on the positive aspects of multicultural classes. Round up, referring students to the language in the Expert Word Check box.

Extra!

For homework, ask students to use their dictionaries to find all relevant information (e.g. pronunciation, stress, word type, use, grammar, word family, collocations) for each word and encourage them to write their own example sentence for each word/phrase. Alternatively, give students the words to look up in class and explain the rest to them.

Speaking p.16

- 1a** The photos should act as a prompt for showing different ways of learning (for example: a lecture to a group of people, individual lessons and self-study) and how learners using each one might feel. Find out which of them students have tried themselves before they match the sentences to the photos, either alone or with a partner. Remind them not to worry about the missing words at this stage.

Suggested answers:

1 A, C **2** B **3** B **4** C **5** B **6** A **7** B **8** A

- 1b** Ask students to check their understanding of the vocabulary in the box. You might want to elicit which adjectives sound positive in meaning and which negative. Students then complete the sentences, checking answers with a partner before class feedback.

Word stress: apprehensive, directionless, disillusioned, distracted, engaged, inspired, intimidated, motivated, muddled, overwhelmed, passive, pressurised, relieved, self-conscious, well-supported

1 overwhelmed **2** pressurised **3** intimidated **4** distracted
5 apprehensive **6** motivated **7** well-supported **8** relieved

- 1c** Students create their own sentences for the words not used in Exercise 1b, either in class or for homework.

Photocopiable activity

Activity 1B could be used here. It is a pairwork activity where students compete against each other to complete gapped sentences with an appropriate word.

- 1d T06** Students group the words according to the number of syllables, then mark the main stress before listening to check. Discuss answers as needed.

2 syllables: engaged, inspired, muddled, passive, relieved
3 syllables: distracted, overwhelmed, pressurised, self-conscious
4 syllables: apprehensive, directionless, disillusioned, motivated, well-supported
5 syllables: intimidated

- 2a** Refer students again to the three photos and ask them to choose one of them. Students then complete the sentence stems for that photo using words from Exercise 1. Encourage students to compare answers before eliciting ideas from the class. It would be useful to provide an example for the first sentence, for instance: *It's easy to get bored when you're working alone because you have no one to discuss ideas with.*
- 2b** Give students time (e.g. 3–4 minutes) to think about a learning situation they have had; they may want to make notes. Students then work in pairs, taking turns to tell each other about it. Remind them not to say what they were learning to do at this stage.
- 2c** Students now guess what their partners learnt and ask further questions to find out more. Round up by finding out what everyone has learnt to do.

3a If students are unfamiliar with the *Advanced* exam, explain that Part 2 of the Speaking test (Paper 4) focuses on their ability to compare, describe and express opinions. Ask students to read the Expert Strategy note, referring to page 172 for further ideas.

3b T07 Students refer back to the photos and then listen to the interlocutor's instructions before answering the questions.

1 Talk/answer a question briefly about your partner's photos.

2 About a minute

3c T08 Students now listen to a candidate doing the task. Elicit the situations mentioned and discuss whether students agreed with the points made.

A lecture, learning to ski with a personal tutor

4a T09 Before students listen again, allow time for them to read the sentences. Students then complete them, comparing answers in pairs before class feedback.

Examples:

1 they are both situations in which people are learning.

2 in one photo a teacher is teaching a large number whereas in the other the learner has a personal tutor. **3** are sitting passively, the person in the other photo seems to be actively engaged.

4 overwhelmed/intimidated by the amount of information they're receiving. **5** apprehensive because it is her first time on skis.

6 the instructor is showing her how to position her legs; a lot of information being thrown at the students; quite difficult to create enthusiasm in a lecture situation.

4b Give students a few minutes to discuss their ideas in pairs before eliciting answers and further examples of use as needed.

I suppose, I suspect, I guess

5 This exercise provides further practice in the long turn. Students refer to the photos on page 203 and work in pairs, taking turns to respond to the questions given (as in Exercise 3). Monitor students during the task, helping as needed.

6 Round up by finding out how the task and timings went. Discuss any problems that arose.

Language development 2 p.18

1 This section assumes students are familiar with how the passive is formed in different tenses and focuses on its use. Refer students to the sentences and discuss their answers. Ask which passive tense is used in each one, for example: in sentence 1 the past simple passive is used, in sentence 2 the past continuous passive is used. For further explanation of the use and form of different passive structures, see the *Expert Grammar* notes on page 174.

1 The focus is on the person who has something done to them rather than the 'doer' (the person who does it). The doers' names are not known or not important. They can be omitted or put at the end of the sentence using *by*. The passive can sound rather formal and impersonal.

2 We can focus on **new information** by putting it at the end of the sentence.

2a This exercise helps prepare students for the key word transformation task in Part 4 of the Reading and Use of English paper, where they rewrite the first sentence keeping the same meaning. Here, the task is to rewrite the sentences using the passive. Encourage students to compare answers before discussing ideas as a class.

1 must be given an identity card. **2** are being started deliberately and they're spreading very quickly. **3** is said to be the greatest drummer alive. **4** will be sent out in six weeks. **5** can be done about it without a receipt. **6** has been decided that three students will be interviewed. **7** has just been given to me by my grandmother.

2b Ask students to discuss the questions in pairs or small groups before opening the discussion to the class. The passive is generally used in more formal situations where the agent (the 'doer') is not known or unimportant.

3a Students now complete the text on feedback, using the correct form of the verbs given. They then compare answers in pairs before class feedback.

1 is perceived **2** allows **3** to be recorded **4** is emailed
5 being opened **6** starts **7** submitted **8** is highlighted **9** can be heard **10** remark / have remarked **11** give/are giving
12 tend **13** to be given **14** explain/are explained (*they may refer to the teachers or to the suggestions*)

3b These questions encourage students to express their own opinions on the topic of feedback and can be done in pairs or as a class.

4 Ask students to complete the sentence stem using ideas of their own and the verbs given. Encourage students to read their partners' ideas before asking for a few possible endings to each of the stems.

5a Give students a minute to find an example and elicit ideas.

Example: Good quality feedback ...

5b This exercise gives students practice in key word transformation, which in the *Advanced* exam would consist of 6 sentences with one key word for each sentence. Ask students to read the rubric and point out that the second sentence must be more formal than the first. If useful, go through the example with the class and discuss possible answers to the first question before students complete the exercise.

Suggested answers:

1 the programme, we have decided that the number of destinations should be slightly reduced. **2** is anticipated that this year there will be a huge increase in the response to our advertisement. **3** is currently being developed by the marketing department. **4** selected as the Capital of Culture this year, Liverpool remains/must remain one of our key destinations. **5** reservations are recommended in order to/so as to avoid disappointment.

Photocopiable activity

Activity 1C could be used here. It is a pairwork/groupwork activity in which students have to complete sentence stems using passive forms so that they have the same meaning as the initial sentences given.

Use of English 2 p.19

1 Ask students to look at the photos and elicit what they show (a child learning to play an instrument and an orchestra). Find out how many of the class can play a musical instrument. It could also be interesting to discuss why they chose their instrument, if they did, or whether it was their parents or school that influenced their decision. You might also ask how old they were when they started, how often they had to practise, etc. Ask students to discuss the questions in pairs or small groups before opening the discussion to the class. Mention one or two advantages (for example, it encourages manual dexterity, concentration, dedication and teamwork) and disadvantages (for example, it can be expensive, requires hours of practice to reach a good standard).

2a Give students 2–3 minutes to scan the title and text to find the answers.

1 to promote social change **2** because of their brilliance and exuberance **3** the name, because the players are no longer so young

2b The next exercise introduces students to the open cloze question (Paper 1, Part 2), which in the *Advanced* exam consists of a short text with 8 items. This question type draws on candidates' understanding of structures and the text, as there are no given words to choose from. The focus is either grammatical (articles, pronouns, etc.) or lexico-grammatical (phrasal verbs, linkers, etc.) and each item will always require a single-word answer, although there may be more than one possible choice. Remind students that the single word required must be in the correct form and correctly spelt. You might also want to mention that they will not lose marks for incorrect answers in Part 2 and should therefore fill each gap. Ask students to read the Expert Strategy note, and refer them to page 167 if further guidance is needed.

2c Students do the task. On completion, remind them to read the text to check that it flows and makes sense, as well as to check spelling. Use feedback as an opportunity to discuss any new vocabulary in the text.

1 as **2** under **3** like **4** few **5** on/upon **6** addition **7** no **8** themselves

3 These questions should encourage students to express their own opinion on the role of music in education, as well as which subjects they consider more important and why. Students could initially work in small groups before class feedback.

Extra!

Ask students to write a paragraph from an essay, giving your views on which subject should get the most priority at school and why.

Writing 2 p.20

1 Remind the class that in Part 2 they choose one question from a choice of three, one of which may be a letter, and must write 220–260 words. Elicit different types of letter before asking students to answer the questions in pairs.

1 Examples: asking for a refund; requesting funds; asking for leave of absence **2** Examples: present your argument clearly and neatly; don't apologise or be conceited – remember you are the one asking for a favour; don't be too pushy

2 Now ask the class to read the task. It would be useful to encourage students to get into the habit of underlining or highlighting key words. Round up by discussing their answers to check they understand the task.

