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Teacher's Book



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Second Edition

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Map of Objective Proficiency Student's Book

TOPIC	LESSON FOCUS	EXAM SKILLS	GRAMMAR	VOCABULARY
Unit 1 Ring the changes 8–13 Talking about change	1.1 Listening and Vocabulary 1.2 Grammar 1.3 Reading into Writing	Paper 1 Reading and Use of English: 1 Paper 2 Writing: 1 Summarising ideas Paper 3 Listening: 4	Perfect tenses	Introduction to idioms Phrasal verbs Word formation – suffix endings
Exam folder 1 14–15		Paper 1 Reading and Use of English: 3 Word formation cloze		
Unit 2 Expectation 16–21 Expectations	2.1 Reading and Vocabulary 2.2 Grammar and Vocabulary 2.3 Listening and Speaking	Paper 1 Reading and Use of English: 7 Paper 3 Listening: 1 Paper 4 Speaking: 1	Aspects of the future Pronunciation: homophones	Collocations with <i>traveller</i> Prepositional phrases <i>Have no + noun</i> Phrases – nouns with related verbs
Writing folder 1 22–23		Paper 2 Writing: 1 Essay		
Unit 3 Strange behaviour 24–29 Human and animal behaviour	3.1 Listening and Vocabulary 3.2 Grammar 3.3 Reading into Writing	Paper 1 Reading and Use of English: 2 Paper 2 Writing: 1 Reformulation	Conditional clauses	Phrases – fixed pairs of words Modifiers – <i>quite, rather, fairly</i> Word formation – negative adjectives
Exam folder 2 30–31		Paper 1 Reading and Use of English: 2 and 4 Open cloze Key word transformations		
Unit 4 Sweet rituals 32–37 Food and ritual	4.1 Reading and Vocabulary 4.2 Grammar and Vocabulary 4.3 Listening and Speaking	Paper 1 Reading and Use of English: 5 Paper 4 Speaking: 2	Past tenses	Collocations Compound adjectives Adjectives and idioms to do with food
Writing folder 2 38–39		Paper 2 Writing: 2 Review		
Revision Units 1–4 40–41				
Unit 5 The consumer society 42–47 Advertising, shopping	5.1 Listening and Vocabulary 5.2 Grammar and Vocabulary 5.3 Reading into Writing	Paper 1 Reading and Use of English: 1 Paper 2 Writing: 1 Working with two texts Paper 3 Listening: 2	Countable/ uncountable nouns Possession Spelling	Phrasal verbs Phrases with <i>right</i> Prepositions Abstract nouns
Exam folder 3 48–49		Paper 1 Reading and Use of English: 1 Lexical cloze		
Unit 6 The sound of music 50–55 Music	6.1 Reading and Vocabulary 6.2 Grammar 6.3 Listening and Speaking	Paper 1 Reading and Use of English: 2, 4 and 6 Paper 3 Listening: 2 Paper 4 Speaking: 2	Degrees of likelihood Pronunciation: contrastive stress	Phrases with <i>take</i> Collocations with adjectives and adverbs Idioms with music words
Writing folder 3 56–57		Paper 2 Writing: 2 Essay		
Unit 7 Before your very eyes 58–63 Art and sight	7.1 Listening and Vocabulary 7.2 Grammar 7.3 Reading into Writing	Paper 1 Reading and Use of English: 3 Paper 2 Writing: 1 Exemplifying your ideas Paper 3 Listening: 1	Participle clauses	Idioms with <i>eye</i> Extended noun phrases Adjectives showing disapproval
Exam folder 4 64–65		Paper 1 Reading and Use of English: 7 Multiple matching		

TOPIC	LESSON FOCUS	EXAM SKILLS	GRAMMAR	VOCABULARY
Unit 8 Urban jungle 66–71 City living	8.1 Reading and Vocabulary 8.2 Grammar and Vocabulary 8.3 Listening, Speaking and Vocabulary	Paper 1 Reading and Use of English: 4 and 7 Paper 4 Speaking: 3	Inversion	Compound adjectives Phrases with <i>place</i>
Writing folder 4 72–73		Paper 2 Writing: 2 Set text question: Film tie-in		
Revision Units 5–8 74–75				
Unit 9 Fitting in 76–81 Attitudes	9.1 Listening and Vocabulary 9.2 Grammar and Vocabulary 9.3 Reading into Writing	Paper 1 Reading and Use of English: 2 and 4 Paper 2 Writing: 1 Linking Paper 3 Listening: 4	Gerunds and infinitives	Phrases with <i>come</i> Prefixes Linking words and phrases Personal appearance, personality
Exam folder 5 82–83		Paper 1 Reading and Use of English: 6 Gapped text		
Unit 10 Globalisation 84–89 Language and culture	10.1 Reading and Vocabulary 10.2 Grammar and Vocabulary 10.3 Listening and Speaking	Paper 1 Reading and Use of English: 1, 3 and 4 Paper 3 Listening: 1 Paper 4 Speaking: 2	Reference devices Expressing wishes and preferences Pronunciation: word stress	Expressions with <i>turn</i>
Writing folder 5 90–91		Paper 2 Writing: 2 Article		
Unit 11 For better, for worse 92–97 Relationships	11.1 Listening and Vocabulary 11.2 Grammar 11.3 Reading into Writing	Paper 1 Reading and Use of English: 2 and 3 Paper 2 Writing: 1 Reformulation 2 Paper 3 Listening: 3	Gradability	Phrasal verbs Idioms to do with relationships
Exam folder 6 98–99		Paper 3 Listening: 4 Multiple matching		
Unit 12 At the cutting edge 100–105 Scientific advances	12.1 Reading and Vocabulary 12.2 Grammar 12.3 Listening and Speaking	Paper 1 Reading and Use of English: 1, 4 and 6 Paper 4 Speaking: 3	Passive structures Pronunciation: stress and emphasis	Idioms with technical words Phrases with <i>set</i>
Writing folder 6 106–107		Paper 2 Writing: 2 Report		
Revision Units 9–12 108–109				
Unit 13 Save the planet 110–115 The environment	13.1 Listening and Vocabulary 13.2 Grammar 13.3 Reading into Writing	Paper 1 Reading and Use of English: 1, 2 and 5 Paper 2 Writing: 1 Giving opinions Paper 3 Listening: 1	Reported speech	Vocabulary – the environment Register Synonyms
Exam folder 7 116–117		Paper 1 Reading and Use of English: 5 Multiple-choice text		
Unit 14 Get fit, live longer! 118–123 Sport and health	14.1 Reading and Vocabulary 14.2 Grammar and Vocabulary 14.3 Listening and Speaking	Paper 1 Reading and Use of English: 2, 4 and 7 Paper 3 Listening: 3 Paper 4 Speaking: 2	Articles review Pronunciation: noun/verb/adjective stress	Register Phrases with <i>live</i> Phrases with nouns and no article Prepositions Word formation
Writing folder 7 124–125		Paper 2 Writing: 2 Letter		

TOPIC	LESSON FOCUS	EXAM SKILLS	GRAMMAR	VOCABULARY
Unit 15 The daily grind 126–131 The world of work	15.1 Listening and Vocabulary 15.2 Grammar 15.3 Reading into Writing	Paper 1 Reading and Use of English: 2 Paper 2 Writing: 1 Contrasting ideas Paper 3 Listening: 3	Purpose and reason clauses	Topic expressions Neologisms Gender-specific words
Exam folder 8 132–133		Paper 3 Listening: 2 Sentence completion		
Unit 16 Hidden nuances 134–139 Literature and the printed word	16.1 Reading and Vocabulary 16.2 Grammar and Vocabulary 16.3 Listening and Speaking	Paper 1 Reading and Use of English: 3, 4 and 5 Paper 4 Speaking: 3	Concessive clauses Pronunciation: silent consonants	Adjectives describing character
Writing folder 8 140–141		Paper 2 Writing: 2 Set text question: Review		
Revision Units 13–16 142–143				
Unit 17 Defining happiness 144–149 Happiness and well-being	17.1 Listening and Vocabulary 17.2 Grammar and Vocabulary 17.3 Reading into Writing	Paper 1 Reading and Use of English: 1, 2 and 4 Paper 2 Writing: 1 Full Task 1 Paper 3 Listening: 4	Comparison	Idioms to do with emotions Metaphor Synonyms Idioms to do with hardship
Exam folder 9 150–151		Paper 3 Listening: 1 Multiple-choice questions Paper 3 Listening: 3 Multiple-choice questions		
Unit 18 On freedom 152–157 Freedom	18.1 Reading and Vocabulary 18.2 Grammar and Vocabulary 18.3 Listening and Speaking	Paper 1 Reading and Use of English: 1, 3, 4 and 6 Paper 4 Speaking: 2	Review of modals Pronunciation: stress and intonation	Synonyms
Writing folder 9 158–159		Paper 2 Writing: 2 Essay		
Unit 19 The unexplained 160–165 Strange places and happenings	19.1 Listening and Vocabulary 19.2 Grammar 19.3 Reading into Writing	Paper 1 Reading and Use of English: 1, 2 and 3 Paper 2 Writing: 1 Full Task 2 Paper 3 Listening: 2	Word order and adverbs	Adjectives describing personality Onomatopoeia Word formation
Exam folder 10 166–167		Paper 4 Speaking		
Unit 20 A sense of humour 168–173 Humour	20.1 Reading and Vocabulary 20.2 Grammar and Vocabulary 20.3 Listening and Speaking	Paper 1 Reading and Use of English: 2, 4 and 5 Paper 3 Listening: 3 Paper 4 Speaking: 3	Uses of <i>have</i> , <i>get</i> and <i>go</i> Pronunciation: loan words	Expressions with <i>go</i>
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Content of Cambridge English: Proficiency (CPE)

Cambridge English: Proficiency, also known as *Certificate of Proficiency in English (CPE)* consists of four papers, each of which carries 25% of the total marks. It is not necessary to pass all four papers in order to pass the examination. If you achieve a grade A, B or C in the examination, you will receive the *Cambridge English: Proficiency* certificate at Level C2. If your performance is below Level C2, but falls within Level C1, then you will receive a *Cambridge English* certificate stating that you have demonstrated ability at C1 level.

