

Where we live

1

Speaking and Use of English focus ▶ CB p.6

Speaking

Aims

- to introduce the topic of 'where we live'
- to provide spoken practice

Warmer: Introducing each other

If this is a new class, have students introduce a partner to the class. In pairs, ask students to find out their partner's name, home town and reasons for taking this course. Then each student introduces their partner, e.g. *This is Talia. She grew up in a small town not far from Moscow. She is planning on studying International Business and wants English for her career.*

- 1 Students discuss in pairs. Elicit a few answers to each question.

Alternative activity: Move around

If there is room in the classroom, students walk around answering one question with each person, before moving on to a new partner.

Interview (Part 1)

talking about yourself

Aims

- to introduce an exam-style speaking task (Speaking Part 1)
- to practise giving personal information in an exam-style discussion

Tell students that the Speaking paper of the exam is divided into four parts. Part 1 consists of an interview which involves answering questions with personal information and opinions. For more detailed information and strategies for this section, refer students to the **Exam focus** on p.204 and turn to it on eText if you are using it.

- 2 Play the recording and elicit which question the examiner asks.
- 3 Ask students which of the candidates provides a response of an appropriate length. Focus students' attention on the **Exam tip** and elicit some other introductory phrases (e.g. *You know, I suppose, Let me see*).
- 4 For each response listed, elicit the question that was asked. Then ask students to think about how they would respond to each question with something longer and more interesting. Students take turns to ask and answer the questions in pairs.

5 Ask students to complete the task on p.152, alternating the roles of examiner and candidate.

6 Tell students that the Speaking paper is marked in bands, with Band 5 being the highest. Summarise the bands in the following way: Band 5: Speaks fluently and accurately, uses a wide range of complex language. Band 3: Speaks fairly fluently and mostly accurately, uses a range of language. Band 1: Speaks with some hesitation, uses mainly simple forms and vocabulary. For more detail, refer students to the **Marking guidelines** on p.207. Give students a moment to evaluate their own performance against the guidelines. Then give them a few minutes to discuss how they rated themselves and any suggestions they have for their partner to improve.

Teaching tip

Exam task videos

There is a video example of each exam task on the eText for you to show students.

Answers

2 What do you like most about the area where you grew up?

3 Karl

Multiple-choice cloze (Part 1)

Aim

- to complete an exam-style multiple-choice cloze task (Reading and Use of English Part 1)

Tell students that the Reading and Use of English paper of the exam is divided into eight parts. Part 1 is a multiple-choice cloze: a gapped text with a choice of four options for each gap. For more information, refer students to the **Exam focus** on p.197.

7 Focus students' attention on the title of the article. Elicit the meaning of the adjective *fairytale* (extremely happy, lucky, etc. in a way that usually only happens in children's stories, e.g. *a fairytale romance, a fairytale ending*). Read the **Exam tip** aloud with students and point out that knowledge of collocations is tested explicitly in the Reading and Use of English paper. Tell students not to read the article yet and elicit some other features that children might have included in their dream homes.

8 Emphasise that students should read the text quickly, without worrying about the gaps or unknown vocabulary at this stage. Elicit a few answers.

9 Give students a minute to match the reasons with the incorrect alternatives, then check as a class.

10 Students do the activity, then discuss their answers in pairs before you check as a class. For each answer, elicit reasons behind the choice (see Answers below).

11 Give students a moment to think about how the place they live now corresponds to their ideal home. Put students into small groups to share their thoughts.

Answers

9 1 C 2 A 3 D

10 1 B (*study* collocates with *revealed*) 2 C (*challenges* collocates with *conventional wisdom*; *challenges* can be followed by the preposition *to*, whereas *issues* is followed by *with/of* and *questions/tests* by *of*) 3 B (*express* collocates with *a desire*) 4 C (difference in meaning) 5 B (*ultimate* collocates with *dream*) 6 D (*opt* is the only option that can be followed by *for*; *choose/select* take a direct object without a preposition and *decide* is followed by *on* + direct object) 7 C (difference in meaning) 8 A (*rather* is followed by *than*, *instead* is followed by *of* and *between* does not fit semantically)

Additional activity: Collocations

Refer students back to the **Exam tip**. Ask them to reread the article and underline five collocations. Students share their answers in pairs and together write a sentence including three of the collocations. Elicit a few of the sentences with the class. To help, students could also use a dictionary such as the *Longman Exams Dictionary* or the *Longman Dictionary of Contemporary English*, which can be searched online at <http://www.ldoceonline.com>. Possible collocations include: *recent study, major challenges, challenge conventional wisdom, express a desire, ultimate dream house, indoor swimming pool, football pitch, bouncy castle, family home*.

ADDITIONAL PRACTICE | **Maximiser** p.6–7, Speaking 1, Use of English 1–2 | **MyEnglishLab: Cambridge Advanced**, Speaking 1: Giving good Part 1 answers, Speaking 2: What makes a good Part 1 answer, Speaking 3: Answering Part 1 questions about the future effectively, Use of English 18: Understanding the whole text.

Grammar focus ▶ CB p.8

Speaking

Aim

- to present perfect and continuous forms in context in preparation for revision of forms

- Put students in pairs and ask them to think of at least three advantages and disadvantages of living in a small town. Then ask students for a show of hands to indicate whether they consider themselves a *city person* or a *small town person*. Invite a few students to give reasons for their choice.
- Play the recording and elicit whether the speaker mentioned any of the things that were talked about in Activity 1. Elicit any other advantages or disadvantages she talked about.

Perfect and continuous forms

Aim

- to revise the use of perfect and continuous forms

- Students choose the correct verb forms, then check their answers in pairs. Play the recording again for students to check which form the speaker uses in each case.

Additional activity: Think of ...

Ask students to think of:

- two things they have done in the last month that have given them a sense of satisfaction.
- two things they hope they will have done by their next birthday.

Ask students to share their answers with a partner using some of the verb forms in Activity 3.

- Students discuss the difference in meaning between each pair of sentences then compare ideas as a class.
- Check students understand the terms *stative verb* (a verb that describes a state of being) and *dynamic verb* (a verb that describes an action). Ask them to divide the stative verbs into groups, then check as a class. Talk through the **Language tip** and see if students can think of any other examples of verbs with both stative and dynamic meanings (e.g. *have, be, think*).

Additional activity: Stative or dynamic?

Share the following examples and ask students, in pairs, to decide whether each verb is stative or dynamic.

I have coffee every morning. (dynamic) I have a dog. (stative)
He thinks it's a great idea. (stative) She can't stop thinking about the issue. (dynamic)
She was annoying. (dynamic)
He is Korean. (stative)

Refer students to the **Grammar reference** on p.181 (Verb forms) and turn to it on eText if you are using it. Tell students that this provides a useful summary of verb forms and ask them to read it for homework.

- Students complete the activity then compare their answers in pairs before you check as a class.
- Give students a moment to think about the question and the verb forms. Share an example (e.g. *I've been living in my mansion for a year now. It's been wonderful having servants ...*). For additional speaking practice, give students a few minutes to share their ideas in pairs first before they tell the class.

Answers

- 1 I'd been telling 2 I had, in fact, always been
- 3 both 4 both 5 both, have discovered
- 6 will have been

Forms used by speaker:

- 1 I'd been telling (past perfect continuous)
- 2 I had, in fact, always been (past perfect simple)
- 3 will have been living (future perfect) 4 I've been looking back ... (present perfect continuous) 5 I've spent, have discovered (present perfect simple) 6 will have been (future perfect)
- 4 1 A They are still renovating. B They've finished renovating.
2 A The focus is on the total distance covered at the end of the journey. B The focus is on repeatedly covering the same distance every day.
3 A The focus is on completing the essay. B The focus is on the time spent writing it.
- 5 Emotions: care, like, love
Knowledge: believe, know, understand
Possession: belong, own, possess
Communication: agree, deny, promise
Senses: hear, smell, taste
- 6 1 think 2 am thinking 3 am seeing 4 see
5 am tasting 6 tastes

ADDITIONAL PRACTICE | **Maximiser** p.7, Grammar 1–5 | **MyEnglishLab: Cambridge Advanced**, Use of English 10: Verb tenses | **Photocopiable** p.142/171, 1A Find the phrase

Vocabulary focus ▶ CB p.9

Reading

Aim

- to present examples of figurative language in context

- 1 Focus attention on the picture and elicit what students can see. In pairs, students discuss which city noises they find irritating and which they like.
- 2 Ask students to read the article and see how many of the noises they discussed were mentioned.