1 an international student; a local company **2** to persuade the person reading to allow a later start date; understanding **3** have to include the points listed; have to invent the reason and the proposed solution **4** neutral (semi-formal) **5** clear, with persuasive rationale for the postponement

3a Students look at the ideas listed and check understanding. They then match them to the topic areas before deleting those that do not fit and adding extra ideas of their own. With a weaker class, this could be done in pairs at this stage.

Suggested answers:

Quit: no need to re-advertise

Reason: you are not available: father has had an accident; very tightly-knit family; need to go back shortly and arrange home care
Offer reassurance: really keen to make role as assistant systems analyst into career with company; won't happen again; father wants to be independent; sister returning home from university course abroad

Propose a solution: could spend a few days with present engineer before I leave

3b Ask students to choose which points they will use in their letter and complete a paragraph plan. Discuss where they will add their reason for writing. Generally speaking this would come at the beginning of the first paragraph.

Suggested answers:

Paragraph 2 (reasons you are not available): father has had an accident, very tightly-knit family therefore need to return shortly to arrange home care for him

Paragraph 3 (offer reassurance): keen to make career with company; one-off situation as father wants to be independent and sister will be returning home soon

Paragraph 4 (propose a solution): suggest spending a few days with current engineer before taking unpaid leave

4a Students complete the sentences using the correct word or phrase. Encourage them to compare answers in pairs before class feedback. Focus on new vocabulary such as *predicament*. Ask whether it sounds positive or negative and discuss how formal it sounds.

1 on his own, recently had **2** quite an independent **3** should **4** totally, such a **5** soon after **6** predicament, solution

- 4b** In this exercise students rewrite the previous sentences in a more formal style, using the prompts given. Discuss answers as a class, writing and correcting ideas on the board as useful.

Suggested answers:

1 (I was a successful) applicant/candidate for the post/position of systems engineer. **2** (It is with) great regret (that I must) ask for a delay of two weeks. **3** (The unfortunate incident) has incapacitated him and I must return home. **4** (He is extremely) concerned not to be a burden to me/in case he is a burden to me. **5** (It would be only natural) for you to assume that this could be a recurring problem. **6** (You were very) insistent that I start work on 1st March. **7** (In the) circumstances, I would be only too happy to spend some time in the company before I leave. **8** (Should you) wish to discuss the matter, please don't hesitate to contact me.

- 4c** Students complete the sentences with ideas of their own, comparing ideas in pairs before class feedback. Discuss the structures needed and check that the formality of the sentence endings matches the prompts. With a weaker class it might be useful to do this exercise as a class.
- 5** Ask students to read the Expert Strategy note and refer them to page 170 for extra strategies if needed. Remind them to be mindful of the word limit before they write their letter and discuss possible strategies for keeping a count of words written (e.g. looking at a page of their writing to work out the average number of words per line, then counting down that number of lines and marking about 240 words as a guide).
- 6** Encourage students to spend 10 minutes checking their work systematically, using the writing checklist on page 190. Remind them they need to get into the habit of checking their work, as errors with spelling and grammar will lose marks in the *Advanced* exam.

Extra!

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

Extra!

To encourage a process approach, have students swap answers and check their partner's piece against the checklist to see whether anything has been overlooked.

Sample answer:

Dear Sir/Madam,

I was recently a successful applicant for the post of assistant systems engineer with your company with a start date of 1st March. However, it is with regret that I must request a short delay of two weeks in my taking up the post. My father lives on his own and recently had an accident which has incapacitated him, and I must return home soon to help him make the final arrangements for his home care. Most of this he has already done himself and he is determined to be independent, but I cannot responsibly be totally absent at such a difficult time.

Of course, I am extremely anxious about how you may react to this news since it would be only natural for you to assume that this could be a recurring problem, but let me assure you that this will not be the case. Fortunately, my sister is returning home from her university course abroad in June and is planning to live close to our father and give support. My father is also very concerned that he should not be a burden to me and that I should further my career.

I know that you were insistent that I start work at the beginning of March because the current assistant is leaving shortly afterwards and, quite rightly, you wanted there to be a handover period. Under the circumstances, I would be happy to spend a few days unpaid with the current post holder before I leave. I hope you will understand my predicament and will accept my suggested solution.

Yours sincerely,

Mario Boschi

[266 words]

Review

These exercises aim to help both students and teachers monitor and analyse progress after each module has been completed, focusing on vocabulary and grammar from the module. They are best used to show where further consolidation is required or, in the case of students who have missed a module, to assess how much they need to catch up on. In terms of usage, the review exercises can be set in class time as a 20–25 minute test or completed as a pair/group activity followed by a class discussion. Alternatively, they can be given for homework, which in the case of any student who has missed a module would be more practical.

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

2 I by **2** in **3** about **4** of **5** of **6** into **7** on **8** by

3 I aback **2** crop **3** stood **4** snapped **5** stride

6 overwhelmed

4 I will have been closed **2** are being repainted **3** was

expected **4** have been hoping **5** will be invited/are going to be

invited/have been invited **6** can be seen **7** has been

8 have been circulating **5** I has been working/has worked

2 was offered **3** was **4** had run away **5** was never found

6 wanted **7** carries **8** is hidden **9** is never left **10** ties

3

Leisure time

This module contains various topics related to the theme of leisure, including the art of making film sound effects, the inventor of Nintendo games, hobbies, being creative, forms of entertainment, and the health and social benefits of leisure time.

Lead-in p.39

Start with books closed. Ask students what *leisure time* means to them. Discuss different ideas and identify the key related factors.

- 1 Ask students what leisure activities are shown in the photos (an amateur painter, someone playing a video game and someone running for a charity). Students then discuss the question in pairs before you elicit ideas from the class.
- 2a As a class, ask students to define *creative* before discussing in what other ways activities could be classed, e.g. active, sporting. You may wish to ask what words they would use to describe the activities shown in the second and third photos given before asking them to discuss the question in pairs or small groups.
- 2b The discussion here would work well in pairs. Encourage them to think about how each factor affects creativity and to add in examples from their own experience.
- 3 Focus students' attention on the quote and find out what they know about Walt Disney. Discuss their opinions about the quote and encourage them to give explanations.

Background

Walt Disney, born Walter Elias Disney in 1901, was highly influential in the field of film production (working as an animator, voice actor, screenwriter, producer and director among other roles) and co-founder of the world-famous American corporation Walt Disney Productions, which is famous for Mickey Mouse, countless successful films, Disneyland and Disneyworld.

3A The creative instinct

Reading 1 p.40

- 1 Focus students' attention on the photo (showing a Foley artist producing sound effects). Focus on the title and ask them to read the introduction, before eliciting their ideas.
1 The man is a Foley artist. He is smashing watermelons to create sound effects for a film.
- 2 **T18** Play the recording and, after each sound, elicit ideas. Round up by discussing how each sound could be created, writing ideas on the board.

birds' wings flapping; horses' hooves; fire burning

- 3 Give the students 2–3 minutes to quickly read the text to check the answers. Go through ideas and elicit what the role of a Foley artist is.
- 4 This section focuses on a gapped text task (Paper 1 Part 7). Give students time to read the procedure and Help clues. The Expert Task Strategy notes are on pages 168–169. Explain that the information before and after the gap helps them know what to look for and remind them to underline key words in the rubric and to cross out answers they have used.

1 Before the gap: ... *things that don't come across* – what things?
After the gap: *During this process*, the information in the gap describes a process that enables the action to come across to the audience in a more realistic way.

2 Which is why (logical link) *everyday sounds like these* (links back lexically to *hearing / things don't come across*).

Any sound can be created (links forward logically and lexically to: *During this process / background noise / these effects are integrated*)

3 Gapped text: **1 C 2 D 3 G 4 A 5 F 6 B**

- 5 The task analysis could be done in groups or as a whole class activity. As this is likely to be a challenging task, it would be useful to go through it in class.

Suggested answers/support:

Gap 2 requires an example of something that requires *a sense of reality* and what follows the gap gives a further use for Foley (*Foley can also be used ...*).

Gap 3 requires information on an additional role (*to creating sound effects*) that Foley artists have and what follows the gap provides a second example (in addition to covering up noise) of what they do; namely, *add in* other sounds after filming.

Gap 4 relates to developments in (digital) technology and points out that (*... although science has continued to develop, Foley is still all about 'the performance'*). It in the sentence following the gap refers to *that performance* in the gapped paragraph.

Gap 5 gives a more detailed description of the *main studio* which *resembles a student bedsit*. What follows the gap provides information about the sounds Hank is currently trying to create and the materials and methods he is experimenting with.

Gap 6 gives information on what the sound they are trying to create relates to (*a car pulling up at speed*) and what follows the gap links to *the studio next door* and the person who works there (*Alex Joseph, in the studio next door ...*).

- 6 This exercise gives students the opportunity to discuss how creative different film-related jobs could be and to consider which they might be good at and why. This discussion could be done in pairs and then opened up to the class.

Draw students' attention to the vocabulary in the Expert Word Check. This feature highlights useful vocabulary from the text. Ask students to find the words in the text and, if they are unsure of the exact meaning, to deduce it from the context before giving them a definition or letting them use a dictionary to check. For example, for paragraph A ask, *Does 'swaggering' sound positive or negative? Does it describe appearance or behaviour?*

Extra!

Students do a web search for any of the jobs they are not sure about. Alternatively, the jobs could be shared out among the students. Each one then does a web search on that job and either writes (100–150 words) about what the job entails or shares their findings orally in a subsequent class.