As well as being told your grade, you will also be given a Statement of Results – a graphical profile of your performance, i.e. it will show whether you have done especially well or badly on some of the papers.

Paper 1 Reading and Use of English 1 hour 30 minutes

There are seven parts to this paper and they are always in the same order. For Parts 1 to 4, the test contains texts with accompanying grammar and vocabulary tasks, and separate items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains a range of texts and accompanying reading comprehension tasks. The texts are from books (fiction and non-fiction), non-specialist articles from journals, magazines and newspapers.

Part	Task Type	Number of Questions	Task Format	Objective Exam Folder
1	Lexical cloze	8	You must choose which word from four answers completes each of the spaces in a text.	3 (48–49)
2	Open cloze	8	You must complete a text with eight spaces using only one word in each space.	2 (30–31)
3	Word formation cloze	8	You need to use the right form of a given word to fill each of eight spaces in a text.	1 (14–15)
4	Key word transformations	6	You must complete a sentence with a given word, so that it means the same as the first sentence.	2 (30–31)
5	Multiple-choice text	6	You must read a text and answer the questions by finding the relevant information in the text.	7 (116–117)
6	Gapped text	7	You must read a text from which paragraphs have been removed and placed in jumbled order, together with an additional paragraph, after the text. You need to decide from where in the text the paragraphs have been removed.	5 (82–83)
7	Multiple matching	10	You read a text or several short texts, preceded by multiple-matching questions. You must match a prompt to elements in the text.	4 (64–65)

Paper 2 Writing 1 hour 30 minutes

There are two parts to this paper. Part 1 is compulsory, you have to answer it. In Part 2 there are five questions and you must choose one. Each part carries equal marks and you are expected to write 240–280 words for Part 1 and 280–320 words for Part 2.

Part	Task Type	Number of Tasks	Task Format	Objective Writing Folder or Unit
1	Question 1 An essay with a discursive focus	1 compulsory	You are given two short texts and you must write an essay summarising and evaluating the key ideas contained in the texts.	WF 1 (22–23); U1 (12–13); U3 (28–29); U5 (46–47); U7 (62–63); U9 (80–81); U11 (96–97); U13 (114–115); U15 (130–131); U17 (148–149); U19 (164–165)
2	Questions 2–4 • an essay • an article • a letter • a report • a review Question 5 Choice of two questions – one on each of the specified set texts: article, essay, letter, review, report	5 choose one	You are given a choice of topics which you have to respond to in the way specified.	Essay WF 3 and 9 (56–57; 158–159) Article WF 5 and 10 (90–91; 174–175) Letter WF 7 and 10 (124–125; 174–175) Review WF 2 (38–39) Report WF 6 (106–107) Set text: Film tie-in WF 4 (72–73) Set text: Review WF 8 (140–141)

Paper 3 Listening about 40 minutes

There are four parts to this paper. Each part is heard twice. The texts are a variety of types either with one speaker or more than one.

Part	Task Type	Number of Questions	Task Format	Objective Exam Folder
1	Multiple-choice questions	6	You hear three short, unrelated extracts, with either one or two speakers. You must answer two questions on each extract, choosing from A, B or C.	9 (150–151)
2	Sentence completion	9	You must complete spaces in sentences with information given by one speaker.	8 (132–133)
3	Multiple-choice questions	5	You will hear two or more speakers interacting. You must choose your answer from A, B, C or D.	9 (150–151)
4	Multiple matching	10	There are two tasks, each task containing five questions. You must select the correct option from a list of eight.	6 (98–99)

Paper 4 Speaking about 16 minutes

There are three parts to this paper. There are usually two of you taking the examination and two examiners. This paper tests your accuracy, vocabulary, pronunciation and ability to communicate and complete the tasks.

Part	Task Type	Time	Task Format	Objective Exam Folder
1	The interviewer asks each candidate some questions	2 minutes	You will be asked some questions about yourself and asked to express personal opinions.	10 (166–167)
2	Two-way conversation between candidates	4 minutes	You will be given visual and written prompts and asked to have a discussion.	10 (166–167)
3	A long turn for each candidate followed by a discussion on related topics	10 minutes in total	You will be given a written question to respond to. You will then be asked to engage in a discussion on related topics.	10 (166–167)

Introduction to the Second Edition

What is new about this second edition?

Although the basic structure and approach of *Objective Proficiency* remains the same, you will find a lot that is new or different here. The second edition of the course has addressed all the changes in specification to the *Cambridge English: Proficiency* (CPE) examination (2013) and the material has also been informed by the English Vocabulary Profile – see below.

Student's Book with Downloadable Practice Material

In the Student's Book, the unit topics are unchanged but many of the texts are new, together with new illustrations and photos, additional exercises and new audio recordings. Special attention has been paid to the compulsory task on Paper 2 Writing, which now involves summarising and evaluating two texts. Ten new Reading into Writing lessons offer systematic training for this exam task and also develop relevant sub-skills for academic writing.

A set of online interactive exercises provides extra practice in reading, listening, writing, grammar and vocabulary. The software includes full answer keys and recording scripts. The interactive material is available to download for free from www.cambridge.org/objectiveproficiency/student

Workbook with Audio CD

The Workbook has been revised and extended to provide more practice in grammar, vocabulary, reading, writing and listening, with a new audio CD component.

Teacher's Book with Downloadable Teacher's Resources

The Teacher's Book provides lesson plans, detailed unit notes, answer keys and sample answers for all writing tasks, recording scripts, extension activities and background information. There are also photocopiable recording scripts for certain activities.

Additional Teacher's Resources, including a photocopiable complete practice test for *Cambridge English: Proficiency* with audio, answer keys and sample answers, are available to download for free from www.cambridge.org/objectiveproficiency/teacher

What is English Profile?

English Profile is a long-term research programme that is seeking to describe what learners know and can do in English at each level of the Common European Framework of Reference (CEFR). The CEFR is 'language-neutral', as it is designed to work for all languages. A number of English Profile projects, initially targeting grammar, functions, and vocabulary, will illustrate in detail what the CEFR means for English.

A key feature of English Profile is its empirical approach. Its researchers make extensive use of various corpora of

language data, including the largest analysed corpus of learner data in the world: the Cambridge Learner Corpus. This contains learner writing at all levels of the CEFR from more than 200 countries.

What is the English Vocabulary Profile?

Over four years in research and development, the English Vocabulary Profile is an interactive web resource that provides detailed information on the words, phrases, phrasal verbs and idioms that are known by learners at each level of the CEFR. There are around 7,000 headword entries included up to C2 level.

Each entry presents the individual meanings and uses of a word in CEFR order, to suggest learning priorities. For example, the entry for the word *line* includes the core meaning of the noun LONG MARK – as in *write on the line* – at A2, RAILWAY – a railway track – at B1, PRODUCT – a type of product that a company sells – at C1, and a number of idioms featuring the noun at C2: *toe the line*, *the bottom line*, *(put yourself) on the line*, etc. The verb *line* and two related phrasal verbs are also included within the entry.

The English Vocabulary Profile lists many common phrases within its entries too: the entry for the noun *way* includes 22 phrases across the CEFR levels, such as *by the way* at A2, *one way or another* at B2, and *go out of your way (to do something)* at C2. Phrasal verbs are included at the end of an entry, and it is possible to search for words, phrases, phrasal verbs and idioms as separate categories by level.

How has this new edition of *Objective Proficiency* been informed by the English Vocabulary Profile?

Having access to the online resource during the writing of the second edition has added to the breadth and reliability of the course content, providing additional level-appropriate words, phrases, phrasal verbs and idioms for individual units. The *Idiom spot* and *Phrase spot* sections have been revised in this way to ensure they continue to represent current usage.

Successful candidates at *Cambridge English: Proficiency* must demonstrate 'exceptional English ability' and this mastery of the language presupposes a very wide command of vocabulary. To this end, *Objective Proficiency* also features words and phrases that lie outside the scope of the English Vocabulary Profile.

How to get involved in English Profile

The English Profile Programme is developing a new corpus of learner English – the Cambridge English Profile Corpus – which will include both spoken and written data. You and your students can get involved! Joining the data contributor network is straightforward and has many benefits. Visit the English Profile website to find out more at www.englishprofile.org, where you will also be able to sign up to the English Vocabulary Profile for free.

1

Ring the changes

Topic Talking about change

1.1

Exam skills	Listening Paper 3 Part 4 Reading and Use of English Paper 1 Part 1
Vocabulary	Introduction to idioms Phrasal verbs

1.2

Grammar	Perfect tenses
---------	----------------

1.3

Exam skills	Reading into Writing: Summarising ideas – Paper 2 Part 1
Vocabulary	Word formation – suffix endings: -al, -ful, -less, -able, -ive, -ous

Workbook contents

1, 2, 3, 4	Reading
5, 6, 7, 8	Vocabulary
9	Grammar – tenses

1.1 SB pages 8–9

Throughout the unit notes, approximate timings are given for guidance. These relate to two lengths of lesson: SV (short version), corresponding to a lesson of 60–70 minutes, and LV (long version), for a lesson of 90–100 minutes. Below these timings in the *Lesson plan*, there is always an indication of what can be cut out of the lesson (and set for homework) for the short version or, conversely, how the material can be extended in the long version. In these Lesson plans we have used *Introduction* for warm-up activities, which are usually spoken.

Lesson plan

Introduction	15–20 minutes
Idiom spot	10–10 minutes
Listening	20–30 minutes
Vocabulary	10–20 minutes
Use of English	5–20 minutes

SV Set 5 and 6 for homework (but see notes for 6).

LV See Extension activity for 1 and Photocopiable recording script activity for 3.

Speaking

Elicit the two idioms: *a change for the better* and *a change of heart*. *Ring the changes*, the unit title, is also an idiom. Point out that you can also say *a change for the worse*.