Figurative language

Aim

- to extend students' knowledge of figurative language

Check students understand the heading *figurative language* and elicit the antonym *literal*. Explain that a figurative word or phrase is used in a different way from its usual meaning, to give you a particular idea or picture in your mind. The literal meaning is the basic or original meaning.

- 3 Ask students to look at the first underlined word in the text (*whine*) and ask what they think it means. Explain that the literal meaning of *whine* is 'to moan in a high-pitched voice', so in this case, it means that the scooters are making a high-pitched sound. Students complete the sentences with the correct form of the underlined words. Ask them to compare their answers in pairs before you check as a class.

Read the **Language tip** with the class and ask if students know of any other examples of animal sound verbs that we might use for human speech, e.g. *squeak* (mouse), *howl* (wolf), *growl* (dog).

- 4 Students work in pairs to decide which words in the box are associated with humans, animals or both. Go through the answers with the class, checking students understand each verb.
- 5 Students complete the activity, then compare answers in pairs before you check as a class.
- 6 Look at the first example with the class and elicit the answer (*clap*). Students choose the correct alternative in each sentence. Check answers as a class.

- 7 Students work in pairs to complete the activity on p.161. They take turns to use the verbs in Activities 4–6 to talk about one of the pictures and their partner guesses which picture they have chosen. Emphasise that they should avoid using specific nouns which would make it too obvious (e.g. they should say: *something is whining*, not *the ambulance is whining*).

Teaching tip

Recording vocabulary

Suggest students choose a place to record new vocabulary and collocations. Remind them that collocations are very important for Paper 1 and will also help with the other sections, as well as making their English sound more natural.

Answers

- 3 1 giggling 2 whining 3 sighed 4 wail
5 rumbling 6 buzzing
- 4 bark: A clap: H cough: B groan: H purr: A roar: B
shudder: B sigh: B stutter: H tremble: B
- 5 1 trembled 2 purrs 3 stuttered 4 groaned
5 clapped 6 roar 7 barks 8 cough 9 shudder
10 sigh
- 6 1 clap 2 roar 3 groaned, shudder 4 barked
5 coughed, stuttered 6 trembled

ADDITIONAL PRACTICE | Maximiser p.8, Vocabulary 1

Reading focus ▶ CB p.10

Speaking

Aims

- to introduce the topic of city navigation in preparation for the reading text
- to provide spoken practice

- 1 Students discuss the questions in pairs. Elicit a few ideas for each question. Then ask: *What jobs would require a good sense of direction?*

Multiple choice (Part 5)

Aim

- to complete an exam-style multiple-choice reading task (Reading and Use of English Part 5)

Tell students that Part 5 of the Reading and Use of English paper focuses on their ability to understand a long text in detail. It consists of a text with six multiple-choice questions. For more information, refer students to the **Exam focus** on p.199 and on eText if you are using it.

- 2 Give students a minute to read the title and first paragraph, then elicit a few predictions of what the whole article will be about. Give students five minutes to read the article quickly to check their predictions.

Teaching tip

Time limits

Set a time limit to encourage students to read quickly and gradually reduce the time during the course as students get used to reading quickly.

- 3 Read the **Exam tip** with the class. Ask students to read the questions and underline key words before rereading the text. Tell students that as they answer each question, they should find and mark the part of the text that each question relates to, then reread it in detail. After students have answered the questions, they compare their answers in pairs. As you go through the answers, elicit evidence for each one.
- 4 Students discuss the questions in pairs or small groups. Ask one student from each group to tell the class the most interesting story from their group.

Answers

- 3 1 B (lines 1–5)
2 B ('an intense intellectual ordeal'; 'two to four years to learn everything')
3 A ('Incredible as it may seem')
4 C ('undergo a change which makes them very different from those of mere mortals'; 'Among all of these groups, only the London cabbies, with their heightened spatial memories, have the change Maguire was looking for.')
- 5 D ('Strange as it may seem, though, when researchers looked at drivers in these cities in a bid to replicate Maguire's London study, they found none of the same changes in brain structure.')
- 6 B ('Believe these tales if you choose')

Vocabulary

working out meaning from context

Aim

- to practise working out meaning from context

- 5 Tell students that working out meaning from context is an important skill both in conversation and the exam. Brainstorm strategies for deducing the meaning of an unknown word, e.g. understand the context, read the whole sentence, work out the word class (is it a verb, noun, etc.?), have a good guess. Students match the underlined words with the meanings. They compare their answers in pairs, then as a class.
- 6 Tell students that they can change the form of the words if they need to (e.g. *frantic* → *frantically*). Allow students about ten minutes to write their sentences, then put them in pairs to compare.

Answers

- 5 1 awe 2 somewhat 3 ordeal 4 baffled
5 bewildering 6 feat 7 fare 8 frantic

ADDITIONAL PRACTICE | **Maximiser** p.8–9, Reading 1–4 | **MyEnglishLab: Cambridge Advanced**, Reading 1: Predicting the text A

Listening focus ▶ CB p.12

Speaking

Aim

- to provide spoken practice

- 1 Check students understand the idea of a *floor plan* (a drawing of the shape of a building and the position of the things in it, as seen from above). Give students a couple of minutes to sketch a basic floor plan, then put them in pairs to discuss the questions.

Multiple matching (Part 4)

Aim

- to complete an exam-style multiple matching task (Listening Part 4)

Tell students that the Listening paper consists of four parts. Part 4 focuses on understanding informal speech and involves reading two tasks of eight statements each, then listening to five short monologues on a related topic and matching one statement from each task to one of the speakers. For more information, refer students to the **Exam focus** on p.203.

- 2** Ask students to follow Strategy 2 from the **Exam focus** (highlight key words or phrases). Elicit the meanings of *lack* (shortage), *be obliged* (have to do something), *claustrophobia* (fear of being enclosed in a small space) and *domestic chores* (small jobs in the home you have to do regularly). Students then tick the things they like least about the place where they currently live (Task 1), and tick the advantages it has (Task 2).

Teaching tip

eText pen tool

Use the pen tool on eText to model underlining key words in exam tasks.

- 3** Read the **Exam tip** with the class. Play the recording twice, pausing in between. Then check answers as a class.
- 4** Ask students to discuss in pairs what sort of person they think each speaker is, then elicit a few opinions about each.

Answers

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

Vocabulary

expressions with *space* and *room*

Aim

- to expand students' knowledge of expressions with *space* and *room*

- 5** Students complete the activity, then compare in pairs before you check as a class.

Additional activity: What's happening?

In pairs, ask students to take turns to guess who each speaker in Activity 5 might be talking to and what the situation is, e.g. *I think the first speaker might be talking to her partner or flatmate. Maybe they have a really cluttered flat and are having a big clean out.* Then ask each pair to choose one of the phrases and role-play the next part of the conversation. Invite pairs to share their conversations with the class.

- 6** Students turn to p.161 and work in pairs to ask and answer the questions using expressions with *space* and *room*. Elicit an answer to each question, along with the meaning of the words in italics: *room service*, *room temperature*, *no room to swing a cat*, *roomy*, *room and board* and *leg room*.

Answers

- 5** 1 both 2 both 3 room 4 room 5 both
 6 space 7 room 8 space

ADDITIONAL PRACTICE | **Maximiser** p.10, Listening 1–2 | **MyEnglishLab: Cambridge Advanced**, Listening 7: Identifying opinion, Listening 13: Listening for main points and detail, Vocabulary 18: City vs country

Grammar focus ▶ CB p.13

Speaking

Aims

- to present emphasis with inversion in context
- to provide spoken practice

- 1** Put students in pairs or small groups to discuss the questions. If all students are from the same city, they could each choose another city they are familiar with to discuss.
- 2** Give students a few minutes to read the text and clarify any unknown vocabulary. Elicit the meaning of *a mecca* (a place that attracts a lot of people), *endowed* (with a good quality), *asset* (something that is useful), *slogan* (a short phrase used in advertisements) and *by-law* (a law which applies to a city or small area rather than the whole country).

Emphasis with inversion

Aim

- to revise emphasis with inversion

- 3** Check students understand that inversion in this case means 'changing the order of subject and verb in the sentence so that the verb comes first'. Read through the **Language tip** with the class and focus on the example: *Hardly had he arrived when Jo rushed in.* Ask students to identify the subject (*he*) and auxiliary verb (*had*) that have been inverted from the usual order in English. Elicit the sentence without inversion: *He had hardly arrived when Jo rushed in.* Explain that the effect of the inversion is to emphasise the adverb *hardly* by placing it first.