Vocabulary p.42

- 1 Ask students to find the synonyms in the text and remind them when recording new language to note whether it is formal or informal.

Examples:

1 recording 2 solve 3 added 4 looks like 5 gets across
6 builds up to 7 improve

- 2 If students don't know these phrasal verbs, show how they are listed in a dictionary. They could look for suitable verbs for some of the stems (e.g. *move, root, set*) and find other useful verbs using particles listed that they could use in other contexts (e.g. *move in, root for, set upon*). Students then complete the exercise, changing the form of the phrasal verbs as needed.

1 rooted around in 2 set up 3 pulled up 4 cover up
5 pick out 6 moved on

- 3a Students match the nouns and verbs, deciding which refer to sounds. Highlight the usefulness of noting collocations when recording new language as a way to build up chunks of associated words.

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

Sounds: 2e, 3b, 5a

- 3b This exercise gives students the opportunity to practise using the language from Exercise 3a. Encourage them to check answers in pairs before class feedback.

1 slammed 2 flapping 3 crunched 4 rustling 5 slapped
6 scraping

- 4a The exercise gives examples of metaphors based on some of the verbs used to describe sounds or actions in Exercise 3b. When students have completed the task, check their understanding of the metaphors, for example *scrape through* means to succeed, but only just or with difficulty.

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

- 4b This exercise gives students the opportunity to practise using the metaphors from Exercise 4a in a personalised manner. Round up by eliciting some examples from the class. This might also be a good opportunity to widen the discussion and add in further examples and useful language.

Photocopiable activity

Activity 3A could be used here. It is a pairwork/groupwork activity where students complete a puzzle, adding missing words needed to complete phrases in order to find another key item of vocabulary. This activity revises vocabulary from Module 3A.

Use of English 1 p.43

- 1 This discussion could be either in pairs or as a whole class. Alternatively, divide the class into those 'for' and those 'against' the use of modern electronic games. Then ask the two groups to debate the question.

Extra!

Students write an essay discussing the advantages and disadvantages of children and teenagers using modern electronic games (220–260 words). This could provide an opportunity to find out (in advance of the work on essays in Module 3B) what students are capable of doing and give further practice in peer error correction using the checklist on page 190.

- 2a This task provides further practice of the multiple-choice cloze in Reading and Use of English Part 1. Students start by skimming the text to gain a general understanding of the text.

Suggested answers:

He made them family-friendly, interactive and creative.

- 2b Focus students' attention on the photo and ask who it shows (Shigeru Miyamoto) and what they know about him. Point out that this exercise gives students practice of multiple-choice cloze questions and refer them to the Help clues and the Expert Task Strategy notes on page 167 before they begin the task. Point out that the first answer is an example and remind students that in multiple-choice questions one answer is correct and the other three are incorrect. It can therefore be as helpful to find the evidence to rule out the three distractors as it is to find evidence for the correct answer. For instance, in the example, the word in the gap forms an idiomatic expression meaning 'regarding'. *Terms* is the only word that collocates with *in* and *of*. *With regard to*, *concerning* and *relative to* all have a similar meaning to *in terms of* but the words in A, B and D do not collocate with *in* and *of* and therefore do not fit the gap.

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

- 3a The task analysis is best conducted as a class.

Although has a similar meaning.

Although Miyamoto was very successful in entertainment, his next phase ...

- 3b** Students record new language that they find useful, adding further examples.
- 4** This discussion could be done in small groups before being opened to the class. Use this as an opportunity for vocabulary expansion.

Listening 1 p.44

- 1** Start by focusing students' attention on the cartoons, asking what they show (a man making a clay pot on a potter's wheel, a woman making a beaded bracelet and a man writing, perhaps a story) and eliciting answers to the questions given. Use this as an opportunity to expand on related vocabulary.
- 2a T19** Play the recording and allow students time to check answers in pairs.

1 jewellery making **2** coming up with new ideas **3** trying to be too complicated

- 2b** Discuss this question with the whole class.

Her sisters were good at painting, where she gets her inspiration from, ideas to make money

- 3** Students could discuss this question in pairs before going through ideas as a class. If useful, play the recording a second time.

I got a real buzz; and it's been great fun experimenting; to my disappointment; didn't get off to a brilliant start

- 4 T20** Focus students' attention on the rubric and explain that Part 4 of the Listening test (Paper 3) will consist of 5 short monologues lasting about 30 seconds each and two tasks, each containing 5 multiple-matching questions. Add that this part focuses on identifying gist, attitude and the main points, as well as interpreting context. Remind students that each part of the listening is played twice and that the silent time given to read the questions is vital. A full Part 4 Listening (with 10 questions) appears in Module 3B.

Refer students to the Expert Task Strategy notes on page 171. Then give students a minute to read the questions before they listen to the recording.

Task One: 1 C 2 F 3 A

Task Two: 4 D 5 B 6 A

- 5** Ask students to look at the items in the Expert Word Check box and look up all relevant information (e.g. pronunciation, stress, word type, use, grammar, word family, collocations) for each word. Students then discuss the questions in groups or as a class, using the language presented.

Language development 1 p.45

This section offers a quick review of future forms. Students with particular difficulties should be given suitable remedial exercises.

- 1a** Begin by focusing students' attention on the cartoon and asking what it shows (a man taking a photograph). Find out who enjoys taking photos and ask how they learnt to take photos, before asking them to complete the text using the correct future forms.

1 starts **2** 'm going to **3** 'll/am going to **4** be learning/learn
5 gives **6** we'll have taken **7** have had **8** make

- 1b** The discussion could be done in pairs first. If further explanation on the use and form of future forms is needed, students can refer to page 177 of the Expert Grammar notes.
- 2a** This exercise introduces some expressions with future meaning. The exercise requires students to choose the appropriate expression and rewrite the sentence so that it retains the same meaning. Students could do the activity in pairs before discussing answers as a whole class.

1 is bound/sure to **2** is unlikely to/isn't expected to **3** is on the point/verge of announcing/is about to announce **4** are sure to/are bound to/are likely to **5** is due to/is to **6** is to/is due to

- 2b** This exercise gives students practice at using the expressions from Exercise 2a when considering their own future. Students work in pairs or small groups.
- 3a** Students complete the sentences using expressions showing the near or recent past. Encourage them to compare answers with a partner before class feedback.

1 was ... about to **2** were going to/were due to **3** would have
4 was due to/was going to **5** would be/was going to be
6 were to have/would have

- 3b** This exercise gives students practice in recognising and pronouncing weak forms and stressed words. With a weaker class this could be done as a class, rather than in pairs, with students focusing on the weak sounds and underlining the stressed words or syllables. For example: *Can it wait until tomorrow? I was just about to leave.*
- 3c** Give students a few minutes to write their three sentences (two true and one false) before they discuss their ideas in pairs. Round up by finding out who guessed the false answers correctly.
- 4** Students who have taken *Cambridge English First* will be familiar with key word transformations (Reading and Use of English Part 4) but should be aware that in *Advanced* they must use 3–6 words (not 2–5). This exercise introduces this question type, which is covered in more detail in Module 3B. Explain that these questions are designed to test both grammar and vocabulary. Students read the rubric and answer the questions, discussing answers in pairs before class feedback.

1 is highly likely (that) **2** on the point of phoning **3** will have been married (for) **4** was due to arrive/to have arrived
5 is (widely) expected not to/is not expected to

Writing 1 p.46

This section focuses on coherence, which refers to how well organised a piece of writing is.

- 1 Start by focusing students' attention on the Expert Writing box and going through the notes. Refer to the picture, asking who it shows (a drawing of Leonardo da Vinci) and what students know about him, before students read the two paragraphs and decide which best fulfils the requirements given. Students could discuss their ideas in pairs before the discussion is opened up to the class.

Paragraph A (the ideas are supported by relevant details and connected by linking expressions)

Background

Leonardo da Vinci: (1452–1519) the famous Italian mathematician, artist and inventor (also musician and writer) best known by many for his paintings the 'Mona Lisa' and 'The Last Supper'.

Wolfgang Amadeus Mozart: (1756–1791) a Viennese (Austrian) musical prodigy from early childhood who played the piano and violin but is most known for being a prolific composer of classical music. In his lifetime, he wrote over 600 pieces of music including operas (e.g. *The Magic Flute*), symphonies and choral music (e.g. *Requiem*).

William Shakespeare: (1564–1616) an English poet and playwright often referred to as 'the Bard' and generally regarded as one of the greatest writers, if not the greatest in the English language. Born in Stratford-upon-Avon; many of Shakespeare's plays are world-famous and they include *Hamlet*, *Romeo and Juliet*, *Macbeth* and *A Midsummer Night's Dream*.

Extra!

Students discuss in pairs or small groups whether they are creative and if so, how. They then talk about someone they feel is incredibly creative, explaining what talent they have and how this person inspires them.

- 2 This exercise introduces ways in which students can organise supporting details in a paragraph and it can be done in pairs or as a class.

1, 3 and 4: The paragraph argues that the *creativity of great artists* was a result of *a sense of dissatisfaction* in their early lives. It gives examples of this dissatisfaction (1), contrasts advantages and disadvantages of being unpopular (3) and gives the most important information last (4).

- 3 Students work in pairs to rewrite Paragraph B. With a weaker class this could be started as a class activity, with students completing the paragraph in pairs.