- 1 Encourage students to talk at length in this first lesson, so that, if the class is new to you, you can gauge their language ability. The discussion can take place in pairs or small groups, with a class round-up at the end. Write any useful vocabulary that comes up on the board.

Possible answers

When my family moved to a new house, it was definitely a change for the better. That is also the earliest change I can remember. I had my own large bedroom for the first time, instead of having to share with my sister, and there was a much bigger garden too.

When I left home and went to university, I moved to the opposite side of the country, which was very different from where I had grown up.

I used to have a stressful job in investment banking, but two months ago I resigned and went off travelling. This new experience made me think seriously about my future and when I came back, I decided to retrain as a teacher.

I found some old letters the other day, which I had kept for more than twenty years – but I had a sudden change of heart and burnt the lot!

Extension activity

Suggest that some of the life changes described by students are written up as brief texts, to be displayed on the classroom wall or posted on a class website. Each group or pair could be responsible for producing one finished text. Encourage the use of the idioms and phrasal verbs given on pages 8 and 9.

Idiom spot

Idioms are an important area of vocabulary at Proficiency level, so encourage students to record new idioms in a vocabulary notebook and use them occasionally in their writing. The Idiom spot sections in this second edition have been informed by the English Vocabulary Profile (see pages 11–12), to ensure that students learn current idioms that will be useful to them.

Answers

1 b 2 a 3 b 4 b

Listening

- 2 **1.02** Explain to students that this is a 'non-exam' listening task, which trains them to listen both for gist and detailed meaning. The texts are of a similar length to those in Paper 3 Part 4. Before playing the recording, check that students understand the wording of the 'life-changing moments' and elicit predictions about what they might hear.

The relevant parts of the recording script are always underlined in the *Objective Proficiency Teacher's Book*.

Answers

- 1 gaining media attention
- 2 stepping in for someone
- 3 heading the wrong way
- 4 being made redundant
- 5 meeting 'Mr Right'

Recording script

Speaker 1

I've had a really fantastic year. It all started last November, when I was dragged along to a party by a friend. I was in a terrible mood, I remember, and nearly didn't go. Anyway, I was wearing an outfit I'd made myself – in soft black leather and antique lace, quite an unusual combination! Kelly Johns, the presenter of a big daytime TV show, was there and my little number caught her eye. We got chatting and she asked whether I could come up with something original for her to wear on the show. I jumped at the opportunity. That was a real turning point for me and I was soon able to quit my day job and concentrate on the clothes side full time. Through Kelly's show, I've had lots of orders. I've just finished an exclusive range for a top designer and I've even taken on an assistant to help me. Just think if I'd stayed at home that night!

Speaker 2

People often ask me how I got to be where I am today, with sell-out concerts in big stadiums around the world, thinking that I've spent years playing in local clubs, but the truth is, I'm literally an overnight sensation! I don't mean that arrogantly. It was just one lucky break, all down to being in the right place at the right time. There I was, an absolute nobody, hanging around backstage with Arrowhead, when their lead guitarist tripped over a pile of speakers and broke his arm, five minutes before they were due on. I'd been telling them about my awesome guitar style, so naturally, they all turned to me and said 'Kid, help us out here ...' and I did. The place was packed and I can still feel my hands shaking as I played that very first solo. It went OK though, and the rest is ... history.

Speaker 3

I was in Milan visiting friends, trying to cheer myself up after a dismal few months – my long-term boyfriend and I had broken up, plus I'd left a job without another to go to. My money was running out and I was planning to leave a few days later. Anyway, my friends suggested that I should take a look at Verona before going back home and told me what time train I could get from Milan. Well, for some reason, I ended up on a slow train going south, without realising my mistake – both trains had left at the same time. I fell asleep in the compartment and woke just as the train arrived in Bologna! I had a wander round and fell in love with the place, and knew it was where I wanted to be. Everything just fell into place – I found a teaching job, took a room in a beautiful flat and settled in immediately. I lived there for six years and I go back regularly.

Speaker 4

It's funny how you can hit a run of bad luck: one moment, things are moving along quite normally in your life and then, bam, something comes out of the blue and knocks you sideways and then, wham, something else. I'm OK now, but I've had a difficult couple of years. My problem was quite simply that I'd been living beyond my means for a long time and some debts finally caught up with me. Even then, I thought I'd be OK; I arranged to pay them off little by little from my salary, monthly, you know. But then, the place where I was working cut back on its workforce, and they let me go. Well, that was it, I suppose I panicked, I wasn't thinking straight, you know. So I just packed a bag, got on a coach and left town for London, where my life went downhill fast. I got in with a bad crowd, and one thing led to another. It's a miracle my brother ever tracked me down, but he's got me back and sorted, with a roof over my head and a new job on the cards.

Speaker 5

It could be a story in True Romance, but it really happened just like this. Almost twenty years ago to the day, I was waiting for a bus after another mind-numbingly awful day at work, no bus in sight, of course. I was in a rut, my job was going nowhere. Anyway, there I was, staring gloomily at my reflection in a puddle, feeling utterly sorry for myself and thinking: is this really all there is to life? Then I saw two things in that puddle, one imperceptibly after the other. The first was no surprise, huge splashes of rain, as the heavens opened yet again, but then, this enormous red umbrella, appearing behind my head as if by magic! A gorgeous gravelly voice to my left said did I mind, it was big enough for two and he didn't want my hair to get wet. Very fortunately, it was another fifteen minutes before the bus finally turned up and hooray, it didn't stop raining! His name was Terence, though he's been Terry to me ever since – and Dad to our three wonderful children.

- 3 **1.02** Play the recording again to allow students to check their answers. Then elicit brief descriptions about each speaker, building up relevant language on the board. If necessary, ask questions about each speaker, for example:

Speaker 1: *What does she do for a living? How long has she been doing this? What happened at the party she went to? Who did she meet there?*

Photocopiable recording script activity  **page 142**

Hand out copies of the recording script and ask students to underline examples of informal language. Then ask students to work in groups, each group choosing one of the five extracts and preparing a paragraph of around 100 words about the speaker, in a neutral style.

Suggested answer

Speaker 1

The speaker recalls a party she went to, almost against her will, last November. She describes in detail what she was wearing that night, which was important as it attracted the attention of a famous TV presenter. The presenter commissioned her to design an outfit for her to wear on the show, which gave the speaker useful exposure in the media and led to a number of orders for her unusual clothes. She is now a successful clothes designer and her business is growing in size.

Vocabulary

- 4 Refer students to the Exam spot. Remind students to be careful with word order when using phrasal verbs. The verb and particle cannot be separated:

- when it is a three-part phrasal verb
I caught up with Jack further down the road.
- if the phrasal verb is used intransitively (without an object)
All my hard work paid off.
- when the particle is a preposition
Sally jumped at the chance of visiting Rome.

Answers

break up (Speaker 3)	jump at (Speaker 1)
catch up with (Speaker 4)	pay off (debts) (Speaker 4)
cheer sb up (Speaker 3)	run out (Speaker 3)
come up with (Speaker 1)	settle in (Speaker 3)
cut back on (Speaker 4)	take on (staff) (Speaker 1)
end up (Speaker 3)	track (somebody) down (Speaker 4)
get in with (Speaker 4)	turn up (Speaker 5)
hang around (Speaker 2)	
help out (Speaker 2)	

5

Answers

a was / had been paid off	e broke up
b tracked (me) down	f getting in with
c jumped at	g turned up
d cut back on; were / have been taken on	h help (me) out

- 6 Refer students to the Exam spot and explain that this text is an example of the type of text that appears in Paper 1 Part 1, the multiple-choice cloze. Phrasal verbs are commonly tested in this part of the paper.

Answers

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

1.2 SB pages 10–11

Grammar clinic

Lesson plan

Introduction	5–15 minutes
Grammar	55–75 minutes

SV Set 5 for homework; reduce discussion time in 4.
LV See Extension activity for 2.

- 1 Give students time to read both texts and check understanding. The texts relate to the unit theme of change – knitting items to cover objects in cities and changing career to become a busker.

Ask students to identify the areas of grammar highlighted in the texts. They illustrate areas that C2 level students still have problems with.

Answers

Yellow = Perfect tenses
Blue = Passive forms
Pink = Relative clauses
Green = Reported speech

- 2 Explain to students that although they may ‘know’ these areas of grammar, learner evidence suggests that they are areas that students at this level still commonly make mistakes in. Suggest that students refer to the Grammar folder on pages 178–188 if they are unsure of a point covered in any unit.

Here is a checklist of things students should watch out for:

- subject–verb agreement
- choice of modal verb
- tense in conditional structures
- choice of past/present/future tense

- choice of preposition
- punctuation in relative clauses
- structure with reporting verbs, e.g. *insist on doing*, *urge someone to*.

Elicit other problem areas that students may have.

Extension activity

Extend the 'grammar clinic' idea by asking students to review the contents pages of a suitable advanced grammar practice book, such as *Advanced Grammar in Use* by Martin Hewings. Discuss other ways in which they could practise 'weak' grammar areas independently.

Corpus spot

These sentences come from the *Cambridge Learner Corpus*, a large collection of candidates' scripts from past sessions of various exams, including *Cambridge English: Proficiency*. While writing this course, we have made extensive use of both this and the *Cambridge English Corpus*. Reference to the scripts in the *Cambridge Learner Corpus* has given us a much fuller picture of what Proficiency-level students can and cannot do.

Answers

a went to b has been used c had never seen
d were measured e I've been practising, (I've been) trying / I've tried f you have bought g they had got married h people care

- 3 Allow students a few minutes to discuss their views in pairs, before eliciting answers.