Elicit the answer to the question about the verb forms, then give students a few minutes to rewrite the sentences while you circulate to help as required. Ask students to turn to the **Grammar reference** on p.175 and read through it with the class, or on eText if you are using it. Check students understand everything. Leave it displayed on eText for students to refer to during Activity 4.

4 Point out that in some sentences (2, 4, 6, 7, 8), the adverb or adverbial phrase in the inverted sentence is different or in addition to the original; for example, in 2, *just* becomes *scarcely*. Students may refer back to the **Grammar reference** for help with phrases that are commonly inverted. Students complete the activity, compare answers in pairs, then check as a class.

5 Refer students back to the inverted sentence (1) in Activity 4: *Seldom has this city been in greater need of energy-efficient public transport than it is today*. Ask the class where you might expect to hear or read it, e.g. at a local council meeting, in a letter to the editor of a local paper, in a proposal for installing a tram. Remind students that they need to think of formal rather than informal settings. In pairs, students think of a few ideas for each of the other sentences in Activity 4. Elicit a few ideas for each sentence.

6 If students find this challenging, help by writing an auxiliary verb and subject on the board for each as a starter (e.g. *Seldom do I ...*, *Scarcely had I ...*, *Rarely do we ...*, *Not only do I ...*, *Under no circumstances should you ...*, *No sooner had we ...*, *At no time have I ...*, *Hardly had we ...*). Students compare their sentences with a partner. Consider collecting in the sentences to check that students are using inversion accurately.

Answers

- 3** The subject and verb are inverted.
They can not only boast lists as long as your arm of magnificent buildings, museums and galleries...
Visitors should not be led to believe a city can promise something it cannot deliver under any circumstances.
- 4**
- Seldom has this city been in greater need of energy-efficient public transport than it is today.*
 - Scarcely had we ordered our meal when the waiter rudely asked us if we would mind paying the bill.*
 - Rarely have I seen such a brilliant display of artistry and expertise.*
 - Not only have you failed to hand in your essay on time, you have also copied several paragraphs directly from the internet.*
 - Under no circumstances should you let people who don't respect the dress code into the club.*
 - No sooner had she posted the letter than she began to regret what she had said.*
 - At no time has my client ever revealed the contents of this document to the media.*
 - Hardly had I finished the assignment when my boss asked me to do something else for her.*

5 (Suggested answers)

- editorial in a newspaper or political speech
- letter of complaint or post on travellers' advice website
- review of a performance or exhibition
- teacher's comment on a student's essay
- instructions given to bouncers at a club
- story
- lawyer giving evidence in court
- letter to a friend

Additional activity: City advertisement

In pairs, students create a short advertisement to encourage people to visit an attraction in their city. It should contain at least two examples of inversion. Pairs take turns to read their advertisement aloud for the class (e.g. *Are you looking for a magnificent view? Come up the Sky Tower. Not only is it the tallest building in New Zealand, it also has 360-degree views of the city and harbour. Under no circumstances should you miss it!*)

ADDITIONAL PRACTICE | **Maximiser** p.10, Grammar 1–2 | **MyEnglishLab: Cambridge Advanced**, Use of English 7: Word order | **Photocopiable** p.143/171, 1B Choose carefully

Writing focus ▶ CB p.14

Listening

Aim

- to introduce the topic of neighbours
- to provide listening practice

Warmer: Discussion

Students discuss the following question in pairs: *What do you think makes a good neighbour?*

- 1** Play the recording and elicit a few opinions on how people in students' neighbourhoods would react to such a scheme.

Essay (Part 1)

using the task input to help you plan

Aim

- to write an exam-style essay (Writing Part 1)

Tell students that the Writing paper consists of two parts. Part 1 is a compulsory essay; Part 2 is a choice of three tasks which could include an email or letter, a report or proposal, or a review. For more detail, refer students to the **Exam focus** on p.201.

- 2 Students work in pairs and follow the instructions. If you think they will find this difficult, brainstorm ideas as a class first.
- 3 Ask students to read the plans and decide which they think would produce a better essay. To help them decide, tell them to look at the checklist on p.185, or display it on eText. Elicit the answer.
- 4 Tell students to use Plan A in Activity 3 as a model as they plan the essay in Activity 2. Give them a few minutes to make their plan individually, then put them in small groups to compare.
- 5 Ask students to read the task input and underline key words before they begin their plan. Students write a plan while you circulate. Emphasise that the plan should follow the same structure as Plan A in Activity 3.
- 6 Read the **Exam tip** with the class. Set the essay as homework. Students should show their draft to two other students for advice and make changes before you collect the essays in to provide individual feedback. Focus especially on the structure of the essay in your feedback.

Answers

3 Plan A

6 Sample answer:

Too much traffic is a major headache for everyone in the city due to the noise, pollution and, of course, terrible delays during the rush hour. How can the government reduce traffic and dissuade people from driving their cars into the centre every day? In this essay, I will discuss two possible approaches to this pressing yet complex issue.

The first option to consider is an education campaign which could comprise of visual and radio advertising, presentations to businesses and special designated days such as 'Walk to Work Day'. Compared to the high cost of significantly upgrading our public transport system, advertising is relatively low-cost and straightforward to implement. On the other hand, it is difficult to gauge the effectiveness of such a campaign in advance because it relies on individuals changing their ingrained habits.

A second alternative would be to levy a tax on parking in the city. This could be applied both to businesses and directly to consumers. While it is true that this would have immediate gains in revenue and changed behaviour, taxes are unpopular and could also place unfair pressure on small businesses and individuals who do not have other transport options for work.

In my view, a multi-faceted education campaign would be the most effective starting point. In the future, a tax could be a possible option but it would be tolerated better once citizens are educated about the benefits of fewer cars and a more pedestrianised centre.

ADDITIONAL PRACTICE | **Maximiser** p.11, Writing 1–3 | **MyEnglishLab: Cambridge Advanced**, Writing 2: Giving an opinion in an essay, Writing 4: Useful language for essay writing

MyEnglishLab tip

Writing exercises

The MyEnglishLab writing exercises contain more useful language for essay writing, so suggest students complete them before they write their essay.

Review

Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 1

- 1–3 Ask students to complete the exercises, circulating to provide assistance. Ask students to check answers in pairs before checking as a class on eText. Alternatively, set as a homework activity and then go through the answers as a class, or on eText, to check.

Answers

- 1 1 did I manage to buy 2 only are the neighbours
3 no time should you 4 have been living here for/
have lived here for 5 no circumstances should you
6 sooner had I closed
- 2 1 smell 2 is tasting 3 am seeing 4 is smelling
5 are thinking 6 tastes
- 3 1 D 2 B 3 A 4 D 5 C 6 C 7 A 8 B

ADDITIONAL PRACTICE | **Testmaster** online and on **eText**, Unit 1 test

Ages and stages

3

Vocabulary and Grammar focus ► CB p.26

Speaking

Aims

- to introduce the topic of life stages
- to provide spoken practice

Warmer: Ages and stages brainstorm

Focus students' attention on the image on p.26. Ask: *What do you think the image is trying to say?* Elicit some ideas. Then brainstorm with the class any life stages they can think of and write these on the board. If they have not been mentioned, elicit *infancy, childhood, adolescence, young adulthood, middle age* and *old age*. Ask students to work in pairs to put the brainstormed words in order from the earliest to latest stage, then check as a class. With a partner, students choose one of the life stages and make a list of five characteristics they think are typical of someone at that life stage. Ask each group to read their list without revealing the life stage they have chosen and have the other students guess which one they were discussing.

- 1 Invite two students to read the quotes aloud. Students discuss whether they agree or disagree with each one in pairs. Elicit a few opinions about each one.

Additional activity: Quotes I like

See if students can think of any quotes or sayings about ages or stages in their own language and ask them to explain what they mean to a small group. For homework, ask students to look up some quotes or jokes on the internet about youth or aging (in English). Each student could choose one to share with the class (or a small group) and explain why it appeals to them.

Vocabulary

stages of life

Aim

- to expand students' vocabulary related to life stages

- 2 Check students understand *connotation* (a quality or an idea that a word makes you think of that is more than its basic meaning, e.g. the word *professional* has connotations of skill and excellence). Students complete the activity, then compare their answers in pairs before you check as a class. If necessary, elicit the meanings of *juvenile* (silly and typical of a child rather than an adult), *puerile* (childish, silly and stupid) and *geriatric* (too old to work well).

- 3** Students complete the activity and then discuss their answers as a class.
- 4** In pairs, students brainstorm any other synonyms they know for the words in Activities 2 and 3 and discuss the connotations. Elicit some ideas.