Example answer:

Creativity is something that anyone can aspire to, even if it does not bring you fame and riches. Rather than intelligence, it is curiosity and adaptability that are qualities important for success. Moreover, it is also crucial to be confident and not give up. The ability to take risks, accept criticism and not be afraid of making mistakes is also very important: the worst enemy of creativity is perfectionism.

- 4a Ask students to identify the key points in the task. It would be useful to encourage students to get into the habit of underlining or highlighting the key words in all tasks. Remind them that in the exam they will be required to write an essay for Part 1 (the compulsory question) and they should aim to write 220–260 words. For further information on the compulsory essay, refer students to the Expert Task Strategy notes on pages 169–170 and the example essay on page 191.

As planning is vital to a good piece of writing, it might be useful with a weaker class to set 10 minutes aside just for planning and ask students to do Exercise 4b before actually writing their essay.

- 4b Students swap essays and assess how organised each other's essays are and whether the ideas are linked well. Encourage them to make notes of how the essay could be improved and to give constructive criticism of each other's work.

Extra!

Encourage students to spend 10 minutes checking their (or their partner's) essay systematically, using the checklist on page 190. Encourage them to correct the errors they find and to check for the types of mistake they made in earlier compositions, adding to their list of common errors as relevant.

3B Stars in their eyes

Listening 2 p.47

- 1 Start by asking students to discuss the questions in pairs or small groups before eliciting ideas.
- 2a This is a full Part 4 multiple-matching exercise that builds on the practice activity in Module 3A (which has 3 questions for each task). Begin by asking them to read the task rubrics (*You will hear...*) and underline the key words in the 2 tasks.
- 2b **T21** Ask students to read the Expert Task Strategy notes on page 171, allowing them time to read the Help clues if needed. Remind students that a good strategy would be either to answer both parts the first time they listen and check answers the second time or (a better idea) to answer Task One the first time and Task Two the second time. Remind them that they will hear all 5 speakers once before the whole piece is repeated.

After listening, encourage students to compare answers with a partner before going through them as a class. Follow up by discussing which strategy they used to complete the tasks. For example, did they try to answer Task One the first time they listened and Task Two the second time, or did they attempt them both the first time and check them the second time? Discuss any new vocabulary that arose, e.g. *hoarder*, *exasperated*, *craze*, etc.

Task One:

- 1** C *I felt I knew what he was going through.*
2 H *It was as though an electrical charge had gone through me.*
3 B *What first got me interested in him was a light-hearted radio interview and I couldn't stop giggling ...*
4 G *When suddenly I saw those clear blue eyes, and, oh, I was done for.*
5 E *And while I've never had that much success as a professional singer, I've always looked up to him as the person I might be.*

Task Two:

- 6** E *It's true that my need to put everything in order drives my partner to distraction.*
7 A *I've been using all my savings and I've had to cut back on luxuries.*
8 D *My daughter's become so exasperated with the way that I leave everything lying around.*
9 H *It can still be a bit awkward when you're on the beach and you feel people might be staring at you.*
10 G *It really gets to me when I'm told by people who don't know me that it's only a craze and I should have grown out of such a silly obsession.*

- 3** These questions could be discussed in pairs or small groups before the discussion is opened up to the class.

Extra!

Students write an essay (220–260 words) on the advantages and disadvantages of celebrities becoming role models for young people.

- 4** Ask students to look at the items in the Expert Word Check box and look up all relevant information (e.g. pronunciation, stress, word type, use, grammar, word family, collocations) for each word. Students then analyse the task, discussing their ideas either in groups or as a class, using the language presented.

Speaking p.48

Focus students' attention on the photo and ask what it shows (a photo from the stage production of the musical *Mamma Mia*) and what they know about it. You might want to explain that the concept of using the story told in the lyrics of a particular song as the basis of a musical is quite unusual. In this instance the song in question was 'The winner takes it all' by the Swedish pop group ABBA, on whose songs the musical is based.

Extra!

Students discuss in small groups what forms of entertainment are most popular among young people in their country and which they themselves enjoy the most (and why).

- 1a** This exercise revises language from the listening on page 47 and can be done alone or in pairs.

Suggested answers:

it costs a fortune: clubbing/musicals/circus
it has me in fits: musicals/comedy/circus/karaoke
it inspires you: musicals/circus
it's very moving: musicals
it's best to see them live: circus/musicals/comedy
it's only a craze: karaoke
you're totally blown away: clubbing/musicals/circus

- 1b** Students complete the sentences, comparing answers with a partner.

1 into **2** on **3** in front of **4** on **5** into **6** in **7** in

- 1c** This exercise can be done alone or in pairs. Remind students that with multiple-choice questions, if they are unsure of the answer, it is helpful to rule out distractors which they think are incorrect to help them find the correct answer and useful to also go with their instinct of what sounds or feels right.

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

- 2** These questions can be discussed in pairs or small groups, before class feedback, and provide students with the opportunity to practise using expressions covered in the last few exercises.

Photocopiable activity

Activity 3B could be used here. It is a pairwork activity where students revise phrasal verbs covered in Module 3B through a game of dominoes, matching verbs and the corresponding preposition to create the appropriate phrasal verb.

- 3a** Focus students' attention on the Expert Strategy note and refer them to the Expert Task Strategy notes on page 172 if useful.
3b T22 Students look at the spidergram again before listening to the instruction for the first part of the task. Allow a minute for them to compare answers in pairs before eliciting them from the class.

1 Talk together with the other candidate about why these forms of entertainment might be popular among young people in many parts of the world. **2** two minutes

- 3c T23** After students have listened to two people doing the task, ask whether they agree with the opinions given. Find out why they do or do not agree.
3d T24 Students now listen to the instructions given for the second part of the task. After playing the recording, ask the class whether they agree with their conclusion, and why/why not.

3e Refer students to the Expert Strategy note and then ask them to read the Speaking assessment criteria on page 171. After this, discuss as a class how successfully the task was carried out and whether the advice given was followed. Go through the list of criteria and discuss whether and how each aspect was achieved. For example, was a range of appropriate vocabulary used, such as *energetic, light, a matter of fashion, in the sense that, some form or another, keep reinventing*, etc.

4a T25 Before students listen to the sample answer a second time, give them a minute to read the questions. Highlight the phrases given in the box and allow students time to compare answers in pairs before checking them as a class.

1 Well, personally ... **2** Mind you; Certainly not ... but ...; (Well, actually); I know what you mean but ... **3** Oh, that's a difficult one. **4** Wouldn't you agree? **5** Well, actually ...; Mind you ... **6** I know what you mean but ... **7** Anyhow, they're ...; Let's move on, shall we? **8** Let's go for ...

4b This exercise could be done as a class.

Some other possible phrases:

1 In my experience ...; I'd like to point out that ...; As far as I'm concerned ...
2 Perhaps not so much ...; but certainly ...
3 I haven't really thought about that but ...; Let's see now ...; How shall I put it?
4 Don't you agree, [name] ...?; I think [name] knows more about this than I do.
5 Still ...
6 That's not entirely true ...; I'm afraid I have to disagree ...; Yes, but don't you think ...; I think perhaps it's more a case of ...
7 Anyway, what we have ...; Incidentally, ...
8 Overall, then, ...

Photocopiable activity

Activity 3C could be used here. It is a pairwork activity where students practise responding in different ways to statements and questions on topics that are likely to arise in Paper 4 Part 3, the collaborative turn, e.g. stating their opinion, introducing disagreement or adding something.

4c Students select the phrases that are incorrect, comparing ideas with a partner.

1 Anyway **2** Having said that **3** Actually

5a Put students into groups of three and check that they understand the task. Tell them to decide who is doing the task and who is timing/checking that the Speaking assessment criteria are met. If time allows, students could swap roles.

5b Round up by eliciting which activities each group chose and why.

Language development 2 p.50

This section reviews modals and semi-modals.

1a This exercise could be done as a class.

may: possibility (making an assumption)
 Past: *Karaoke may have been great fun but it wasn't ...*

1b Explain that 'semi-modal' refers to structures like *have to* which are not true modals because they differ grammatically although they express the same functions. Encourage students to compare answers in pairs before checking them as a class.

1 *must have*: assumption **2** *might have*: criticism **3** *don't need to*: necessity **4** *can't have*: disbelief **5** *should*: expectation

1c This exercise could be done in pairs. Weaker students might need to refer to pages 178–179 of the Expert Grammar for support doing the exercise, while stronger students could complete the exercise and then refer to it. Students with particular difficulties should be given suitable remedial exercises.

1 *couldn't get* (no *to* before full modals or some semi-modals, e.g. *need/have/ought*) **2** *need to find* (*to* before infinitive after *need*)
3 *couldn't* (must agree with the tense of the main verb) **4** *should have avoided* (past modals need the perfect form) **5** *will be able to* (the future of *can*)

2a Students use a suitable modal/semi-modal structure from the list provided to express the sentences in an alternative way.

1 We *must/have to/need to* book **2** We *don't have to/don't need to/needn't* get **3** You *can't/mustn't* turn up **4** I think you *should/ought to* phone **5** you *should have/ought to have* bought them

2b This exercise gives students practice transforming sentences but retaining the same meaning, as in Part 5 (key word transformations) of the Reading and Use of English paper. Allow students time to discuss answers in pairs before class feedback.