Answers

- a *has gone* = he is still there
went = he is no longer there
b *has been suffering* = ongoing situation, i.e. unemployment is still high
was suffering = continuous situation at unspecified time in the past
c *were given* = one specific instance in the past
have been given = task is ongoing
d *have been dealing* = continuous action that is not yet completed
have dealt = action completed, i.e. problem successfully handled
e No difference in meaning
f *I've thought* = focus is on the result, implies that a decision has been taken
I've been thinking = focus is on the activity, implies that person is still thinking
g *could have done* = past speculation
will have done = future forecast, e.g. 'I'm writing up our annual report – is there anything else we will have done (by the end of the year)?'
h No difference in meaning, though the future perfect continuous tense is more common, as 'living here' is continuous and ongoing.

- 4 Encourage students to answer in complete sentences, using the perfect tenses featured in the questions. Refer students to the section in the Grammar folder if they still seem unsure about these.

Possible answers

- a I've been learning English for ten years.
b I've never done a course in deep-sea diving, though I would really like to.
c One particular street in the centre has been closed to private cars, which has made traffic in other parts of the town much worse.
d My quality of life would be improved by the purchase of a dishwasher because then I wouldn't have to wash everything up by hand.
e I may have moved to another city for work.

- 5 Ask students to complete the text on their own and then compare answers. Elicit their views on the final paragraph of the text – what may happen by 2025.

Answers

- 1 have been continually transformed
2 being improved / improving / having improved / having been improved
3 was further stimulated / was stimulated further
4 would have been able to
5 even have thought / have even thought
6 be being used constantly / constantly be being used
7 have embraced / be embracing
8 have been depleted / be depleted

1.3 SB pages 12–13

Reading into Writing: Summarising ideas

Lesson plan

Introduction	5–10 minutes
Vocabulary	15–30 minutes
Summarising ideas	40–60 minutes

- SV Keep discussion in 1 brief.
LV See Extension activities for 2 and 6.

Explain that Paper 2 Part 1 of *Cambridge English: Proficiency* requires candidates to summarise and evaluate two short texts. As this is a compulsory task, *Objective Proficiency (Second Edition)* contains ten lessons that develop the relevant skills and language for Part 1. These are 1.3, 3.3, 5.3, 7.3, 9.3, 11.3, 13.3, 15.3, 17.3 and 19.3. This Reading into Writing lesson looks at summarising ideas, which is a particularly important area for students who are studying an academic subject through English.

- The pictures on the left show the same location in New Orleans during and after Hurricane Katrina in 2005 and the ones on the right show school children working in an IT suite and school children using tablets in a class.

Background information

Hurricane Katrina is the costliest natural disaster to take place in the USA to date. New Orleans suffered huge devastation and most of its major roads were damaged. A 2007 report found design flaws in its flood protection levees.

Suggested answers

The pictures on the left show a natural disaster that has caused a change in the environment. The road is flooded in one picture and people are using small boats to get around, so they may have lost their homes. In the other picture, things are back to normal although the road is still wet so the weather conditions must be bad. Other environmental changes include the effects of global warming – flooding again, or dry river valleys – and the results of deforestation, although that could also come under the commercial category?

The pictures on the right show technological change, in the space of only a few years I suspect? The children in the computer room are working with clunky big machines, whereas the kids using tablets are working in their normal classroom. There are countless other recent technological changes in the world around us, for example wind turbines and solar panels for generating electricity would not have been prevalent twenty years ago.

Vocabulary

English Profile

C2 English Profile

Using the English Vocabulary Profile (see Introduction to the Second Edition on pages 11–12), you can run an advanced search for words containing individual prefixes and suffixes at each level of the Common European Framework. The Word family panels within English Vocabulary Profile entries also indicate the level at which members of a word family are likely to be known – anything in italics is probably restricted to learners at C1 and C2 level.

- Elicit the formation rules.

Answers

commerce – ial (drop the 'e' and add 'ial')
 technology – ical (drop the 'y' and add 'ical')
 create – ive (drop the 'e' and add 'ive')
 vary – iable (change 'y' to 'i' and add 'able')

Examples of *-ous*: ambitious, luxurious, monotonous, nutritious, rebellious, suspicious

Examples of *-ful*: doubtful, eventful, fruitful, pitiful, resourceful, thoughtful

Examples of *-less*: countless, faultless, helpless, priceless, tactless, tasteless

Extension activity

This would be an ideal opportunity to brainstorm further adjectives within the suffix groups, perhaps by using an English–English dictionary.

Further examples you could elicit from the relevant nouns or verbs are:

-al: accident, continent, geography, president, season

-able: adore, compare, manage, recognise

-ive: compete, imagine, offend, protect

-ful: grace, thought, waste

-less: air, brain, end, heart, seed, spine, tact

Students should list these adjectives in a notebook under each suffix, including any negative prefixes, for example:

-able

(in)advisable

(un)comfortable

impressionable

- Suggest that students complete a–j in pairs, each doing alternate sentences if time is short.

Answers

a predictable b alternative c hopeful
 d philosophical e experimental f speechless
 g noticeable h flawless i disposable j disastrous

Adjectives formed from the four remaining words:
 adventurous, identifiable, massive, understandable

- Refer students to the Exam spot and stress the importance of summarising ideas from the texts in the exam task. Explain that underlining important information is a vital first step in planning any kind of summary, as it pinpoints which ideas must be included.

Answers

Extract 3

Rather than burgers and fries being a product of the social changes seen over the last fifty years in America, the author suggests that fast food brands were to a large extent responsible for these changes, as they profoundly affected both lifestyle and diet.

Extract 4

Tiny holes found in human teeth estimated to be over 8,000 years old are now believed to be the earliest evidence of dentistry, for when these holes were examined with an electron microscope, researchers found their sides were too perfectly rounded to be caused by bacteria and have therefore proposed that they were drilled by prehistoric dentists.

- The sentence summarises the general idea that people pick up on things through facial features, but it omits any reference to health and social status, which means it is less clear than the original text.
- The word *judge* could be replaced with *assess* or *evaluate*.

3 The underlined words in text 2 that could be replaced are: *produced* (developed, concocted, made); *chance* (accident); *revolutionised* (changed, updated, modernised); *innovations* (new techniques/inventions); *significantly* (notably, importantly). A word like *mauve* or *aspirin* cannot be paraphrased, as it is something very specific.

5 Allow students to work through the sentences on their own or in pairs, then elicit their views on the most successful sentence.

Answers

c is the best choice, as it captures all the important information, uses new words not in the text where possible, is written in a suitably neutral register and is concise (13 words).

Comments on the other sentences:

- a Omits reference to Perkin and does not highlight the fact that aspirin was the most significant innovation.
- b Unduly informal, with use of phrasal verbs; quite wordy.
- d Unnecessary reformulation of *mauve* leads to lack of clarity and wordiness; other words are lifted from the text, e.g. *revolutionary*, *innovation*; too long a sentence.
- e Wrong focus of information (aspirin); incomplete.
- f Good attempt at reformulating, but lacks precision due to omission of *mauve*; register slightly too informal – better if sentence started ‘Commercially’ rather than ‘Commercially-speaking’.

6 Suggest that students compare their draft sentences in pairs and then produce a final version together, stating the number of words used.

Suggested answers

- 3 According to the author, fast food has caused social change recently, by influencing how Americans live and changing their diet. (20 words)
- 4 Research has uncovered evidence of prehistoric dentistry, as minute, round holes in 8,000-year-old teeth cannot have been caused by bacteria. (20 words)

Extension activity

Do similar work at sentence level with other factual texts on subjects of interest to the class. Students may also like to surf the Internet for suitable texts: research papers often have short abstracts accompanying them, which are clear examples of concise writing.

Exam folder 1

SB pages 14–15

Paper 1 Part 3 Word formation cloze

Refer students to the information box.

1 This exercise is to give practice in the range of different affixes that are commonly tested. Ask students to work through a–o. They should take particular care to take note of plurals.

Answers

- a extracurricular b beneficial c opinionated
- d kingdom e compulsive f apparent
- g innovators h constraints i consumption
- j Domesticity k strengthened l misfortune
- m irreplaceable n disapproval o occupants

2 Compounds are also tested in this part of the paper. For exercise 2, there is sometimes more than one answer.

Answers

framework; update/upturn; outfall/outbreak; windfall/windbreak/windproof; rainfall/rainproof; creditworthy; downfall/downturn

3 Refer students to the Exam advice. For this part of Paper 1, students will need to write their answers in CAPITAL LETTERS on their answer sheet in the examination. American spelling is accepted.

The photos are of:

- a young woman with tattoos and piercings.
- a man with traditional designs on his face and body.

Answers

- 1 antiquity 2 dominant 3 customising/izing
- 4 kinship 5 apparently 6 underline 7 Arguably
- 8 infinitely

Topic Expectations

2.1

Exam skills	Reading and Use of English Paper 1 Part 7
Vocabulary	Collocations with <i>traveller</i>

2.2

Grammar	Aspects of the future
Vocabulary	Prepositional phrases <i>have no + noun</i>

2.3

Exam skills	Listening for detail Speaking Paper 4 Part 1
Pronunciation	Homophones
Vocabulary	Phrases – nouns with related verbs

Workbook contents

1, 2, 3	Listening
4	Grammar – future tenses
5	Punctuation
6, 7	Vocabulary
8	Use of English Paper 1 Part 3
9, 10	Use of English Paper 1 Part 2

2.1 SB pages 16–17**Lesson plan**

Introduction	10–15 minutes
Reading	30–30 minutes
Vocabulary	15–45 minutes

SV Keep discussion in 1 brief.

LV See Extension activities for 4.

Speaking

- 1 Elicit reactions to the photographs and ask students to discuss the questions in pairs or groups.

The photos are of:

- a campsite
- an expensive hotel
- Barbados – Bottom Bay
- Machu Picchu

Background information

Barbados is an island in the Caribbean.

Machu Picchu is a 15th-century Inca site located in a mountainous region in Peru, South America. It is often referred to as the 'Lost City of the Incas'.