Additional activity: More notes

Point out that *puerile* is usually used in more formal contexts and is always negative, whereas *geriatric* and *juvenile* also have neutral meanings. For example, *juvenile* can mean 'relating to young people who are not yet adults', e.g. *juvenile court*, *juvenile crime*; and *geriatric* can be used to talk about medical care or treatment of old people, e.g. *geriatric medicine*, *geriatric facility*.

Answers

- 2** 1 negative 2 positive 3 positive 4 positive
5 negative 6 negative
- 3** 1 adolescent (negative), childish (negative), infantile (negative) 3 boyish (positive) 4 adult (positive) 5 childish (negative), infantile (negative) 6 aging (neutral)
- 4** (Suggested answers)
1 immature (negative) 2 naive (neutral) 3 fresh-faced (positive) 4 grown-up (positive) 5 immature (negative) 6 elderly (neutral); ancient (usually neutral, but negative in this context)

Speaking

Aims

- to provide spoken practice
- to present a range of countable and uncountable nouns in context

- 5** Students discuss the questions. Elicit some ideas from the class to see if any general patterns emerge.
- 6** Focus students' attention on the picture and title. Elicit any popular books, films or television shows students have heard of featuring vampires (e.g. *Twilight*, *True Blood*). Give students a moment to read the article. Ask: *How does the writer explain the teenage obsession with vampires?* (Teenagers admire their style, confidence and freedom to do as they like at night; teenagers relate to their being different from mainstream society; they enjoy the risk or danger of the idea of romance with a vampire.) Ask students whether they agree with the writer's explanation and elicit any alternative ideas students have.

Additional activity: Discussion

Students discuss the following question in pairs: *Do vampire-themed books/media appeal to you? Why/Why not? What sorts of characters do you think appeal to people at different stages of life?*

Countable and uncountable nouns

Aim

- to review common countable and uncountable nouns

- 7** Students put the underlined nouns into the correct category. Check the answers as a class.
- 8** Look at the first item as a class. Read the sentence with each alternative: *I suggest we stop for coffee.; I suggest we stop for a coffee.* Ask students whether both alternatives are possible (yes) and whether there is a difference in meaning (no). Students work through the rest of the activity in pairs. Then discuss each example as a class.
- 9** Read the **Language tip** aloud. Point out that *fear* is usually uncountable but because it has been limited in this case to the *fear of spiders*, it is used as a countable noun with the indefinite article *a*. Share/ Elicit another example with *fear* (e.g. *He has a fear of heights.*). Students complete the activity, then compare their answers in pairs before checking as a class. Refer students to the **Grammar reference** on p.174 and ask them to read it for homework. This includes lists of common nouns which are uncountable or both countable and uncountable.
- 10** Students turn to p.165 and work in pairs to identify the countable and uncountable nouns in each of the quotations. Check answers as a class. Students then discuss whether they agree with each quotation or not and why.

Answers

- 7 1 self-confidence, alienation 2 fascination, attraction, youth, sense, style, freedom, will, society, risk, danger, appeal
- 8 1 both – no difference in meaning 2 research 3 equipment 4 both – with a difference in meaning (second meaning is *newspaper*) 5 both – with a possible difference in meaning (*wine* = all wines in general; *wines* = different varieties of wine) 6 luck
- 9 1 a profound mistrust 2 a good knowledge 3 no article 4 no article 5 a good education 6 a good understanding 7 no article 8 no article
- 10 Countable nouns: answer, parents, friends
Uncountable nouns: advice, chance, choice, data, information, knowledge, understanding, wisdom

ADDITIONAL PRACTICE | **Maximiser** p.22, Vocabulary 1–2, Grammar 1 | **MyEnglishLab: Cambridge Advanced**, Vocabulary 3: Vocabulary collocations with *significant*, Use of English 2: Plural or singular

Reading focus ▶ CB p.28

Speaking

Aims

- to introduce the topic of diaries
- to provide spoken practice

- 1 Students discuss the questions about blogs and diaries in pairs. Elicit a few responses to each question.

Cross-text multiple matching (Part 6)

Aim

- to complete an exam-style cross-text multiple matching task (Reading and Use of English Part 6)

Tell students that Part 6 of the Reading and Use of English paper consists of reading four short texts on a related topic by different writers and answering four multiple matching questions. The questions test their ability to identify where the writers may have similar or different opinions to each other about a specific issue. For more detailed information and strategies, refer students to the **Exam focus** on p.200.

- 2 Give students a few minutes to read the extracts and then elicit which extracts talk about the risks of keeping a diary.

- 3 Focus attention on the questions and ask students to underline the main ideas. Underline them on eText if you are using it. Emphasise that students are not answering questions 1–4 at this stage.

Suggested underlining:

shares a similar opinion to columnist A about the risks of keeping a diary?

regards diaries as superior to social networking sites for a different reason to columnist D?

has a similar view to columnist B about teenagers' contradictory behaviour?

has a different attitude to columnist D about the reaction older people have to reading teenage diaries?

- 4 Students read the extracts again to complete the table. Check answers as a class.

- 5 Ask a student to read the **Exam tip** aloud. Then ask students to answer questions 1–4 in Activity 3.

- 6 Look at the first sentence with the class. Ask students to choose one of the underlined words/phrases in the text that fits in the gap semantically (*made fun*) and then elicit how the words need to change to fit the sentence, *making fun*. Students complete the rest of the activity, then compare their answers in pairs before you check as a class.

- 7 In pairs, students discuss which of the opinions in the extracts they agree with.

Additional activity: Compound verbs with *out*

Focus students' attention on this question from the text and elicit the meaning of *outgrown*.

Why, I wonder, when they are nothing more than records of the childish hopes and ambitions we've now outgrown?

See if students can think of any other compound verbs with *out*. Write the following verbs on the board, which can be combined with *out* to form a compound verb with a new meaning: *shine, weigh, live, play, smart, grow*. Then write sentences 1–6 below on the board and ask students to form a compound verb with *out* and one of the verbs above to complete each sentence. They will need to make sure it is also in the correct form.

- 1 The benefits of the scheme _____ the disadvantages.
- 2 He was simply _____ in the match by his highly skilled opponent.
- 3 My grandmother _____ all her siblings by more than ten years.
- 4 She _____ the rest of the cast with her brilliant performance in the play.

- 5 The criminals managed to _____ the police by hiding the stolen goods in safe houses all over the city.
6 She kept a lot of her old toys until one day she realised she had somehow _____ them.

Answers: 1 outweighed/outweigh 2 outplayed
3 outlived/has outlived 4 outshone/outshines
5 outsmart 6 outgrown

Answers

- 2 A and B
3 Questions 1 and 3 ask for the same opinions. Questions 2 and 4 ask for different opinions.
4 1 A, B 2 A, D 3 B, D 4 A, D
5 1 B (A: 'younger siblings can, and do, often find them [diaries] a huge temptation'; B: 'the prospect of somebody finding and reading a secret diary is enough to put many teenagers off the idea of keeping one')
2 A (D: 'They [social networking sites] are not safe places for baring one's soul ... diaries are truly private places'; A: 'a conventional diary is wonderfully impermanent. It can be quickly and completely destroyed if the writer so chooses, something that does not hold true for digital media.')
3 D (B: 'Though they're perfectly happy to post all sorts of details about their personal lives on Facebook, the prospect of somebody finding and reading a secret diary is enough to put many teenagers off the idea of keeping one.'; D: 'Diaries with locks and keys have retained their popularity among teenage girls, despite the fact that they happily keep what amounts to digital diaries through posts on Facebook, Twitter or Tumblr.')
4 A (D: 'People who reread their teenage diaries are understandably appalled to discover how little space they gave to what really matters and how much time they dedicated to the boy or girl on the bus who might or might not have fancied them.'; A: 'Even as adults, though we might pretend to feeling nothing more than mild amusement on rereading our teenage diaries, more often than not we secretly cringe with embarrassment over their raw emotion and trivial content.')
6 1 making fun 2 cringe 3 irksome 4 appalling
5 prospect 6 downplay

ADDITIONAL PRACTICE | **Maximiser** p.20–21, Reading 1–2 | **MyEnglishLab: Cambridge Advanced**, Reading 12: Inferring meaning A, Reading 19: Recognising paraphrase A

Grammar focus ▶ CB p.30

Reading

Aim

- to provide examples of the introductory *it* in context

- 1 Ask students not to open their books yet. Put students in small groups and ask them to make a list of five things they think all adults should be able to do. Ask a volunteer from each group to share their list with the class. Alternatively, if you have a very large class, ask each group to share their list with another group.
2 Ask students to open their books on p.30 and read the similar list in Activity 2 to see if they mentioned any of the same things. Check students understand CPR (cardiopulmonary resuscitation – when you press repeatedly on someone's chest in order to make them breathe again and make their heart start beating again after it has stopped) and the Heimlich Manoeuvre (when you help someone who is choking by putting your arms around their waist and jerking upwards strongly). Students tick the things they can already do and choose two more items to add. Ask students to compare their answers in pairs and discuss which of the skills they would most like to learn.