1 *must/have to/need to* speak **2** *should/ought to* have called me back **3** *don't have to/needn't/don't need to* have an interview
4 *won't have to/won't need to* **5** *had to* camp outside her dressing room **6** *didn't have to call/needn't have called/didn't need to* call

3a Students complete the text, using the correct modals or semi-modals.

1 *must have been* **2** *couldn't have* **3** *might have been* **4** *was* *able to* **5** *managed to* **6** *would have been* **7** *might*

Extra!

Ask students to discuss the following in pairs or small groups:
 a film their parents wouldn't let them watch when they were younger
 an English language film that they were able to (almost) fully understand
 a film they think must be the best one they've seen this year.

3b This discussion could be done in pairs or small groups. Round up by eliciting ideas and point out that on page 162 of Module 10 there is further coverage of modals and semi-modals (Part 2).

Use of English 2 p.51

1a This section provides further practice of modals and semi-modals through key word transformations (Paper 1, Part 4). Begin by focusing students' attention on the cartoon and asking what it shows (a woman sitting relaxing with her feet up and a hot drink in her hand). Then students read the instructions and choose the correct answer. This could be done as a class. Remind students to take note of the word limit.

3 is correct. **1** The form of the word given is different and the sentence has a different meaning (it means she did go). **2** The form of the word given is different. **4** An extra idea is added (*thought*) and the maximum of six words is exceeded.

1b Introduce the idea of expressing modality lexically by asking students how they would express the meaning of *need*. From *necessity*, elicit the synonym *requirement* and then the verb *require* and its passive form *be required to do something*. Ask students to read the Expert Task Strategy notes on page 168 and refer to the Help clues if needed. Remind them to write the missing words in capital letters and point out that contractions count as two words. Allow time for them to compare answers in pairs before class feedback.

1 should not have made/got **2** couldn't/can't possibly have been written **3** snow prevented us (from) getting to **4** haven't got round to watching **5** might/may not have remembered to post **6** were supposed to have got/were supposed to get

2 In this exercise, students write their own sentences, which their partner then transforms. Round up, eliciting some examples and checking that the transformation lacks a modal.

3 This task analysis is best conducted as a class.

Writing 2 p.52

1 Start by eliciting what the photo shows (someone relaxing watching TV) before asking students to discuss the questions in small groups or as a class.

2 Essays are pieces of academic writing on a particular topic, often done by students for a teacher. The purpose of an essay can be to test a student's writing skill; to encourage students to organise their ideas, develop them coherently and present them in a structured way. There are many types of essay, including: essays of opinion (presenting an argument); problem and solution; advantages and disadvantages; persuasive.

2 Give students a few minutes to read and appreciate the scope of the task and answer the questions. This could be done in pairs. Remind students to underline key words and elicit the word restriction for the compulsory essay for Part 1 of the writing exam (220–260 words). The Expert Task Strategy notes on pages 169–170 provide further information on Part 1.

1 Two. Which is the most important? **2** None, if you don't want to, but if you include some or all, you must express them in your own words. If you don't include any, you will have to give or invent your own. **3** Normally, an essay will be semi-formal/neutral.

4 A good essay will be well-organised, with good supporting arguments; points will be linked together in a logical sequence; and appropriate discourse markers will be used to connect, contrast and balance points.

3a This exercise provides students with the opportunity to brainstorm ideas for the essay title given. With a weaker class you might want students to do this in pairs or even as a class.

3b Refer students back to the spidergram on page 48. Go through the instructions and check that students understand how to organise their essay. If useful, students could continue to work in their pairs to do this exercise.

profitable use of leisure time should be in the central box.

3c Students check they have included all the most relevant points in their spidergram.

3d This exercise asks students to plan the number of paragraphs they will write for their essay.

4a Focus students' attention on the sentences given and elicit whether they would best fit in the introduction or conclusion, discussing why. Find out which students prefer.

A A good, clear opening statement for the proposal in neutral style **B** A concluding statement but expressed far too personally **C** A good clear closing statement for the proposal in neutral/semi-formal style **D** An opening statement but not really an introduction. It is too abrupt and casual and repeats the language of the input.

4b This exercise provides students with practice in rewriting ideas in a more formal and objective manner.

Examples:

1 Such activities may/might be enjoyable but they are not very fulfilling over a period of time.

2 There is less social cohesion now than there was previously.

3 Doing something productive can help reduce stress.

4c Students work in pairs to find examples of each type, before ideas are elicited. Discuss the useful phrases given, providing examples of usage as needed.

Examples:

indicates the structure of the essay: *The first point to bear in mind is that ...*

gives the writer's opinion: *It is my firm belief that ...*

adds extra information: *Another way, then, of ... is to ...*

4d Ask students to select some of the sentence openings from Exercise 4c and complete them with relevant ideas for their own essay.

5 Refer students to the Expert Strategy notes given before they start writing their essay. Remind them to write between 220 and 260 words.

Sample answer:

It is generally accepted that, as the pace of modern life increases and many people work longer hours, so it is more important for us to spend time taking it easy and recovering. However, although leisure time can make us sane, healthy and happy, not knowing how to use it profitably can make us bored and lazy.

Many people spend their leisure time sitting passively, watching TV, going to the cinema or playing computer games. For a while these can be fun or stimulating but over a period of time they are not very fulfilling. In my view, the best use of leisure time to ensure greater long-term happiness is to have a creative hobby, such as learning a language or learning how to paint or play a musical instrument. These activities make us feel we are doing something productive, which helps reduce stress and refreshes us much more deeply.

Another, often unacknowledged, consequence of modern life is that we spend far less time with our family or even our neighbours in the local community than we used to and in time this reduces social cohesion. Another way, then, of making leisure time profitable is by doing something socially responsible, such as helping out in some local activity, perhaps at a summer fair, or even by looking after one's grandparents.

In short, while it is clearly desirable to ensure that we relax after a period of hard work, on the whole it is also beneficial to spend one's leisure time doing something worthwhile, in particular learning something new and being creative.

[260 words]

- 6 Refer students to the writing checklist on page 190 and give them 5–10 minutes to edit their work. If time allows ask students to peer check each other's work first.

Review

These exercises aim to help both students and teachers monitor and analyse progress after each module has been completed, focusing on vocabulary and grammar from the module. They are best used to show where further consolidation is required or, in the case of students who have missed a module, to assess how much they need to catch up on. In terms of usage, the review exercises can be set in class time as a 20–25-minute test or completed as a pair/group activity followed by a class discussion. Alternatively, they can be given for homework, which in the case of any student who has missed a module would be more practical.

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

2 I rectify 2 insert 3 convey 4 resemble 5 guarantee

6 culminate 7 capture 8 enhance

3 I I might have left the tickets in the car. 2 He can't have been practising the piano every day. 3 They should be doing their usual gig at the O2 stadium in June. 4 He will have left by now, so it's not worth phoning. 5 I could have burst into tears of joy, I was so happy. 6 She won't have caught the train, given how late she left the house. 7 They must be enjoying themselves if they're staying an extra week. 8 In the end, they needn't have gone to all the trouble to get the visa as nobody asked to see it.

4 I is about to 2 bound 3 will have 4 be sharing 5 going to drive 6 going to live 7 expected 8 'll come

5

Controversy

This module explores various topics related to the theme of controversy, including current controversial topics in different countries: spending money on pets when people are starving in the world, the demise of bees, identity theft, invasive security measures and phone hacking.

Lead-in p.71

Start with books closed. Ask students what the word *controversy* means to them. Discuss different ideas and identify the key related factors.

Background

The main reasons wind farms have become controversial are because some people believe they are unsightly, noisy and a threat to wildlife such as birds and fish. They also believe that wind farms can negatively impact tourism in areas of natural beauty.

Obesity has become a highly controversial topic, particularly since the American Medical Association publicly declared (in June 2013) it as a disease. In effect, such a move means that a third of the American population (namely, those who are obese) can now be considered sick. Whilst such a move will now result in better treatment and financial support for all concerned, it has resulted in much discussion regarding the influence of diet on weight, culpability and how such a change will affect medical training, treatment and attitudes towards the obese.

- I Ask students to open their books and look at the photos on page 71. Elicit what they show (wind farms and a large woman eating fast food) and what the issues relating to them could be. Then ask students to discuss the question in pairs or small groups before eliciting ideas from the class.
- 2a Students go through the statements changing those they disagree with and adding a few of their own ideas.
- 2b Give students time to discuss their answers in small groups before opening the discussion to the class. Encourage students to justify their opinions and use this as an opportunity to expand on related vocabulary.

Extra!

Bring in some newspaper headings (relating to current controversial issues) or project them onto the board. Students then discuss in groups what the story is, where it is taking place and what is being done about it.

5A Global issues

Reading 1 p.72

With books closed, ask students what issues relating to pets could be controversial.

Background

Pet ownership is said to be on the rise in countries such as the UK, the USA and Russia. The USA tops the charts now as having more dogs than any other country. However, although dogs are incredibly popular there, they are still outnumbered by cats, which is also the case in England.

- I Ask students to look at the photo and explain what it shows (a dog running on a treadmill) and what the issue could be (e.g. keeping a pet fit, lazy ways to exercise a pet) before they discuss the questions in pairs or small groups.

Extra!

Students discuss, in pairs or small groups, the pets they own/have owned, a pet they would like to have and why, any pets they would not like to own and why.