Possible answers

Beach scene: be able to chill out; end up spending a fortune; be in the lap of luxury

Machu Picchu: possibly have to rough it; get by on a shoestring budget; enjoy being a culture vulture; get back to nature

Campsite: get off the beaten track; possibly have to rough it; get by on a shoestring budget; get back to nature

Expensive hotel: end up spending a fortune; be in the lap of luxury

Reading

- 2 Refer students to the advice in the Exam spot. If they are not familiar with multiple-matching questions, more advice and a sample of this part of the exam is in the Exam folder on pages 64–65.

Ask students to read through the article to get an idea of what it is about. Tell them to ignore the highlighting for now. They should focus on the question: What does the writer think about holidays?

Answer

The writer thinks that holidays away from home are overrated and that thinking about them is probably better than actually going on one.

- 3 Ask students to do the example question and read the guidance that goes with it. Students should read the questions and then try to find the paragraphs that contain the information. Ask them to underline the word or phrase that contains the information.

Answers

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

Vocabulary

4 Collocations are frequently tested at Proficiency level.

Ask students to decide which of the two options collocates with *traveller/travellers*.

Answers

a frequent b independent c Seasoned
d intrepid e weary f discerning
g an armchair h inveterate i unwary

Extension activity 1

Explain what a simile is – a figurative device in language where something is referred to explicitly to make writing more descriptive or interesting. There are many in English which are fixed expressions. However, writers often make up their own similes to suit their own purposes. In his article the writer says that his worries and regrets acted 'like panes of distorting glass between myself and the world'. This simile is the writer's own. He has used it to make his writing more interesting. Ask students to make up similes to describe the following:

EXAMPLE: *The setting sun was like a drop of blood in the sky.*

- the setting sun
- a lake
- snow
- a full moon
- a child
- a storm
- a club night
- a burning house

There are also some similes in English which are fixed expressions. Ask students to use one of the similes from the box below to describe a person, object or event. Check that they understand the vocabulary and allow them to use an English–English dictionary.

EXAMPLE: *The child's behaviour was perfect all weekend.*

The child was as good as gold all weekend.

as good as gold
as thin as a rake
fits like a glove
as light as a feather
like chalk and cheese
as white as a sheet
as red as a beetroot
as stubborn as a mule
as cool as a cucumber
as fit as a fiddle
as flat as a pancake
like water off a duck's back

You can then ask students to discuss whether they have similar expressions in their own language and to discuss them with a partner.

Extension activity 2

Ask students to choose a famous landmark in their country and write a paragraph about it. They should try to see it as if through the eyes of a first time visitor. Would the visitor be impressed or would they feel let down? Is the building as beautiful or interesting as it is said to be? Ask them to use at least one simile of their own in the description.

5 Ask students to discuss the questions.

2.2 SB pages 18–19

Aspects of the future

Lesson plan

Grammar 50–60 minutes

Vocabulary 10–30 minutes

SV Set 6 for homework.

LV See Extension activity for 4.

1 Go through the information about the future. Explain what is meant by 'aspects of the future' – that in English the future is not just about using the *will/shall* tense. Refer students to the Grammar folder on pages 178–179 of the Student's Book if they are unsure about which tense is used to express a particular aspect.

Possible answers

- To talk about arranged plans for this evening; things you have already organised or booked, e.g. a cinema or theatre visit or friends for dinner.
- To talk about plans which are not organised and maybe are just ideas or spur of the moment plans. These could include plans which might change depending on circumstances, e.g. If it rains, I'll watch TV instead of playing tennis.
- To talk about your intentions this evening; something which you are thinking of doing but haven't quite got around to booking/planning in detail.
- Usually used to talk about a specific time in the future, e.g. What will you be doing at 8.00 this evening? I'll be washing my hair.
- To talk about what will have happened by a certain time in the future. You are looking into the future and saying 'this will have happened', e.g. I will have finished all my homework by 10 tonight.
- To talk about plans which have been abandoned for one reason or another, e.g. I was going to play tennis tonight, but now I have to stay in to babysit my little sister.

- 2 Ask students to do the exercise in pairs. Only one answer is correct.

Answers

a he's going to get b will be c leaves
 d is going to get e I'll go f I'm not going
 g will you be doing h will have travelled
 i is not allowing j will do k will have been painting
 l will have finished m he'll feel n will you do o is
 p am having q arrive r will be arriving s Shall

- 3 Ask students to continue working with a partner and to decide which tense they would use for situations a–g. Sometimes more than one answer may be correct, depending on what exactly is meant.

Possible answers

a I'm going to clean my car tomorrow.
 b It's going to rain.
 c It will rain next week.
 d I'm having salmon and salad for dinner tonight.
 e My government will have found a solution to pollution by the year 2050.
 f I'll be a doctor in 10 years' time. / I'm going to be a doctor in 10 years' time. Note that you can't say *I'll be being a doctor in 10 years' time*.
 g The flight to Singapore leaves at 6.00 on Fridays.

- 4 Ask students to discuss statements a–c using the expressions given. Explain that *to be bound to* expresses a strong feeling of certainty. Students should make a note of this as it is often tested at Proficiency level.

Possible answers

a I expect that we will be able to travel to the USA in less than a couple of hours and to the other side of the world in a maximum of four hours. Travel within a country will be very rapid, which will mean that you will be able to live quite a distance away from your work.
 b I am unlikely to have become a millionaire by the middle of the century, but I hope I will be reasonably comfortable. I am bound to have been to university and trained to become a doctor. I am also likely to have married and had three children.
 c I think you can expect to have a good time in my town. There's quite a bit to see and there are many cafés and restaurants to have a coffee or a snack in. The people will be quite friendly, especially if the sun is shining. There's a good bus service and lots of taxis but they are quite expensive. In the afternoon, you'll be able to walk alongside the river or even go out on a boat.

Extension activity

Students can go on to talk about the following before doing a small piece of writing.

What changes do you expect to happen in your country in the next thirty years? Think about social/educational/cultural/governmental changes.

Write a short paragraph on the types of changes you expect to happen in your country in the next 30 to 40 years.

- 5 Explain how to use the expressions *to be about to* and *to be on the brink/point/verge of*. Ask students to write sentences using these expressions and including the words/phrases given.

Possible answers

Lack of rain will leave parts of Africa on the verge/brink of a disaster.
 I'm about to go to bed.
 Some animals are on the verge/brink of extinction.
 The country is on the brink of revolution.
 She was on the verge of leaving home when she received the news.
 I am about to leave home to get the bus.
 I'm about to get married.
 Scientists are on the brink/verge of a scientific breakthrough.

Vocabulary

- 6 Explain the meaning of any of the phrases that students are not familiar with.
- in the region of – about
 - on the brink of – to say when something good or bad is about to happen
 - to some extent – partly
 - in conjunction with – together with
 - on behalf of – instead of
 - in vain – without success
 - on the verge of – to say when something good or bad is about to happen
 - on the grounds (that) – because
 - with the exception of – not including

Now ask students to complete the exercise.

Answers

a on the grounds b on behalf of c to some extent
 d on the verge of e on the brink of f in the region of
 g in vain h in conjunction with i with the exception of

- 7 Students should learn the construction *have no + noun* as it is often used and frequently appears in Paper 1 Reading and Use of English.

Answers

- a I have no interest in going somewhere like Las Vegas. ...
- b I have no regrets about spending too much money on my last holiday. ...
- c I have no recollection/memory of childhood holidays. ...
- d I would have no hesitation in booking a cruise. ...
- e I have no alternative/choice/option but to stay at home this year rather than go away. ...
- f I have no intention of ever going to Disneyland. ...
- g I have no time to look at lots of travel brochures. ...

Refer students to the Exam spot and encourage them to keep a vocabulary notebook.

2.3 SB pages 20–21

Listening and Speaking

Lesson plan

Listening	20–20 minutes
Phrase spot	10–30 minutes
Speaking	20–20 minutes
Pronunciation	10–20 minutes

- SV Set sentences in Pronunciation for homework.
 LV See Extension activity for Phrase spot.

- 1 This is a pre-listening activity to help students with possibly unfamiliar vocabulary. Ask students to work in pairs to decide what the meaning of the words and phrases in italics is.

Suggested answers

- a annoy me b overexcited c pay d large
- e limited f be unrestrained / go unchecked
- g determined to h similar to

- 2 **1.03** The extracts each only have one question, unlike in Paper 3 Listening, where there are three short extracts, each with two questions. Ask students to read through the questions and then play the recording twice.

Answers

- Extract One B Extract Two C Extract Three B

Recording Script

Extract One

There was a mad excitement about standing in front of a world map and tracing a circumnavigation with my fingertip. Everything seemed possible and my family's nagging doubts really got my goat. I'd say you can't really go *wrong* when choosing the stops on a round-the-world trip, but I found that some routes worked out better than others. You need a good variety of destinations. You might love the beach, but a trip that stops in California, Australia and Thailand, all for the sun and sand, does get a bit repetitive. At the same time, I didn't want to get carried away trying to see the whole world.

Next, I knew I would have to fork out a pretty hefty sum for the plane ticket as I didn't intend to be thumbing lifts. My budget was tight so I had to play around with my route to get the best value for money. I also had to research my destinations to see what the average daily costs would be and figure out a budget (adding a good 10 or 20 per cent buffer to be on the safe side). I decided to spend longer in cheaper countries and have a relatively short stay in more expensive places, which was sometimes quite a difficult decision as there were so many things I wanted to see. In fact, planning the trip was just as much fun as the actual travelling. I really let my imagination run wild and the trip itself was everything I'd expected.

Extract Two

I really hope to make it as an entrepreneur and I guess the person who's influenced me most has been a well-known British businessman. I was given a copy of his autobiography for my fourteenth birthday and it really made a huge impression on me. He had an amazing childhood. Apparently, when he was just four years old his mother stopped the car a few kilometres from their house and made him find his own way home. Then when he was eleven or twelve his mum decided that he should cycle seventy kilometres to another town to teach him the importance of stamina and to learn a sense of direction! He said he felt great when he'd done it but his mum wasn't worried or relieved or anything – just acted calm as you like and told him to go and help someone in the village chop some logs. His family seemed to thrive on challenges – physical ones rather than educational, which I think's quite unusual. I know my family are dead set on my getting a degree but quite a few entrepreneurs start out without one and look at them!