Introductory *it*

Aim

- to review the use of the introductory *it*

- 3 Read through the four uses of the introductory *it* with the class, then elicit another example for each use from the list in Activity 2. To extend in a strong class, elicit an additional original example for each use. Ask students to turn to the **Grammar reference** on p.176 and read through it with the class, on eText if you are using it. Check that students understand everything. Leave it displayed on eText for students to refer to during Activity 4. Focus students' attention on the **Language tip** and read through it with the class.
4 Students rewrite the sentences while you circulate providing help as necessary.
5 Give students a few minutes to write their sentences using *it*. Then ask students to compare their sentences with a partner while you circulate, listening to check the introductory *it* is being used appropriately.

Additional activity: It's all about me

Write the following sentence starters on the board: *I can't stand it when ... , I hate it when ... , I love it when ... , I find it important to ... , It's always good to ... , It's definitely worth ... , It's a lot of fun to ... , It's astonishing how ...* Ask students to complete the sentences so that they are true for them. Students then take turns to share their ideas with a partner. Circulate and listen to check that students are using the introductory *it* correctly.

Answers

- 3 1 It's no fun being in debt. 2 One day it may be your partner or child who needs your help. 3 It's amazing how many people don't know how to find their most beguiling smile. 4 I find it appalling that so many young people live on pot noodles and toast.
- 4 1 It's sad that we have become so disconnected from the natural environment. 2 It's vital for school children to learn some basic first aid skills. 3 It worries me how dependent people have become on mobile phones. 4 It's likely that you were bitten by an insect of some kind. 5 It was difficult for me to make new friends. 6 It is vital for people to contact a member of staff first. 7 It makes good sense not to throw away letters with your name and address on them. 8 It's common knowledge that you should never tell anyone your password.

ADDITIONAL PRACTICE | Maximiser p.22–23, Grammar 2–4

Speaking focus ▶ CB p.31**Collaborative task and discussion (Parts 3 and 4)****Aim**

- to practise responding to and expanding on a partner's ideas in an exam-style speaking task (Speaking Parts 3 and 4)

Warmer: Mature

Students look at the word map on p.31. Elicit the meaning of *mature* (*fully grown and developed; behaving in a sensible and reasonable way*). Ask students to discuss in pairs how each of the experiences listed on the word map would help someone to become more mature.

Tell students that the collaborative task (Part 3) in the Speaking paper tests their ability to negotiate with a partner to reach a decision. Explain that the task has two parts. First, students will be given a word map with five prompts and a question to discuss for two minutes. They will then be asked another question which they will need to reach a decision on. For more detailed information and strategies for Part 3, refer students to the **Exam focus** on p.205 and turn to it on eText if you are using it. Read through it with students, making sure they understand everything.

- 1 Play the recording and elicit the answer to the question. Read the **Exam tip** aloud. Point out that knowing strategies for responding will help students in social and work situations, as well as in the exam.
- 2 Play the recording again and ask students to underline the phrases that Daniela uses to respond to and expand on what Martin says. Check as a class. Remember that if you are using eText, you can display the included answers.
- 3 Read the first idea aloud with the class and elicit some possible ways to expand on this. Give students a minute to read the ideas and think about what they are going to say. Then put students in pairs to act out the conversations. Invite a few pairs to share one of their conversations with the class.
- 4 Tell students that the discussion task (Part 4) in the Speaking paper lasts about four minutes and involves the examiner asking both candidates some discussion questions related to the topic in Part 3. The idea is for students to respond and add to what the other candidate has said. For more detailed information and strategies for Part 4, refer students to the **Exam focus** on p.205 and turn to it on eText if you are using it.
Ask students to read the questions in Activity 4, then play the recording. Elicit the answers.
- 5 Tell students that they are now going to practise doing Parts 3 and 4 in groups of three, taking turns to be the examiner and the two candidates. It would be useful for each group to have a timer or watch with a second hand for the 'examiner' to use. Students turn to the activity on p.156, and follow the instructions. Encourage the 'candidates' to use the useful phrases from Activity 2 during the task, and the 'examiners' to give feedback on how well the 'candidates' responded to each other and expanded on each other's points.

Answers

- 1 Daniela
- 2 You mean, because you're having to ask your parents for money and possibly also having to justify what you spend it on?

There's a lot to be said for that argument. In many cases, I think it does make people less able to take responsibility for their own decisions and it often creates tensions in a family.

Yes, you're forced to mature by having to make sacrifices and by being responsible for other people, aren't you?

ADDITIONAL PRACTICE | Maximiser p.23, Speaking 1–4 | Photocopiable p.146/173, 3A *A good answer* | **MyEnglishLab: Cambridge Advanced**, Speaking 9: Strategies for dealing with the first part of a Part 3 task, Speaking 11: Responding appropriately to your partner in Part 3

MyEnglishLab tip

There are video introductions to all of the exam papers in MyEnglishLab which students may find useful to watch for homework.

Use of English focus

► CB p.32

Multiple-choice cloze (Part 1)

Aim

- to complete an exam-style multiple-choice cloze task (Reading and Use of English Part 1)

- 1 Ask students to read the questions, then elicit the difference between *life expectancy* (the length of time a person or animal is expected to live), and *longevity* (long life). Students discuss the questions in pairs. Elicit a few responses to each.
- 2 Elicit what students remember about the multiple-choice cloze task (Reading and Use of English Part 1) and refer them to the **Exam focus** on p.197 to check their ideas. Turn to it on eText if you are using it. Read through it with the students, making sure they understand everything. Leave it displayed on eText as a reference so students can follow the strategy as they do the task. Students read the article and discuss the question in pairs. Emphasise that they are not filling out the gaps yet.

- 3 Focus students' attention on the first sentence and demonstrate using Strategies 3 and 4 from the **Exam focus** on p.197 to help students choose the correct answer (3 *Look at the options for each gap carefully. Try putting each of the options in the gap to see which one fits best.* 4 *Check the words on either side of the gap to see if the option you have chosen goes with these.*)

- 4 Refer students to the **Exam tip**. Students discuss the question in pairs. Check as a class.

- 5 Students do the task, then compare their answers in pairs before you check as a class.

Teaching tip

Pairs

Comparing answers in pairs encourages students to think more carefully about the reasons for their choices.

Answers

3 1 B 2 C

4 3

5 1 A (difference in meaning) 2 D (*determine* collocates with *factors*) 3 C (difference in meaning) 4 D (*life* collocates with *expectancy*) 5 A (*reach a birthday/age* is a collocation) 6 B (difference in meaning) 7 A (difference in meaning) 8 A (*result* is the only option that can be followed by *in*; *lead* is followed by *to* and *produce/make* take a direct object without a preposition)

Speaking

Aim

- to provide spoken practice

- 6 Give students a minute to think about their answers to the questions. Then put students in small groups to discuss their answers.

Answers

- 6 1 The people live in homes that encourage physical activity, they avoid overeating, have purposeful lives and are surrounded by others who value and appreciate them.

ADDITIONAL PRACTICE | Maximiser p.24, Use of English 1 | Photocopiable p.147/174, 3B *Word exchange* | **MyEnglishLab: Cambridge Advanced**, Use of English 8: Phrasal verbs and common expressions

Listening focus ▶ CB p.33

Speaking

Aims

- to introduce the topic of longevity
- to provide spoken practice

Warmer: Agree/Disagree phrase competition

Divide the class into two groups and ask each group to select a person to write down their ideas. Give the groups two minutes to make a list of good phrases to use when agreeing and disagreeing. One group should brainstorm the phrases for agreeing and the other the phrases for disagreeing. The groups take turns to read one of their phrases. The group that has the most phrases wins.

- 1 Students discuss each statement in pairs. Tell students to try and use different phrases to agree/disagree each time (using the phrases from the Warmer to help). Elicit a few opinions about each statement.