- 2 Elicit what *skim* means (to read something quickly to get the gist or general idea) and ask students to skim the book review. You might want to set a time for this, e.g. 3 minutes. Elicit the answer to the question.

They help to deplete the world's resources.

- 3a Ask students to read the questions and answers, underlining any key words. Remind them that the first (sometimes second) sentence of a paragraph is the 'topic sentence' and will identify the topic of a paragraph. Give them time to determine in which paragraph each answer will be found, checking in pairs before eliciting ideas from the class.
- 3b Students read the Expert Task Strategy notes on page 168, using the Help clues as needed, before completing the multiple-choice task (Paper 1 Part 5). Remind them that only one answer option will be correct in each question and that it can therefore be as useful to find the evidence to rule out the three distractors as it is to find evidence for the correct answer.

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

- 4 The task analysis is best conducted in pairs before the most effective strategies used are discussed as a class.
- 5 Ask students to look at the items in the Expert Word Check box and find the words in the text. They should try to deduce their meanings from the context before looking them up in a dictionary and noting relevant information (e.g. pronunciation, stress, word type, use, grammar, word family, collocations) for each word. Students then discuss the questions in small groups or as a class, using the language presented.

Vocabulary p.74

- 1a** This exercise deals with words with similar meanings. Students work alone or in pairs to complete the sentences.

1 consume 2 surplus 3 scarce 4 triggered 5 compensate for
6 disposed of

- 1b** Suggest students match the expressions they are sure of first before working on the ones they are unsure of. If required, encourage students to refer to a dictionary and remind them to note whether any new language recorded is informal or formal.

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

- 1c** These questions could be discussed in small groups before the discussion is opened up to the class.

Extra!

Students write a proposal (220–260 words) explaining an important current global issue being debated in their country, what is causing it and what they feel needs to be done to solve it.

- 2a** Remind students that collocations are a key part of language and that recording new language in chunks of associated words is an effective way of expanding their vocabulary knowledge. After students have completed the exercise, encourage them to compare answers in pairs.

1 c/d 2 e 3 b 4 c 5 a

- 2b** This exercise could follow the same procedure as the last one or be done as a class.

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

- 3a** Focus students' attention on the three paragraphs. Give them one minute to read them and decide which issue matches each one.

Laura: pollution; Will: climate change; Nicola: food resources

- 3b** Students now complete the paragraphs using language covered in Exercise 2. This could be done alone or in pairs. Remind students to check they use the correct form.

1 emit 2 fumes 3 pollutes 4 build-up 5 global 6 triggers/
gives rise to 7 drought 8 rising 9 pesticides/chemicals
10 organic 11 produce/crops

- 3c** This question is best discussed in small groups before ideas are elicited from the class. Encourage students to justify their opinions and use this as an opportunity to add in related vocabulary.

Extra!

Put students into small groups and assign each group one of the issues. Students then research their issue, finding out more information about the problem, how long it has been an issue, where/ who it affects most and what has been done about it so far. They might also want to add what they think should be done to tackle the problem.

In a subsequent class they present their ideas in the form of a 10-minute group presentation. Alternatively, they could write a blog article (220–260 words) for a global issues magazine.

- 4a** Remind students that they will encounter word formation questions in Paper 1 Part 3. This exercise gives students practice in identifying the type of word missing in each sentence, as well as transforming the root word to fit (e.g. through the adding of a suffix and/or prefix). Encourage students to look at the words around the gap to help them determine the type of word needed. With a weaker class, do the first question together. Give students time to check answers with a partner.

1 emission 2 consumption 3 destruction 4 disposal
5 poisonous 6 excessively

- 4b** Students rank the opinions in Exercise 4a from the ones they most agree with to the ones they agree with least. Allow them time to discuss their answers in small groups before finding out which opinion(s) people agree with most and why.

Photocopiable activity

Activity 5A could be used here. It is a pairwork/ groupwork activity where students complete a grid, adding missing words needed to complete phrases in order to find another key item of vocabulary. This activity revises vocabulary covered in Module 5A.

Use of English 1 p.75

- 1** This task could be done in small groups before the discussion is opened up to the class.
- 2a** Focus students' attention on the photo and ask what it shows (a whale in the ocean). Ask students how they think whales could help prevent a disaster, before giving them one minute to read the text and find out.

By feeling the shocks from an imminent tsunami.

- 2b** Students new to the multiple-choice cloze task (Paper 1 Part 1) may find it useful to read the Expert Task Strategy notes on page 167 and refer to the Help clues before completing the task. Remind students that the first answer is an example and that in multiple-choice questions one answer is correct and the other three are incorrect. It can therefore be as helpful to find the evidence to rule out the three distractors as it is to find evidence for the correct answer.

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

- 3** The task analysis is best conducted as a class.

1 unaware of what ... unconscious of what ... ignorant of what ... 5 the other verbs would require *from*

- 4** Students could discuss the questions in small groups before the discussion is opened up to the class. Encourage students to justify their reasons and use this as an opportunity to feed in useful language.

Extra!

Bring in photos of various animals. Put students into pairs and give each pair three different photos. Ask them to take turns to talk about the animal they think is most intelligent (and why), and to suggest ways that the animal chosen has helped humans. Give students 2 minutes each to do this.

Listening 1 p.76

- 1 Ask students to look at the photo and explain what it shows (honeybees) and briefly elicit what the issue concerning them might be, before students discuss the questions in pairs or small groups.
- 2 Refer students to the text and ask them to predict the type of word needed in each gap. Remind them of the word limit (up to 3 words) and give them time to check ideas in pairs.
- 3 **T34** Elicit what students remember about Paper 3 Part 2 (sentence completion) and, if necessary, explain that they will hear a monologue lasting about 3 minutes and will have a text with 8 gaps to complete. Remind them they will hear the recording twice and suggest they use the second time to check their answers. Give students time to read the Help clues and the strategies on page 171 before playing the recording.

1 1998 2 vitamins 3 climate change 4 agriculture 5 diseases
6 urban parks 7 memory 8 (air) pollution

- 4 The task analysis could be done in pairs before aspects that helped students with the task are discussed as a class.
- 5 Ask students to look at the items in the Expert Word Check box and look up all relevant information (e.g. pronunciation, stress, word type, use, grammar, word family, collocations) for each word. Students then discuss the questions in groups or as a class, using the language presented.

Language development 1 p.77

Students should be familiar with the concept and use of modifying gradable and ungradable adjectives. For those who are not, the Expert Grammar notes on page 180 give an explanation of the use and form of these adjectives, which in effect will add interest and depth to students' writing and speaking.

- 1 Focus students' attention on the photos and elicit what they show (a black and white shot of a quiet-looking beach with low-level buildings and fishing boats and a modern shot of the same beach 30 years later, now very touristy and overlooked by high-rise buildings built close together) before asking them to answer the questions. This could be done in pairs or as a class.

1 to emphasise the adjective 2 very, incredibly, really
3 *absolutely* only goes with 'ungradable' (or extreme) adjectives

- 2a This exercise gives students practice in making collocations with gradable and ungradable adverbs and adjectives. It might be useful to start by focusing on the photos and

eliciting an example or two before asking students to think of possible combinations in pairs. Elicit the effect the adverbs have here. Compare *disappointed* – *rather disappointed* – *very disappointed* – *bitterly disappointed*. Elicit the difference between *relieved* and *incredibly relieved*. Remind students that their writing in *Advanced* requires more dramatic language to have impact on the reader and that the use of adverbs with adjectives achieves just that, adding interest and depth to it. You might want to elicit which adjectives (list B) are ungradable, namely: *perfect*, *unspoilt* and *empty* (although *empty* can also be gradable depending on the context – see the Expert Grammar on page 181 for details).

completely/rather/really/totally/very **different**; bitterly/extremely/incredibly/rather/really/very **disappointed**; extremely/incredibly/rather/really/very **excited**; absolutely/completely/totally/virtually **empty**; extremely/incredibly/rather/really/very **expensive**; absolutely/completely/totally/virtually **perfect**; completely/extremely/incredibly/rather/really/totally/very **quiet**; extremely/incredibly/rather/really/very **relieved**; absolutely/completely/extremely/incredibly/really/totally/virtually **unspoilt**

- 2b Ask students whether they ever have problems sleeping the night before they go away and if they do, why. Explain that they are going to read about someone's experience of being on holiday and complete their account using collocations as practised in Exercise 2a. Explain that more than one adverb can be used for each gap. It might be useful to also refer students to the information on using adverbs to modify extreme (ungradable) qualities on page 180 in the Expert Grammar and to point out that sometimes our choice of usage is simply a matter of collocation. For example, we say *completely different* but we do not tend to say *absolutely different*.

Example answers:

- 1 extremely/incredibly/really/very **excited**
- 2 completely/extremely/incredibly/totally/virtually **unspoilt**
- 3 extremely/incredibly/really/very **quiet**
- 4 completely/totally/virtually **empty**
- 5 absolutely/totally **perfect**
- 6 bitterly/extremely/really/very **disappointed**
- 7 completely/rather/very **different**
- 8 extremely/incredibly/really/very **expensive**
- 9 extremely/incredibly/rather/really/very **relieved**

- 2c Students compare ideas in pairs and consider alternative combinations before class feedback.
- 2d Ask students to work in pairs or small groups, taking turns to describe the holiday destination they have chosen and how they feel about it.