Anyway, there was another occasion he mentions when his aunt had promised him some money if he learnt to swim. He spent a holiday trying desperately, but just couldn't do it. Then, on the way home in the car, he spotted a river. He made his father stop the car and just dived into the river in his underpants. The river was quite fast-flowing and it seemed like he was going

to drown, but then he pushed really hard and actually managed to swim. My childhood was nothing like that, but I guess what I read has made me realise I need to take on challenges and try to fulfil my hopes and aspirations.

Extract Three

According to the latest survey, commissioned by one of our leading banks, over three-quarters of 12- to 19-year-olds said they kept track of their money, up from twelve months ago. Half of young people said they were content that they had enough money, something only 46 per cent said a year earlier, while the amount that those who were unhappy said they would need to be happy has fallen. However, the 9,000 young people questioned continued to have unrealistic salary expectations. The average teenager said they thought they would be earning double what is actually the current average salary for a 35-year-old. Not only this, but nearly three-quarters of those interviewed thought they would have a car by the time they were 21, while more than half hoped to own their own home by the age of 25. Overall, the bank calculates that the average expectation gap between where people thought they would be financially, and where they would actually be, was around £72,133, a small drop compared with last year's figure. Interestingly, although the figures differ somewhat, the findings are very much in line with previous surveys done over the past twenty years.

Phrase spot

Explain that many nouns for parts of the body also have a related verb, as in the example *thumb*. Sometimes the verb takes on a figurative or idiomatic meaning, as in *toe the line*, *foot the bill*. Students match the verbs with the words or phrases, using an English–English dictionary to help them.

Answers

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

The verb *face* combines with many nouns, including *fact, idea, problem, thought*.

- a shoulder the burden b foot the bill
c faced the music d toed the line
e stomach/face the idea f elbowed people aside

Extension activity

Put these nouns on the board and ask students which ones have a related verb (three do not – *flaw*, *ratio* and *vision*).

corner, figure, flaw, house, profile, ratio, staff, stage, table, vision

Students can work with a dictionary or corpus to find phrases using these verbs.

Possible answers

corner someone about something, corner a thief
figure prominently, figure out a problem (phrasal verb)
house asylum seekers, house an exhibition
profile an issue, profile market needs
staff an organisation, staff a call centre
stage a comeback, stage an event
table a proposal, table a bill (for legislation)

Possible answers

- a On the whole, I don't have a great deal of opportunity to get away for a while from my desk. At my level in the company, I get very little holiday. However, given the chance and the choice, I'd go to Tahiti.
b Speaking personally, a round-the-world trip would be incredibly stimulating – just think of all the cultures and landscapes you would be able to sample.
c My main objective in life is to join the police force and become a super sleuth, a detective like my hero Sherlock Holmes. I think the salary is now much higher than it used to be and people generally have more respect for the police in my country than for many other professions.
d Given the problems that abound with recession, in my view your best chance is to get as well qualified as you possibly can.
e It's my belief I'm not cut out to become an entrepreneur but I admire people who are. They seem to have some sort of inner drive which pushes them on to obtain their objectives.
f Personally, I guess my main priority would be to make sure they were safe and happy, but also that they were able to mix socially with people from different backgrounds.

- 3 Refer the class to the Exam spot. Ask them to answer the questions. They should try to use some of the phrases contained in the Exam spot in their answers.

Pronunciation

- 4 Refer students to the explanation of homophones in their books. Check they understand and then ask them to do the exercise. An English–English dictionary may help.

Possible answers

- a way How much do you weigh, now you've been on your diet?
- b pairs I love pears, but I can't stand apples.
- c meet Meat and two veg is still the standard English meal in some parts of the country.
- d heir The air is wonderfully clear in Majorca.
- e aisle I have never visited the Isle of Skye in Scotland.
- f principal Some people put their principles before common sense.
- g Grate The new band that played last night were really great.
- h mane We took what looked like the main road through the town, but still got lost.
- i plaice This place is great for real Spanish tapas.

Writing folder 1

SB pages 22–23

Part 1 Essay

The compulsory task in Paper 2 Part 1 involves reading two short texts in order to summarise and evaluate the ideas they contain. *Objective Proficiency* develops the language and skills needed for this task in the Reading into Writing lessons, which occur in alternate Student's Book units. In this Writing folder, students are given training in exam technique, as well as specific advice on how to answer Part 1.

In Paper 2 Writing, students must write in a register that is suitable for the task set. Most questions will demand formal or neutral register and it is vital to produce this *consistently*, as inappropriately informal language would have a negative effect on the reader (examiner).

If timetabling permits, work through all the Writing folder exercises in class, as they raise awareness of the requirements of the exam tasks and allow students to share ideas and best practice. Many *Cambridge English: Proficiency* candidates tend to under-perform on Paper 2, often because they have paid insufficient attention to writing skills. Encourage students to keep all their written homework. It can be very effective for them to work on a second draft following your marking and feedback on their first attempts, as they will learn from earlier mistakes and better understand how to improve their writing.

- 1 Give students time to read the two texts and elicit their ideas.

Answer

The texts contain opposing points of view with regard to the use of technology: Text 1 sees this as an appropriate way of widening the audience, while Text 2 suggests that it undermines a museum's primary role, that of educating its visitors.

- 2 In the exam, there will be four main points covered across the two texts. Encourage students to underline the key ideas as this will help them plan their answer.

Answers

Text 1

- b '... museums have become more community-orientated ...'; '... museum curators have looked to modern technology to breathe more life into exhibits, ...'
- e 'Over the last decade in particular, ... the majority seek to be inclusive rather than elitist, reaching out to everyone.'

Text 2

- c 'The dumbing down of exhibitions is widespread – in short, the medium has become more important than the message'; 'Learning is all too often compromised by technological wizardry, which may impress on a superficial level but essentially trivialises, and provides a content-lite "experience".'
- f 'The purpose of a museum is to stimulate learning and broaden the horizons of its visitors, yet many museums nowadays appear to neglect this responsibility ...'; 'Whether this is in response to government cuts or merely reflects a trend among museum directors, it is undoubtedly a change for the worse.'

- 3 Explain to students that they should vary the beginning of sentences as the sentence openers show – this will help to demonstrate their range of language. This exercise trains them to use their own words where possible – they should avoid ‘lifting’ the words and phrases in the texts and reusing them in their answers, as they may be penalised for doing this. Certain key words will need to be reused as they cannot be paraphrased and the suggested answers below reflect this. It is also permissible to quote verbatim from a text (see Suggested answer c), but this should always be limited to a short phrase – the examiners need to assess the candidate’s own language.

Suggested answers

Text 1

- b The first text suggests that the policy of introducing new technology into museum displays has been of benefit to visitors because it is more meaningful and ‘hands-on’.
- e The writer is of the opinion that in the last ten years in particular, museums have tried to engage a broader cross-section of the public.

Text 2

- c The second text raises the issue of ‘dumbing down’, claiming that insufficient content is conveyed in ‘modern’ museums, due to the implementation of these creative effects.
- f Additionally, it is argued that many museums are ignoring their original function, to educate and inform, which the writer sees as regrettable.

- 4 Suggest students do this in pairs, discussing their ideas.

Answer

All four points from the texts are summarised. Only the points in Text 1 are evaluated. The writer has copied a considerable amount of input from Text 2 rather than using their own words. The writer has not included any of their own ideas.

- 5 Ask students to draft a new second sentence for the third paragraph. They should do this on their own. Elicit some sentences and write them on the board. Decide which one is the most effective at reformulating the ideas from the second text.

Suggested answer

Many museum curators seem to have forgotten that their institutions exist in order to promote the transfer of knowledge and the writer sees the introduction of new technology as a bad thing, because the actual subject matter has become subservient to the method of delivery.

- 6 Point out that in the exam, it will not matter if students go a little beyond the upper word limit – it is much more important to bring a piece of writing to a suitable close. However, they should not exceed 300 words on the Part 1 task – if an answer is substantially longer than this, it is likely to include some repetition or irrelevance.

Suggested answer

These texts present different reactions to what museums are offering in the 21st century. To my mind, their curators have acted appropriately in embracing the new technology at their disposal. The current reality where I live is that many more people are going to museums than before and the majority of them benefit from this experience. Any transfer of knowledge is a positive outcome and museums definitely contribute to a better educated society.
(72 words)

Note on assessment

The Cambridge ESOL C2 assessment criteria operate across five bands of performance and there are four distinct assessment scales. These are Content, Communicative Achievement, Organisation and Language. See the table on the next page. Further information about the marking of Paper 2 can be found in the *Cambridge English: Proficiency Handbook*, downloadable from the Cambridge ESOL website. Use some of the wording in the assessment scales when giving feedback to students on their written work, in order to familiarise them with what is expected in the exam.

Cambridge English: Proficiency Writing assessment scale

C2	Content	Communicative achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Demonstrates complete command of the conventions of the communicative task. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication, and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or as slips.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

3

Strange behaviour

Topic Human and animal behaviour

3.1

Listening	Non-exam true/false
Vocabulary	Phrases – fixed pairs of words Modifiers – <i>quite, rather, fairly</i>
Exam skills	Reading and Use of English Paper 1 Part 2

3.2

Grammar	Conditional clauses
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3.3

Vocabulary	Extreme emotions
Exam skills	Reading into Writing: Reformulation 1 – Paper 2 Part 1
Vocabulary	Word formation – negative adjectives

Workbook contents

1	Reading Paper 1 Part 7
2	Grammar – conditional clauses
3, 4, 5, 6	Vocabulary
7	Use of English Paper 1 Part 1

3.1 SB pages 24–25

Lesson plan

Introduction	5–10 minutes
Listening	20–40 minutes
Phrase spot	10–20 minutes
Vocabulary	10–10 minutes
Use of English	15–15 minutes

- SV** Set sentences in Phrase spot for homework.
LV See Photocopiable recording script activity and Extension activity for 2.