Multiple choice (Part 3)

Aim

- to complete an exam-style multiple-choice listening task (Listening Part 3)

- 2 Tell students that Part 3 of the Listening paper involves listening to a conversation or interview and answering six multiple-choice questions focusing on the opinions and attitudes of the speakers. Ask students to turn to the **Exam focus** on p.203 and display it on eText if you are using it. Work through the strategies with the class: Read Strategy 1, then ask students to read the task. Elicit who the speakers are and what they will talk about. Refer students to Strategy 2 and give them a minute to underline key words. Refer them to Strategy 3, then play the recording. Refer them to Strategy 4 before playing the recording a second time. Go through the answers as a class.
- 3 Students discuss the questions in pairs. Elicit any longevity factors which students found surprising in the interview.

Answers

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

Vocabulary

working out meaning from context

Aim

- to practise working out meaning from context

- 4 Students discuss the meanings in pairs, then check as a class.

Answers

- 4 1 believing what you want to happen will happen even though it is impossible 2 stupid and reckless 3 used when you admit that something is true 4 relaxed and easy-going 5 change direction suddenly 6 when the situation is the opposite of what it was before

Additional activity: vocabulary

Write the following on the board: *A sure, B easy-going, C if it is vice versa, D go, E reckless, F naive optimism*. Each of these can be used to replace the underlined words/phrases in Activity 4 with a similar meaning. Ask students to match them up, then compare their answers in pairs before you check as a class.

Answers: A 3 B 4 C 6 D 5 E 2 F 1

ADDITIONAL PRACTICE | **Maximiser** p.24, Listening 1 | **My EnglishLab: Cambridge Advanced**, Listening 10: Listening for gist, Listening 18: Listening for stated opinions, attitudes and inferred ideas

Writing focus ▶ CB p.34

Speaking

Aim

- to provide spoken practice

- 1 Students discuss the questions in pairs. Elicit a few ideas for each question.

Report (Part 2)

dos and don'ts

Aims

- to identify dos and don'ts for writing an exam-style report
- to practise writing an exam-style report

Remind students that the Writing paper consists of a compulsory essay (Part 1) and a choice of three tasks in Part 2, one of which might be a report.

- 2 Ask students to look at the exam task and write a plan individually or in pairs.
- 3 Students look at the plans and answer the questions. Elicit the answers.
- 4 Students read the advice for writing reports and identify which piece of advice should start with *Don't*. Elicit the answer.
- 5 Refer students to the model report on p.192 to read, then elicit the answer.
- 6 Read through the useful language for report writing on p.193. Ask students to select a few expressions to use for the task in Activity 2.
- 7 Set the draft as homework and remind students to use the advice from Activity 4. During the next lesson, students share their work in pairs and make any improvements. Collect in to offer individual feedback.

Answers

- 3 2 Plans A and B do not include a recommendation section.
- 5 Item 7 should start with *Don't*. Plan C is the most similar to the structure of the model report.
- 7 Sample answer:

Introduction

The main objectives of this report are to describe how young people in Canterbury feel about elderly people in their area and aging themselves. I will present results of a survey I conducted with a random selection of 200 young people at the local high school and in the final section I will include recommendations as to how attitudes could be improved.

Attitudes to older people

According to my survey, a significant proportion of young people never or hardly ever spend time with someone aged over 65. Reasons that respondents gave for this included: they have nothing in common, the elderly don't like teenagers and lack of time. More promisingly, nearly three quarters of those surveyed (74 percent) agreed that they could probably 'learn something' from older people.

Attitudes to aging

Those responding to the survey were almost equally split between preferring to think about it as little as possible and those who never thought about it. For those who did think about it, the prime concerns were loneliness, poor health and boredom.

Recommendations

Clearly more could be done to bridge the gap between young and old in our community. I would make the following recommendations:

- Set up volunteer tutoring opportunities for elderly citizens to help younger people at the high school with academic work or practical skills.
- Invite young people to tutor old people in technology use, e.g. how to text/send emails in return for a donation to be used for social events.

Hopefully, increased contact between the groups will lead to greater understanding and more positive attitudes.

ADDITIONAL PRACTICE | **Maximiser** p.25, Writing 1–4 | **MyEnglishLab: Cambridge Advanced**, Writing 12: Knowing the difference between a proposal and a report, Writing 13: Useful language for reports and proposals

Review ▶ CB p.35

Answers

- to revise the structures, vocabulary and exam tasks covered in Unit 3

- 1 – 3 Ask students to complete the exercises, circulating to provide assistance. Ask students to check answers in pairs before checking as a class on eText. Alternatively, set as a homework activity and then go through the answers as a class, or on eText, to check.

Answers

- 1 1 vital that we learn 2 have a deep mistrust of 3 the council that should do 4 astonishing how few people 5 find it embarrassing 6 has an excellent knowledge
- 2 1 B 2 C 3 A 4 D 5 C 6 A
- 3 1 C 2 B 3 D 4 A 5 C 6 D 7 A 8 B

ADDITIONAL PRACTICE | **Testmaster** online and on eText, Unit 3 test, Progress test 1

The feel-good factor

5

Use of English and Speaking focus ▶ CB p.46

Open cloze (Part 2)

Aim

- to complete an exam-style open cloze task (Reading and Use of English Part 2)

- Students discuss the questions about happiness in pairs. Elicit a few responses to each question.
- Tell students that Reading and Use of English Part 2, Open cloze tests their grammar and involves reading a text with eight missing words and putting one word in each gap. For more detailed information and strategies, refer students to the **Exam focus** on p.198 and turn to it on eText if you are using it. Focus students' attention on the title of the article. Working in pairs, students predict what the happiness app might be. Then ask students to read the article for general meaning, without worrying about the gaps yet. Elicit how the writer feels about using technology to help people track their thoughts, activities and moods.
- Read the **Exam tip** aloud, then ask students to read the article again and fill in the gaps. Students compare their answers in pairs before you check as a class.

Answers

- He found it annoying but it helped him understand that when he's distracted, he's less happy.
- 1 in 2 part 3 where 4 them 5 than 6 less 7 only 8 else

Additional activity: Mood discussion

Write the following questions on the board. Ask students to complete them with a preposition, then check answers as a class. Give students a few moments to think about their own answers to each question before discussing them in pairs. Elicit a few ideas for each.

- Do you have any particular strategies you rely _____ to put you in a good mood?
- Would you consider signing up _____ a study like the one in the article?
- Do you think you are conscious _____ your feelings most of the time?
- Are you able to focus _____ what you're doing or are you easily distracted?

Answers: 1 on 2 for 3 of 4 on

Long turn (Part 2)

speculating (I)

Aims

- to use a range of expressions to speculate
- to complete an exam-style speaking task (Speaking Part 2)

- 4 Ask students what they remember about Speaking Part 2, Long turn. Refer them to the **Exam focus** on p.204 to check their ideas. Then read the **Exam tip** aloud. Read through the expressions in the box with the class. Then ask students to discuss the questions and pictures using the expressions.
- 5 Play the recording and elicit which things in the list the examiner does *not* ask the candidate to do.
- 6 Students complete the activity in pairs. After the activity, Student B should tell Student A which phrases they used. Students then swap roles. To extend with strong students, tell Student A to close their book or not look at the phrases during the task.
- 7 Play the recording and elicit what the candidate has to do. Students discuss the question with their partner.
- 8 Tell students that they are going to do another exam task. Students work in pairs and do the tasks on p.153 and p.158.

Answers

- 5 1, 3, 5
- 7 The candidate needs to answer the question: *Which group of people do you think looks happiest? Why?*

Additional activity

Ask students to look at the pictures on p.19 and 21. In pairs, they speculate about what the people are talking about using the phrases from Activity 4. Elicit some ideas. Then ask students to select some other pictures of people from Units 1–4 and, in their pairs, speculate what the people were thinking about when the picture was taken.

ADDITIONAL PRACTICE | **Maximiser** p.34–35, Use of English 1–3, Speaking 1–4 | **MyEnglishLab: Cambridge Advanced**, Speaking 5: Using linking words in Part 2

MyEnglishLab tip

Customisable attempt number

The number of attempts students have on each MyEnglishLab exercise is customisable so that you can either set attempts to one or allow unlimited attempts, or anything in between.

Listening focus ► CB p.48

Multiple choice (Part 3)

Aim

- to complete an exam-style multiple-choice listening task (Listening Part 3)

- 1 Students work in pairs and order the professions in the box according to how interesting they think they are. Students then swap partners to compare their ideas.
- 2 Refer students to the **Exam focus** on p.203 and turn to it on eText if you are using it. Read through it with the students, making sure they understand everything. Ask students to underline the key words in Activity 4, question 1, then elicit possible paraphrases for these.
- 3 Read the **Exam tip** aloud, then play the recording. Elicit the answers to the questions.
- 4 Give students a minute to underline key words in questions 2–6. Elicit some possible paraphrases for the key words, then play the recording. Play the recording a second time and then elicit the answers.
- 5 Elicit the meanings of the underlined words and phrases: *a dead-end job* (a position with no prospects of career advancement), *keep your nose to the grindstone* (stay focused on work), *a real slave driver* (someone who pushes you to work very hard), *up to your ears in work* (have a huge amount of work to do), *a carrot and stick approach* (offering incentives and punishments), *getting a foot in the door* (getting your first opportunity, which could lead to something better). Students read and answer the questions individually, then compare answers in pairs.