Extra!

Students use their ideas from Exercise 2d to write an article (220–260 words) for a travel magazine or website. Remind them to use evocative language in their description by using a combination of adverbs and adjectives.

- 3a** Remind students that not all adverbs collocate with particular adjectives and in their records it would be useful to note the ones that don't as well as the ones that do. Suggest that students use their instinct and go for what feels right, and remind them to eliminate answers they know are incorrect. Allow time for students to compare answers with a partner before checking as a class.

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

Extra!

Students find adjectives that collocate with the adverbs they did not use in Exercise 3a.

- 3b** This question could be discussed in small groups before being opened to the class. Alternatively, have half the class consider the points in favour, the other half the points against, and then get them to work in mixed groups discussing the topic. Round up by eliciting the key ideas on both sides of the argument and try to reach a class consensus on whether the advantages outweigh the disadvantages or vice versa.

Photocopiable activity

Activity 5B could be used here. It is a pairwork/groupwork activity where students determine which adjective in a set cannot be used with the modifier given. This activity practises and extends the use of gradable and ungradable adjectives as covered in Module 5A.

Writing 1 p.78

- 1a** Focus students' attention on the photo and elicit what it shows (the Galapagos Islands off Ecuador). Go through the instructions with the class and put them into small groups to discuss the questions. Make sure that students understand what a topic sentence is and remind them that identifying topic sentences will not only make their writing more cohesive but also help them to locate the paragraphs to find particular answers in the reading text. Generally speaking, the topic sentence will be the first sentence of a paragraph.

2 Topic sentences: *However, it is clearly crucial ...; It would be a pity if tourist numbers ...; Equally, there must be ...*
Supporting: *This would be the responsibility of ...; The main impact of this ...; An example of this ...*

- 1b** Whilst stronger students might be able to write supporting sentences, weaker ones might benefit from working in pairs to discuss ideas first.
- 2a** Start by focusing students' attention on the Expert Strategy note. Students then consider the points given and contribute additional ones, perhaps noting them in the form of a spidergram (as in Module 3A, page 48). This could be done in pairs or small groups before you elicit ideas from the class, noting them on the board. If students find it difficult to come up with ideas, you might want to add some.

Possible answers: quality of life, crime, congestion, pollution, noise, pressure on natural resources

- 2b** This exercise invites students to add more details to the main points given in Exercise 2a. Allow time for students to compare ideas in pairs before class feedback.

1 e 2 b 3 a 4 c 5 d

Possible additional ideas: local cultures can be negatively impacted by tourism if traditional rituals become more a form of entertainment for visitors; the quality of life could be negatively impacted if tourism results in a rise in traffic and in turn emissions, noise, health problems, etc.

- 2c** In this exercise, students decide which points to keep and write a topic and supporting sentence for each one. Encourage students to add in adverbs of attitude and elicit further examples if useful (e.g. *surprisingly, predictably, fortunately, undoubtedly, apparently*). Then go through the expressions used to report opinions. With a weaker class, one point could be chosen and the related sentences discussed and written as a class. Students then complete two sets of their own, alone or in pairs.
- 2d** Students discuss a paragraph plan for their essay, working in pairs.
- 2e** In this exercise, students compare their sentences and plans with others in the class and then work in their pairs to improve on their plan from Exercise 2d.

5B An open society?

Listening 2 p.79

- 1** Start by inviting students to suggest what the person in the photo might be doing and explain what *computer hacking* is for anyone who does not know. Students then discuss the questions in pairs or small groups.
- 2** Students identify the key words in the questions, underlining them.
- 3** **T35** This is the second time students have attempted a Part 3 listening task so they may be familiar with the strategy. Elicit what they can remember and refer back to Module 2B if necessary, before referring them to the Expert Task Strategy notes on page 171. Students listen to the recording and complete the task under exam conditions, so play the complete recording twice with a short pause in between. Students refer to the Help clues as needed.

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

- 4** The task analysis could be done in pairs or in small groups. The analysis emphasises the fact that some of the distractors may have been considered as the right answer. Establishing why they are incorrect confirms the correct choice. For example, in question 1, the interviewer says that Jack seems *relaxed about the threat*, which might indicate option D, but he immediately contradicts her, which makes it incorrect.
- 5** Ask students to look at the items in the Expert Word Check box and look up all relevant information (e.g. pronunciation, stress, word type, use, grammar, word family, collocations) for each word. Students then discuss the questions in groups or as a class, using the language presented. The discussion should be around students' personal reflections on the ideas raised in the task.

Speaking p.80

The cartoon should act as a prompt for discussing different security measures (such as fingerprinting, alarm systems and security cameras and guards) and the question should encourage students to speculate on the positive and negative aspects of each example given. This discussion could be done in pairs or small groups. Round up by asking students which forms of security they are more familiar with and which they prefer and why. Find out whether there are any that they do not agree with, and why.

1a Focus students' attention on the spidergram and ask them to discuss in small groups the situations in which each measure might be helpful in protecting security and why. Elicit ideas from the class, using this as an opportunity to add in useful language.

1b T36 This exercise gives students practice in identifying syllable stress. Encourage them to compare answers with a partner after completing it. Play the recording so that students can check their answers, pause after each one and check that students' pronunciation is correct as required.

alarm system; biometric; body scans; CCTV cameras; code number; high fencing; phone tap; pilotless planes; security guards; spy satellites; swipe card

1c Ask students what features they would expect of a company's headquarters and a military establishment. This could be done in small groups. Briefly discuss ideas before referring them to the articles. This exercise gives students practice using the vocabulary from Exercise 1b, as well as further information relating to security systems. Remind students to look at the words before and after gaps to determine the type of word missing and to complete first the gaps they can do more easily. Allow time for them to compare answers in pairs before class feedback.

1 high fencing **2** alarm system **3** CCTV cameras **4** security guards **5** swipe card **6** code number **7** biometric **8** spy satellites **9** pilotless planes **10** phone tap **11** body scans

1d This question could be discussed in small groups or as a class. Encourage students to justify their opinions.

2a Refer students to the Expert Strategy notes for Paper 4, Part 3 on page 172 and the Speaking assessment criteria on page 171. Allow them time to read the question and ask any questions on the information read.

2b T37 Focus students' attention on the spidergram again before playing the interlocutor's instructions. After listening, elicit what the candidates must do.

They must talk for about 2 minutes about the advantages and disadvantages of the security measures shown in the spidergram.

2c T38 Students listen to two candidates attempting the task, focusing on the opinions they give. Elicit the points of view presented and discuss which the students agree/disagree with. Encourage students to justify their opinions.

Extra!

Refer students to the audioscript on page 142. Ask them to underline the opinions given and double-underline the language used to present opinions for their own reference.

2d T39 Students listen to the second set of instructions and the subsequent discussion between the two candidates. After listening, elicit whether students agreed with the conclusion and their reasons.

2e The task analysis is best conducted in pairs before the most effective strategies used are discussed as a class.

They do what they were asked. Student B is better at turn taking, responding to what Student A is saying and asking questions. Student A tends to dominate the discussion, cuts Student B off and does not invite responses.

3a T40 This exercise introduces intensifying expressions, which will add depth and emphasis to students' speaking. Give students a minute to skim through the sentences before listening to the sample answer. Allow time for them to compare answers in pairs before class feedback.

1 nearly as invasive **2** anywhere near enough **3** far the best way **4** The more ... the more ... **5** more and more **6** not nearly as effective **7** lower and lower **8** best ... of all **9** far too expensive

3b Students discuss their ideas in pairs before the discussion is opened to the class. If useful, play the recording again for students to underline the stressed words. Check that students understand *snoop* (question 5) and, if useful, ask someone to read out the definition from their dictionary (e.g. *to try and find out about someone's private affairs by secretly looking in their house, examining their possessions, etc.*).

3c Students discuss their ideas in pairs, explaining why they agree or disagree with the statements and using some of the intensifying expressions.

4a This exercise gives students practice in doing the collaborative task in pairs. Elicit the task strategies before referring students to the spidergram and the task in Exercise 2. Remind them that this part will last 4 minutes in the exam and ask them to time themselves.

4b Round up by eliciting from the class the measures chosen and why.

5 The task analysis could be done in pairs. Encourage students to be honest in their analysis of their performance and to identify areas to work on improving.

6 Give students time to read the points presented in the Expert Strategy note before discussing the questions with a partner. Remind them to take turns and to incorporate intensifying expressions in their responses. Round up by opening the discussion to the class and adding in further ideas and language as useful.

Language development 2 p.82

Students should be familiar with the concept and use of the four basic types of conditional form. Students with particular difficulties should have some remedial work before focusing on the more advanced uses and forms covered in this section.

1a This is a review of the four basic conditional forms (zero, first, second and third). With a weaker class you might wish to start by looking at the Expert Grammar on pages 181–182. A stronger class could begin by doing the exercise and then using the grammar review to check their answers. Note that in sentence 1, *might* is used rather than *would* because the speaker wishes to stress possibility rather than certainty.

1 second 2 third 3 zero 4 first

1b This exercise gives students practice identifying the appropriate verb forms for a mix of the four basic conditionals. Advise students to look at the whole sentence and to consider the time reference and whether or not the situation is real or unreal, before choosing their answers. Encourage students to compare answers in pairs, and allow time for discussion and justification before giving feedback. If useful, elicit which conditional is used in each sentence and manipulate a few of the sentences given to compare other forms with different meanings.