Speaking

- 1 The photograph is of a sunset to show 'red sky at night'. Ask students to discuss the questions in pairs or groups.

Possible answer

I think the one about *red sky at night, shepherd's delight* is true. I've often noticed that if there is a red sky at night the weather the following day is good. It's something to do with the refraction of ice crystals in the atmosphere I think.

Listening

- 2 **104** Ask students to read through the questions and check they understand the vocabulary. A rain goose is a type of bird. Play the recording twice – first so students can get an idea of what it is about, and secondly so they can write their answers.

Answers

a T b F c F d T e F f T g F h T i T j T

Recording script

Sue: Good morning. Now, the huge growth of interest in environmental issues has led to a careful re-examination of all kinds of traditional lore. With me today, I have Peter Watkins. He's written a best-selling book *The History of Weather Folklore*, which explains country sayings and the role of animals and birds in forecasting the weather. Sayings my granny used to come out with, like *Birds flying low, expect rain and a blow, which I've always felt rather sceptical about.*

Peter: Well, Sue, the way in which animals and birds can apparently predict changes in the weather before we can has always fascinated people and, for that matter, still does. If it didn't, the sayings wouldn't still be in current use, and of course, nowadays the weather is anxiously studied because of climate change.

Sue: But is there any truth in these old sayings? Given that there are so many, apparently 500 at the last count, and they've been around a while, presumably they should be fairly accurate?

Peter: Mm, well generally, there's a better chance of their being right for short-term weather forecasting rather than long-term. Of course, the most interesting natural weather forecasters are the birds, which is why there are so many sayings relating to them. Birds depend on the right weather conditions for flying and, in particular, birds that fly very high, like swifts and swallows, stand very little chance of survival if they get caught in a bad storm. They are also insect feeders and when the weather is fine the insects are high and the birds will follow them. Insects have good reason to dive for cover if rain is imminent as they are covered with water-repellent hairs. It actually doesn't take much for them to get completely soaked, so they respond quite rapidly if there's a drop in temperature or a rise in humidity.

Sue: Oh, so there's an element of truth in that one. Now, I used to live off the coast of Scotland and they had a saying on the islands about a bird called the red-throated diver. They used to call this bird the rain goose, and the saying went pretty much like this: *If the rain goose flies to the hill, you can put your boat where you will, but if she flies to the sea, you must draw your boat and flee.* I must say that I used to be rather puzzled by this saying, as I didn't understand why it would fly out to sea when the weather was getting worse. Anyway, one time when I was out in a boat the wind started to get up. We tuned into the radio and it said a gale was due from the north. We saw the geese everywhere flying around and heading out to sea. So despite common sense telling you otherwise, the saying of the local people seemed to be true.

Peter: Yes, and we still don't know the reasons for its strange behaviour. But you know, not all weather lore is about misery. Some birds can predict when things are about to brighten up. Certain geese set off for their breeding grounds in Iceland when the weather is fine – you just have to wait and watch and then plan your harvesting or house painting!

Sue: Not very practical! However, if there is some truth behind these weather sayings, do they ever have any practical use?

Peter: Obviously, weather lore had a very important application in the farmer's world. Farming and weather are intrinsically linked and the ability to predict, or at least think you could predict, was very important to them, although of course, they weren't the only ones with a vested interest in weather forecasting. One of the things about human beings is that we do not like to feel that things are happening with no purpose whatsoever. Weather lore makes a connection between something that is happening and something that is going to happen – we need to feel we're not simply the victims of chance and circumstance. Although it's very difficult to put dates on these sayings, many of them probably go back thousands of years. Some of them work and some of them don't, and some of them don't even make sense. Many actually negate each other.

Sue: Quite. So, how reliable are sayings which predict the year ahead, if we can't even rely on ones predicting the weather the next day?

Peter: Mm, well, I find it very difficult to believe that you can tell the rest of the winter from the way birds are flying or how your cat behaves in the autumn. By putting our own interpretations on how nature works we can get it completely wrong. For our ancestors the weather was a life and death situation – not just an inconvenience – and I think that had they had

anything more reliable, they wouldn't have had to base their predictions on this kind of thing. They were really clutching at straws when they observed animal and bird behaviour and linked it to the weather, but they really had no other choice.

Sue: My thanks to Peter Watkins. Next week we'll ...

Photocopiable recording script activity page 143

Ask students to find the following words and expressions and explain their meaning from the context.

<i>to come out with</i>	<i>the wind started to get up</i>
<i>is starting to bite</i>	<i>are intrinsically linked</i>
<i>is imminent</i>	<i>many actually negate each other</i>
<i>an element of truth</i>	<i>clutching at straws</i>

Suggested answers

to come out with – to say
is starting to bite – is starting to take effect
is imminent – is fast approaching
an element of truth – some truth
the wind started to get up – the wind started to get stronger
are intrinsically linked – are essentially/fundamentally linked
many actually negate each other – many contradict each other
clutching at straws – turning to something in desperation

Extension activity

Students should write out sentences of their own, showing how the vocabulary in the Photocopiable recording script activity, above, is used.

Phrase spot

Ask students to work in pairs to first of all check the phrases are correct and then to complete the sentences with the correct phrase.

Answers

These were the phrases that needed correcting:
 time and again; fame and fortune; flesh and blood;
 touch and go; life and soul

a thick and thin	b fame and fortune
c touch and go	d First and foremost
e Time and again	f give and take
g life and soul	h flesh and blood
i high and dry	j black and white

Vocabulary

- 3 **105** *Quite, fairly and rather* are often confused. Refer students to the Grammar folder on page 184 in the Student's Book if more help is needed.

Refer students to the note about gradable and ungradable adjectives before playing the recording.

Answers

1 a 2 b 3 a 4 b 5 a

Recording script

- 1 You're quite wrong in what you say about her!
- 2 It's quite a nice dress, but I can't make up my mind whether to buy it or not.
- 3 Quite!
- 4 She's quite happy in her new house, but she does still miss her friends.
- 5 This cake is quite delicious.

- 4 Ask students to work in pairs or small groups and to discuss the sayings using some of the phrases and the adverb of degree specified.



Extension activity

For homework students should find another saying and write a short paragraph on whether they think this saying has any basis in fact. They should read out their paragraphs to the class who should vote on the saying's usefulness.

- 5 Refer students to the Exam spot. Point out the importance of reading the text through to the end, before attempting to fill the gaps. In the following exercise the answers are given, but in the examination students have to come up with their own. Further information about this part of the exam can be found in the Exam folder on pages 30–31 of the Student's Book.

Answer

The article is about animal behaviour and how it may be possible to use it to predict major earthquakes.

6

Answers

1 far 2 date 3 given 4 turn
5 make 6 put 7 whatever 8 as

3.2 SB pages 26–27

Review of conditional clauses

Lesson plan

Grammar 50–70 minutes
Speaking 10–20 minutes

SV Set 6 for homework.

LV See Extension activity for 3.

- 1 Ask students to talk about whether the weather affects their mood and to try to come up with some examples. For example, are people in hot countries temperamental? Are the British reserved because of the rain?
- 2 Students should read the article and then work with a partner to complete the sentences. The sentences are all conditional.

Suggested answers

- a there are 50% more traffic accidents and 20% more industrial injuries.
 - b the air will make you feel invigorated.
 - c the number of murders would rise.
 - d if there hadn't been a Santa Ana blowing.
 - e you leave Switzerland during a Föhn.
 - f I would go to California if I wanted to murder my husband.
- 3 Students should be able to explain what kind of conditional sentence each is. They are all examples of basic forms. Refer them to the Grammar folder on pages 179–180 of the Student's Book if they have any problems with this.

Answers

- a Zero conditional used for general truths.
- b First conditional used when something is possible.
- c Second conditional used to talk about something that is unreal and is improbable.
- d Third conditional to talk about something impossible.
- e Zero conditional to talk about a general truth.
- f Second conditional to talk about something which is unreal or improbable.



Extension activity

If students need more spoken practice in the basic forms of the conditionals then ask them to form groups and discuss the idea that a crime of passion should be treated leniently. They could then go on to discuss capital punishment and whether some crimes deserve the death penalty.

Corpus spot

Refer students to the Corpus spot and ask them to decide what the mistake is in the sentence.

Answer

Making the verb following *unless* negative. It should be: *If someone treats these two things equally, he can easily succeed in both, unless he succumbs / if he does not succumb to the temptation of laziness.*

- 4 This exercise gives examples of other forms of conditional sentences.

Answers

- a inverted first conditional to express tentative statements = *If you should happen to ...*
- b polite use of *would* = first conditional
- c parallel conditional – first conditional = *I'll do something if you do something.*
- d disguised conditional – *as long as* = *if*
- e inverted third conditional = *If I had known about the weather conditions ...*
- f disguised first conditional – *provided that* = *if*
- g mixed conditional – second + third using *now* to show past effect on present
- h inverted second conditional to express tentative statements = *If the Prime Minister were to announce ...*
- i zero conditional with *unless* = *if not*

- 5 This exercise is also an awareness exercise so that students realise that other words and phrases besides *if* are possible in a conditional sentence.

Answers

- a Given that b Unless c As long as / Provided that
 - d But for / Without e Even if f on condition that
 - g Suppose / Supposing
- 6 This exercise can be given for homework if time is short. Many of the forms, especially the inversions, are quite formal.

Suggested answers

- a Should you see her, could you tell her my address?
OR Should you happen to see her, could you tell her my address?
- b Given that people were dependent on farming for their livelihood, it's not surprising that they used animal behaviour to predict the weather.
- c Provided that you take care of it, you can borrow my bike.
- d If you'd (like to) take a seat, I'm sure Mr Johnson won't be long.
- e If I were you, I'd get another job.
- f If I had worked harder to pass my diploma, I would be earning more money now.
- g But for my grandmother leaving me some money, I wouldn't have been able to afford to go to university.

- h Were climatic changes to occur / Were there to be climatic changes, weather lore would be rendered obsolete.