- 6 Pairs turn to the task on p.165. Ask them to take turns to read the sentences aloud, completing them appropriately. They should try and do this without looking back at Activity 5. When they have completed the six sentences, students check their answers on p.48.

Answers

- 2 What does Diana say the results of the survey show about teaching as a career?
 A Teachers find their work makes them happy.
 B People working in the media are a lot less happy than teachers.
 C Teaching doesn't offer opportunities for creativity.
 D Teachers find their work stimulating.
- 3 1 A and B: 'teaching was rated as the least boring. It came in way ahead of careers in the media or in advertising'; C 'there's some scope for using their creative skills'; D 'all things that keep them engaged' 2 D
- 4 2 A 3 B 4 D 5 B 6 C

ADDITIONAL PRACTICE | Maximiser p.35–36, Listening 1–2 | MyEnglishLab: Cambridge Advanced, Vocabulary 17: Career choices, Listening 14: Identifying attitudes and feelings

Grammar focus ▶ CB p.49

Speaking

Aims

- to introduce the topic of job satisfaction
- to provide spoken practice

- 1 Students discuss the items in pairs. Check they understand *commute* (regularly travel a long distance to get to work) and elicit the word for a person who commutes: *commuter*.

Hypothetical meaning

Aim

- to review a range of ways to express hypothetical meaning

- 2 Tell students that there are a range of ways to communicate hypothetical meanings in English and in this lesson you are going to review them. Elicit the meaning of *hypothetical* (based on a situation which is not real but might happen or one that didn't happen but potentially could have). Share the collocations *hypothetical situation/example/question*. Students choose the correct alternative in each sentence. Ask them to compare their answers in pairs before you check as a class.

- 3 Students complete the sentences about hypothetical meaning. Check answers as a class.
- 4 Read the **Language tip** and elicit a few more ways to complete the sentence *I wish I were ...*. Refer students to the **Grammar reference** on p.175–176 for more notes and examples on using the expressions *I wish, If only, It's time* and *would rather*. Read the instructions for Activity 4 with the class and do the first sentence as an example, eliciting what goes in the gap (*wish I hadn't*). Emphasise the importance of understanding the first sentence before completing the gap. In sentence 1, *wish I had* could fit grammatically but would not have a similar meaning.
- 5 Students complete the sentences, then compare with a partner. Encourage them to ask at least one question about each of their partner's answers (e.g. *A: I know my friend wishes that she had studied more before she sat her driving test. B: Why, what happened? Did she have to retake the test?*).

Answers

- 2 1 wouldn't 2 could stop 3 could 4 didn't
 5 had chosen 6 would give 7 did 8 Would
- 3 1 past simple 2 *would* + infinitive 3 *if only* 4 past perfect 5 *could* + infinitive 6 past simple 7 *rather*
- 4 1 *wish I hadn't* 2 *would stop borrowing* 3 *you didn't tell* 4 *only people learnt/would learn* 5 *wish I didn't have* 6 *high time I wrote*

Additional activity: *The Glad Game*

Ask students if they have ever heard of *Pollyanna* and elicit anything they know about it. Explain that *Pollyanna* is the title of a 1913 novel by Eleanor H. Porter. The novel tells the story of an orphan who cheers up a town by playing *The Glad Game*, which is looking for positives in any situation. The book, considered a children's classic, has been filmed various times, including a version by Disney in 1960.

To play *The Glad Game*, students work in pairs. One student makes a negative statement (which doesn't have to be true) using hypothetical language and their partner has to respond with a positive sentence, e.g.:

A: *I wish I wasn't so tired.*

B: *That's a good excuse for a nap.*

A: *If only I had a comfortable bed!*

B: *Have a lie down on this chair instead!*

Students continue with four more negative statements and positive responses before swapping roles.

ADDITIONAL PRACTICE | Maximiser p.36, Grammar 1–2 | Photocopiable p.150/176, 5A *You wish!*

Reading focus ► CB p.50

Multiple matching (Part 8)

Aim

- to complete an exam-style multiple matching task (Reading and Use of English Part 8)

- Students discuss the questions about money in pairs. Elicit a few responses for each. Ask students what they remember about Part 8, Multiple matching. Refer them to the **Exam focus** on p.201 to check their ideas.
- Give students about three minutes to read the article quickly and match the topics with the sections. Check answers as a class.
- Focus students' attention on question 1 in the exam task and ask students to find the words/phrases that correspond to the underlined words.
- Give students about ten minutes to underline key words in questions 2–10 and to choose the sections that correspond to each. Read the **Exam tip** aloud, then ask students to check their answers to questions 5 and 10. Students compare answers in pairs, then check as a class. When checking answers, elicit the sentences in the text that say the same things in different words for questions 6 and 10.

Answers

- 1 E 2 D 3 A 4 B 5
- 'they had to spend it by five in the afternoon of the same day'
- 2 C ('Thanks to the care the researchers took')
3 B ('The researchers started out by randomly selecting a group of just over 600 people from the local telephone directory.)
4 D ('Half the people were told to spend the money on themselves and the other half were told they should buy a gift for someone else or donate the money to a charity.)
5 B ('Unfortunately, the researchers couldn't claim that it was the type of spending that made people happy or not')
6 A ('And it is doing just that – using money to help others – that three Canadian researchers, Elizabeth Dunn, Lara Aknin and Michael Norton set out to prove was the key to happiness.')

- E ('The researchers asked over 100 university students')
- C ('after receiving a bonus at work')
- A ('the more they indulge in consumer goods, the more likely they are to obsess about money and the less inclined they will be to use that money to help others')
- E ('There is clearly a call for teaching people the facts of money and happiness.')

Vocabulary

working out meaning from context

Aim

- to practise working out meaning from context

- Students find the words and phrases that match meanings 1–8, then compare answers in pairs before you check as a class.
- Students complete the sentences with the correct forms of words and phrases from Activity 5. They then compare answers in pairs before you check as a class.
- Students discuss the questions in pairs. Elicit a few ideas as a class.

Answers

- 1 make ends meet 2 intriguing 3 squander
4 randomly 5 come up with 6 clear-cut
7 on two counts 8 call
- 1 call 2 intrigued 3 clear-cut 4 squandered
5 randomly 6 come up with 7 make ends meet
8 on two counts

ADDITIONAL PRACTICE | **Maximiser** p.36–37, Reading 1–2, Vocabulary 1 | **MyEnglishLab: Cambridge Advanced**, Reading 7: Unfamiliar words, Reading 10: Identifying the writer's attitude A

Grammar focus ► CB p.52

Reading

Aim

- to provide examples of substitution and ellipsis in context

Warmer

Students discuss the following question in pairs: *What sorts of suggestions would you expect to read in a book called 'Naturally High'?* Ask students to think of at least four ideas. Elicit some predictions.

- Ask students to read the extract and then elicit the reviewer's impression.
- Students discuss the question in pairs. Elicit a few responses as a class.

Substitution and ellipsis

Aim

- to review the use of substitution and ellipsis

- Focus students' attention on the first underlined word in the review (*it*) and elicit what it refers to (reading the novel). Tell students that this is called *substitution* and is used to avoid repetition of words. Students work out what each of the other underlined words/phrases refer to. Check answers as a class. Check students understand the meaning of *misanthrope* (someone who does not like other people and prefers to be alone).
- Look at the first instance of ↑ in the article. Read the surrounding sentence aloud and elicit which words have been omitted (*it took me*). Tell students that this is called *ellipsis*. Like *substitution*, it is used to avoid repetition. Read the **Language tip** aloud.

Cultural note

In the UK, a common informal way of saying *How are you?* uses ellipsis:

A: [Are you] All right?'

B: [I'm] All right, thanks. [How are] You?

- Students work in pairs to complete the activity.

- Students complete the sentences, then compare their answers in pairs before you check as a class.