1 carry on, could 2 reports, might start 3 'd known, wouldn't have said 4 is, won't 5 'd managed, could have got 6 knew, 'd tell

Extra!

Have a class discussion. If you were a celebrity, how would you protect your privacy?

2a This exercise focuses on mixed conditionals and invites students to identify the forms and conditional patterns that are used, as well as the time referred to. With a weaker class, students could work in pairs before class feedback.

1 2nd conditional (*had*) for now + 3rd conditional for past
2 3rd conditional for past + 2nd conditional for now
3 3rd conditional for past + 2nd conditional for general truth
4 2nd conditional for now + 3rd conditional for past

2b Elicit which modals can be used in mixed conditional sentences (*can, may, might, will, should*) and ask students to complete the sentences, comparing answers with a partner before checking as a class. Remind students to identify the time being referred to and the subsequent forms and patterns required.

1 had been, would still govern/be governing 2 did, wouldn't have been sued 3 wouldn't have got, were always/had always been 4 hadn't written, would still be living

2c This exercise gives students the opportunity to use a variety of conditional forms to complete the sentences. Students could work in pairs or small groups. During feedback, elicit ideas, writing them on the board, and discuss the time reference and forms in each one as a class.

3 Remind students that conditional sentences frequently use alternatives to *if* and, if useful, rewrite the first sentence as a class and discuss any changes needed. If this is an area students are likely to find difficult, encourage them to work in pairs. During feedback, discuss the changes made and focus on the forms used and the time references.

1 Unless we give ... 2 People don't/won't read ... unless they can identify 3 ... whether they are sometimes proved wrong or not/whether or not they are sometimes ... 4 But for the pressure from my editor, I would have taken more time over the story. 5 I'll give you an interview on condition that I can check ... 6 ... good pictures, otherwise it won't have ... 7 good reputation, provided that it cleans up ... 8 ... other media, as long as they can be ...

Extra!

Discuss these questions. Use alternatives to *if* where possible.

1 How do you get your news (e.g. newspapers, TV, radio, the internet)? Which form of media or which newspaper do you trust to tell the truth?

2 How do you feel about stories with a lot of 'emotional colouring'?

4a This exercise focuses on formality of form and the omission of *if*. Begin by focusing students' attention on the opening clauses and discussing the question as a class.

The three sentences given progress in formality: the first is a standard zero conditional, the second introduces *should*, which makes it seem more hypothetical and therefore polite, the third uses inversion and omits *if*, which has the effect of making the sentence both more complex and more formal.

4b These sentence openings could be discussed in small groups or as a class.

1 If anyone objected/were to object ... 2 If I had realised ...
3 If it hadn't been for his help ...

4c This exercise gives students practice in rewriting more formal sentence openings omitting *if*. Students then complete them, using ideas of their own and marking the stressed words. Allow time for students to compare answers in pairs before class feedback.

1 Had I known my ... was going to be so ... 2 Were it not for the fact that my/our ... were present, ... /Had my/our ... not been present, ... 3 Should you need any ... 4 Were he/she my son/sister/friend, ...

Extra!

Ask students to write a 6-line dialogue with a partner, finishing with the line:

If I had known that was going to happen, I wouldn't have gone there in the first place.

Then ask them to compare their dialogues. Which one was the most interesting (and why)?

Photocopiable activity

Activity 5C could be used here. It is a pairwork/ groupwork activity where students match sentence beginnings with an appropriate ending to complete the mixed conditionals.

Reading and Use of English p.83

1a This section introduces the most recent addition to the *Advanced* exam and gives students practice in dealing with cross-text multiple matching (Paper 1 Part 6). As students are likely to be unfamiliar with this question type, begin by focusing their attention on the instructions and questions first. You might want to discuss the layout and what the task involves as a class before asking them to read the title and introduction. Once they have done this, elicit the answer to the question.

Mark Zuckerberg and the creation of Facebook.

- 1b** If this is the first time students have encountered this question type, it might be useful to look at the first question together or to ask them to work in pairs and then check ideas.
- 1c** Allow time for students to find the remaining opinions that enable them to complete the questions. If useful, allow time for them to compare ideas in pairs before checking as a class.
- 1d** Refer students to the Expert Task Strategy notes on page 168. If they are new to this question type, go through them together, checking they understand them. Students then complete the task, comparing answers in pairs before class feedback. Discuss with the class the different strategies they used to complete the task.

- 1** A (... lead actor as complex and ambiguous; Zuckerberg's self-confidence is impressive, amusing, yet extraordinarily hostile)
- 2** D (Sorkin's fast-paced chatter is relentless, making it a struggle at times ... to follow)
- 3** C (Fincher has modified his usually distinctive style)
- 4** C (The film has as its focal point the bitter legal dispute as to who gets the credit for Facebook's start-up)

Extra!

Ask students which is more important to them when they see a new film: the script, the direction or the acting? Next, allow them 3 minutes each to talk about their favourite film and why it is so good (script, direction and/or acting, etc.). Ask them to try and persuade the rest of the group that their film is the best. At the end of their discussion, the group should try and reach a consensus over which film (from the account given) sounded the most interesting and why.

Writing 2 p.84

- 1** Start by asking what the cartoon shows (it illustrates the theme of identity theft, through computer hacking, and ways to prevent it, through shredding important information) before asking students to discuss the questions in small groups or as a class. Talk about students' own experiences if they have any, and how they feel the problem could best be tackled.
- 2** Give students a few minutes to read and appreciate the scope of the task and discuss the questions in pairs. Open the discussion to the class and elicit the word limit for the essay (220–260 words).

1 It is an opinion essay, which identifies a problem and suggests solutions.

2 You must include only two of the methods listed; you can choose not to include any of the opinions listed, in which case you must give your own; you will have to think of a reason why one method is the most important.

3 A good essay will be well-organised, with good supporting arguments; points will be linked together in a logical sequence; and appropriate discourse markers will be used to connect, contrast and balance points.

- 3a** Students work in pairs to brainstorm ideas for the essay, adding reasons and examples as useful.
- 3b** Before students organise their ideas, remind them they could create a spidergram to help them, as shown in the Speaking task on page 80.
- 3c** Students check that they have included all the most relevant points in their plan.
- 3d** This exercise give students the opportunity to plan the number of paragraphs they will write for their essay and decide which ideas to include and where. Remind them to consider where to add a reason and example and, if useful, discuss ideas as a class.
- 3e** Students now determine the contents of each paragraph in note form.
- 4a** This exercise asks students to identify the different components of an example introduction.

1 d 2 b 3 c 4 a

- 4b** Focus students' attention on the phrases given and ask them to rewrite the introduction using their own words and some of those given.
- 4c** Students now assess the function of each sentence of their introduction before completing those given for the middle section of their essay.
- 4d** These sentence stems give students the opportunity to consider the points they will make in the middle of their essay. Allow time for students to complete their ideas before discussing them in groups or as a class.
- 4e** This exercise encourages students to consider the role of their conclusion and to create their own sentences using suitable phrases.
- 5** At this point the planning is complete, so give students 20 minutes to write their essay. The writing would be best done as homework unless you wish to assess what they are capable of writing in the given time period.

Sample answer:

A growing phenomenon over recent years has been the way in which our personal identity has been threatened by criminals. It can be done through the internet, by stealing our credit card, or by getting information from documents we throw away or leave lying around. It is clear that to defeat this crime we must be vigilant and be extra cautious about what we do with personal information. This essay will focus on two ways in which we may help to keep our identity safe.

Many people feel that young people are particularly vulnerable when it comes to identity theft because they tend to be more careless with debit and credit cards. They should be educated by parents and colleges to sign the cards when they arrive and shred any written record of Personal Identification Numbers (PINs). They should also be told to keep their cards within reach at all times, particularly when they are in public places like a college or an entertainment venue.

Another way in which we make life easy for fraudsters is by being too easily taken in when we get an email claiming to be from our bank, asking us to update our password or verify our account details. Genuine banks never send such emails.

Overall, in my view, it is plastic cards which represent the biggest threat, particularly for the young, simply because they are so easy to lose. People need to remember that identity fraud is big business and is carried out by professional criminals who are always looking for ways of staying one step ahead of any security measures.

[264 words]

- 6** Students spend 5–10 minutes checking their essay, using the checklist on page 190 if necessary. Alternatively, students swap and check their partner's essay.

Review

These exercises aim to help both students and teachers monitor and analyse progress after each module has been completed, focusing on vocabulary and grammar from the module. They are best used to show where further consolidation is required or, in the case of students who have missed a module, to assess how much they need to catch up on. In terms of usage, the review exercises can be set in class time as a 20–25-minute test or completed as a pair/group activity followed by a class discussion. Alternatively, they can be given for homework, which in the case of any student who has missed a module would be more practical.

1 I totally **2** painfully **3** bitterly **4** perfectly **5** incredibly
6 widely **7** deeply **8** extremely
2 I compensation **2** disposal **3** emissions **4** security
5 destruction **6** implications **7** excessive **8** deterrent
3 I B **2** A **3** B **4** C **5** A **6** C **7** D **8** B
4 I triggered **2** given **3** ranging **4** imminent **5** fled
6 globally **7** space **8** have **9** prior **10** sites **11** been
12 scarce