Answers

- very positive
- 1 reading the book 5 the book 6 suggestions
7 (really hot) chillies 11 hardened misanthropes
13 it won't make them purr with contentment
14 dogs
- 2 it took me 3 ways 4 I'm 8 Are you having/Do you have 9 it will do it 10 of us/you 12 that it
- My friend Susan wanted me to buy her a book for her birthday but I couldn't find the one that she wanted in our local bookshop, so I got her another one that I found there instead of the one she had asked for.
- 1 do 2 there 3 so 4 one 5 It 6 not
7 either 8 That

Additional activity: Ellipsis: which word?

Write the following sentences on the board or read them aloud one by one. Ask students to discuss in pairs which words or phrases have been left out in these sentences. Then elicit answers as a class.

- She was tired but (↑) happy.
- Bring along as many friends as you want (↑).
- Dan can't make it next weekend. He sent me an email explaining why (↑).
- They didn't have any yellow sheets. Only pink (↑).
- That's Bill's bike. This is Kim's (↑).
- She promised she would write but she hasn't (↑).

Answers: 1 she was 2 to bring 3 he can't make it next weekend 4 sheets 5 bike 6 written

Additional activity: Improvise a conversation

Students work in pairs. They choose one of the pairs of sentences in Activity 6 as the first part of a conversation and try to continue the conversation. Encourage them to use more examples of ellipsis. Invite a few pairs to share one of their conversations with the class.

ADDITIONAL PRACTICE | Maximiser p.38, Grammar 1–2

Vocabulary focus ▶ CB p.53

Prefix *mis-* and false opposites

Aims

- to expand knowledge of words beginning with the prefix *mis-*
- to clarify the meanings of some false opposites

Warmer

Focus students' attention on the picture and elicit what is happening. Elicit *mistake*. Write the prefix *mis-* on the board and give students two minutes to work in small groups and think of as many words as they can that start with *mis-*. Invite groups to share their lists and elicit meanings for any that other students are unsure of.

- 1 Students complete the sentences, then compare answers in pairs before you check as a class.
- 2 Focus students' attention on the **Language tip** and read it aloud. Elicit the meaning of the false opposites *disease* (serious illness) and *ease* (if you do something *with ease*, it is easy for you, antonym = with difficulty, if you are *at ease*, you feel relaxed, antonym = *unease*). Students discuss the meanings of the underlined words in pairs. Ask them not to use dictionaries as meanings will be clarified in Activity 3.
- 3 Students match the underlined words from Activity 2 with meanings A–F. Go through the answers with the class and for each underlined word, elicit whether it has a base form and whether it has an opposite, or is a false opposite.
- 4 Students answer the questions individually, then share their answers in pairs.

Answers

- 1 1 misunderstanding 2 misguided
3 misconceptions 4 misleading 5 misgivings
6 misinterpretation 7 misprint 8 mistrustful
3 1 F 2 A 3 B 4 E 5 C 6 D

ADDITIONAL PRACTICE | *Maximiser* p.38, Vocabulary 1

Writing focus ▶ CB p.54

Vocabulary

sentence adverbs

Aim

- to review sentence adverbs for use in a review

- 1 Students work in pairs to discuss the questions. Elicit a few ideas for each question.

Additional activity: What is a sentence adverb?

Check that students understand what a sentence adverb is and how sentence adverbs differ from regular adverbs (A sentence adverb relates to the whole sentence that contains it and is usually used to describe the speaker's attitude, whereas a regular adverb modifies a verb, adjective or other adverb.). Tell students that sentence adverbs are useful for expressing opinions in a review. They are usually placed at the beginning of a sentence. To further illustrate the difference between a regular adverb and a sentence adverb, write the following on the board:

- 1 Sadly, she left.
- 2 She left sadly.

Ask students to discuss the difference in meaning between the two sentences, then elicit the answer. The first sentence, where *sadly* is used as a sentence adverb, communicates that the speaker feels sad about the whole sentence, i.e. the fact that she left. In the second sentence, *sadly* modifies the verb *left*, so it communicates that she left in a sad manner.

- 2 Ask students to cross out the adverb that does not make sense in each extract. If necessary, clarify or elicit the meanings of the adverbs when used as sentence adverbs: *ironically* (used when talking about a situation in which the opposite of what you expected happens or is true), *hopefully* (a way of saying what you hope will happen), *happily*, *thankfully* (used to say that you are glad something has happened, especially because a difficult situation has ended or been avoided), *sadly* (used to say that you are sad or disappointed something has happened, especially when it could have been different), *understandably*, *naturally* (used to say that something is normal and not surprising), *oddly enough*, *curiously*, *surprisingly* (used to say that something seems strange or surprising).

Answers

- 2 1 Hopefully 2 Understandably 3 Sadly
4 Naturally 5 Ironically 6 Thankfully
7 Understandably 8 Oddly enough

Review (Part 2)

covering key features

Aims

- to identify the key features of a review
- to write an exam-style review (Writing Part 2)

- 3 Students match extracts 1–8 with features A–D. Check answers as a class.
- 4 Students work in pairs to read the exam task and discuss which films they would choose.
- 5 Refer students back to features A–D in Activity 3. Read the **Exam tip** aloud, then ask students to make notes about the two films they chose under those headings.
- 6 Ask students to read the model review in the **Writing reference** on p.195 and pick out and underline five pieces of useful language. Ask them to share their answers with a partner. Point out the useful language for writing reviews in the **Writing Reference** on p.194. Then set Activity 6 as homework.
- 7 Give students an opportunity to share their draft with a partner and make changes before you collect the reviews in to provide individual feedback.

Answers

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

Sample answer:

In this review I am going to compare two contrasting tales about overcoming adversity. Whereas *The Blind Side* (2009) left me with a huge grin on my face, sadly, *Doctor Zhivago* (1965) left me feeling the weight of the world on my shoulders.

Doctor Zhivago, directed by five-time Oscar winner David Lean, is set in the Bolshevik revolution and follows the title character, who must adapt to the new order while pining for Lara, the beautiful wife of a political campaigner. The director succeeded in creating a film that is thoroughly engaging but full of gritty realism, cruelty and tragic irony. Take the tissues!

The Blind Side, which is based on a true story, is also a bit of a tearjerker, in a completely different way. Starring Sandra Bullock, who won an Academy Award for her portrayal of a rich white mother in Tennessee who takes a homeless black teenager under her roof. Understandably, the gentle giant thinks he isn't good at anything but his new mother sees his potential to become a football star and part of the family. The plot is based on a true story, making it all the more touching.

I would strongly recommend *The Blind Side*. It will appeal to a range of people and is a great choice for a movie night. Although *Doctor Zhivago* is a classic, I think it has more of a niche audience and is best saved for when you want a dose of gloom!

Teaching tip

If a review is one of the Part 2 tasks, it might include items such as a concert, album, film, book or shop. It may help students to brainstorm some examples they might use in each category. However, emphasise that they must only use examples that are relevant to the question asked in the exam. Finally, tell students that they can make up details for the review if they don't know them (e.g. the director of a film or the year a book was published).

ADDITIONAL PRACTICE | **Maximiser** p.38–39 Vocabulary 2, Writing 1–3 | **Photocopiable** p.151/176, 5B *Hit and mis-* | **MyEnglishLab:** **Cambridge Advanced**, Writing 16: How to write a good review, Writing 17: Useful language: Review writing

Progress test 1 ▶ CB p.55

Aims

- to revise the structures and vocabulary covered in Units 1–5
- to practise Reading and Use of English Parts 1–4 type activities

- 1 – 8** Ask students to complete the exercises, circulating to provide assistance, or set them as a test. Suggested time limit: 45 minutes for Activities 1–4 and 45 minutes for Activities 5–8. Ask students to check answers in pairs before you check as a class on eText. Alternatively, set as a homework activity and then go through the answers as a class.

Answers

- 1** 1 would stop 2 started 3 had realised
4 wouldn't rain/didn't rain 5 could get 6 didn't go
- 2** 1 C 2 A 3 B 4 A 5 B 6 A
- 3** 1 then 2 as 3 one 4 them 5 this 6 more
7 so 8 It
- 4** 1 C 2 A 3 A 4 C 5 B 6 C
- 5** 1 B 2 B 3 C 4 D 5 B 6 C 7 A 8 C
- 6** 1 More 2 like 3 no 4 to 5 for 6 us 7 have
8 What
- 7** 1 amazement 2 imagination 3 unlikely
4 unexpectedly 5 discovery 6 enthusiastic
7 remarkable 8 agencies
- 8** 1 sooner had I sat down than 2 had a really
good understanding of 3 find it embarrassing
4 prevented me from going 5 had a profound
suspicion 6 wish they didn't have

ADDITIONAL PRACTICE | Testmaster online and on eText,
Unit 5 test | MyEnglishLab: Cambridge Advanced, Progress test 1