Speaking

- 7 Ask students to work in groups to talk about the situations.

Possible answers

- a I'll book into a hotel.
- b I'll just have to do it!
- c I'll ring up my service provider.
- d I'll grab my things and rush out.
- e I'd have a year-long holiday.
- f I'd report it to the police.
- g I'd try to keep a low profile.
- h I'd just take off wherever I felt like it.
- i I would / I'd have been delighted and studied hard to make the most of it.
- j I would / I'd have tried to get into one of the Ivy League universities.
- k I would / I'd have done my best to make money.

3.3 SB pages 28–29

Reading into Writing: Reformulation 1

Lesson plan

Introduction	20–20 minutes
Reading	30–30 minutes
Vocabulary	10–20 minutes
Writing	0–20 minutes

SV Set 5 for homework.

LV See Extension activity for 4.

Refer students to the photos. They are of people showing strong emotions.

- two angry footballers
- stressed commuters
- a child's birthday

Ask students to discuss with a partner how the people are reacting in the situation they are in.

- 1 This exercise looks at anger. Students should put the situations a–g in order of irritation and then compare answers round the class.
- 2 Ask students to find the synonyms in the box for the words given in a–f.

Answers

- a rage, fury b dread, terror c bliss, delight
d sorrow, dejection e incredulity, astonishment
f tedium, apathy

- 3 Ask students to read through the article and then answer the questions that follow.

Answers

- 1 A (style, language, vocabulary – not specialised, neutral register)
2 On the surface there seems to be no reason for it.
3 **inward:** feeling annoyed/tense/anxious; raised blood pressure
outward: sweating; averting gaze; hiding; making yourself immobile; hair-pulling; foot-tapping; getting red in the face; leaving

Vocabulary

- 4 Refer the class to the Exam spot. Students often find it difficult to find different ways of saying the same thing. Here they are introduced to the use of negative prefixes. They will gain marks if they can show they can manipulate language, either to make a sentence shorter or to show they can paraphrase a sentence.

Answers

- a unpredictable b undeniable c unconscious
d insignificant e irreplaceable f inexhaustible
g unassertive / non-assertive h inconclusive

Extension activity

Divide students into teams. Each team should write a list of ten or more adjectives or adverbs which can be made negative with a prefix. They then ask the other team to give the word with a negative prefix. The team with the most correct answers wins.

- 5 Students should try to summarise the text in 3 using no more than 18 words.

Suggested answer

Human beings are often quite unconscious of reacting to an invasion of their personal space with anger.

OR

Human beings are often quite unconscious that their reaction to an invasion of their personal space is anger.

Exam folder 2

SB pages 30–31

Paper 1 Part 2 Open cloze

- 1 Refer students to the examples and Exam advice. They should then read through the text carefully before trying to fill in the spaces.

The photos are of Henri Cartier-Bresson.

Answers

- 1 would/should/could 2 wherever 3 which 4 itself
5 did 6 nothing/little 7 by 8 rate

Paper 1 Part 4

Key word transformations

- 2 Refer students to the information and to the Exam advice. They should remember that only between three and eight words are required. A contraction counts as two words. They mustn't forget to use the key word.

Answers

- 1 was put | in jeopardy OR was put | at risk
2 friendship with Paula | dates back
3 (any) responsibility for | breaking / having broken
4 has finally come | to terms with
5 no expectation | of/for an upturn
6 were given / had no choice/alternative/option | but to

4

Sweet rituals

Topic Food and ritual

4.1

Exam skills	Reading and Use of English Paper 1 Part 5
Style extra	Narrative description: comparison to animals; colours
Vocabulary	Collocations

4.2

Grammar	Past tenses
Vocabulary	Compound adjectives

4.3

Exam skills	Speaking Paper 4 Part 2
Vocabulary	Adjectives and idioms to do with food

Workbook contents

1	Listening Paper 3 Part 1
2, 3	Listening follow-up
4	Grammar – past tenses
5, 6	Vocabulary
7	Use of English Paper 1 Part 2
8	Use of English Paper 1 Part 4

4.1 SB pages 32–33

Lesson plan

Introduction	5–10 minutes
Listening	10–20 minutes
Reading	40–40 minutes
Style extra	0–10 minutes
Vocabulary	5–10 minutes

SV Set Style extra and 6 for homework. See also notes on final part of 2.

LV Spend more time on 1 and do Photocopiable recording script activity in 2.

- 1 Elicit examples of ritual behaviour from students, starting from the pictures shown:
- a Japanese Tea Ceremony
 - a bride and groom cutting their tiered wedding cake

Another example of ritual behaviour in eating and drinking is making a toast at an official dinner, where everyone raises a glass and drinks to something or someone.

- 2 **1.06** Explain that students will hear a short extract, which is recorded at natural speed and contains some difficult vocabulary. They should listen out for time phrases and sequence words, which will cue the information needed.

Answers

Before the meal: phone calls to relations, preparation of lots of food

During the meal: eating, praising the food, criticism of family members, family disputes, more general arguments about politics, coffee, senior member leaves, end of event

Recording script

Unlike many modern families, mine still holds to the tradition of large family meals at times of celebration or crisis. I use the word 'large' of both the group and the amount of food on offer. The pattern is always the same: endless phone calls weeks ahead of the occasion to mobilise distant cousins and elderly aunts; on the eve of the event, the preparation of excessive amounts of food by the host family member, which never fails to be stress-inducing for all concerned; and then, on the day itself, we slip into our well-established roles, devouring all that is set before us and expressing the joy and contentment that convention demands. Once the wine has started to flow, the praise of succulent dishes gives way to another, more sinister part of the ritual: snide comments on family members not present, the surfacing of ancient grudges and petty family rivalries. This in turn leads to the more general but equally predictable debates on politics and the world at large. Manners always prevent us from actual bodily assault, but the verbal gloves are certainly off at this late stage in the proceedings. As the insults start to fly, the host hurries away to prepare coffee, hunting out chocolates and jugs of ice-cold water, in a valiant attempt to restore calm. Ritual behaviour dictates that all hostilities cease at this point and so, finally, peace prevails. After his second cup of coffee, handing down a final blessing to the assembled group, the most senior member takes his leave, signalling that it is time for others to do the same. Another memorable family occasion draws to a close.

Photocopiable recording script activity **P** → page 144

Hand out the recording script and ask students to underline any words or phrases they are unfamiliar with. Then write these words on the board and elicit guesses on their meaning, suggesting that students look at the surrounding context. Alternatively, treat the activity as dictionary work, where students work in pairs.

Elicit students' experience of similar family events, or set as written homework if time is short.

Possible answer

In Melbourne last Christmas, I was invited to Christmas lunch with my brother-in-law's Armenian family by marriage. There were over thirty people present, ranging from young children to grandparents. We started off in the garden, eating appetisers and toasting everyone's good health – including the health of the entire Liverpool football team. Eventually we all went inside and sat down together, at the longest table I have ever seen! There were so many succulent things to eat, including huge trays of sliced roast lamb and pork, different types of potato dishes, vegetarian salads and roasted vegetables. The meal was a leisurely affair, punctuated every so often by fresh supplies of warm bread. A tempting selection of desserts was then wheeled out and we were allowed to help ourselves and adjourn once more to the garden, where the sun was shining. Later still we came inside again, for the children to be given their presents. It was a truly splendid day.

Reading

3 The narrator, Triton, is Mister Salgado's cook.

Background information

Romesh Gunsekera has been favourably compared to Chekhov and Graham Greene. Much of his writing portrays the dilemma of living in Sri Lanka during the long period of civil war (1983–2009), where violence and political unrest were a part of daily life. *Reef*, his first novel, was shortlisted for the Booker prize in 1994 and won the Italian Premio Mondello in 1997. His other books include *Monkfish Moon*, a set of short stories, and other novels, *The Sandglass* and *The Match*.

4 Refer students to the Exam spot. Ask students to work through the questions on their own and then compare answers. Elicit reasons for their choice of answers (see detailed explanation opposite).

Answers

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

Detailed explanation:

- The answer, B, can be found in the sentence *He was concerned to make sure there was plenty of time to prepare, even though he acted so nonchalant*. A is ruled out because the narrator says *it had never happened before in his life*. C is wrong as Mr Salgado did give his cook advance warning. D is plausible though the first paragraph shows that Triton has plenty of culinary experience.
- The answer, C, is supported by the references Triton makes to Miss Nili's manner of eating in the second half of the first paragraph: *she ate like a horse, so hungry-looking and I expected her to bulge out as she ate ...*. A, though plausible, is not stated in the text. B is falsely suggested by the words *I don't know where she put it*. As with A, Triton does not pass judgement on Miss Nili, so D is ruled out.
- The answer, A, is rooted in the whole paragraph that begins *Triton made it*, where Triton talks of his 'coming of age'. B is wrong, as it was *the one phrase Mister Salgado would say ... again and again*. C is ruled out by Miss Nili's words in the next paragraph, where she says that Triton *makes a lovely cake*. D is not suggested by the text, apart from Triton's general comment on *the petrified morass of all our lives*, which is beyond the scope of the tea party.
- The answer, D, lies in the words *I rode in it like a prince*. A is wrong, as although Triton implies that the taxi is slow, *a black tortoise*, there is no suggestion that he is annoyed by this. B is not suggested by the text and it would be inappropriate for Triton, a servant, to have such feelings. C is wrong, as it is Miss Nili who is helped into the taxi by Mister Salgado.
- The penultimate paragraph (the one before the final paragraph) shows that Triton feels positive about life when his work goes well: *Suddenly everything becomes possible and the whole world ... pulls together*, so the answer is A. B is the opposite of Triton's view, for he *felt stupid* to need the praise. C is not suggested by the text; in fact Triton appears to prefer being the sole owner of the kitchen. D is not suggested by the paragraph.
- The answer, C, is rooted in the sentence *It was as if he couldn't believe his eyes, seeing Nili sitting there in front of him*. A is wrong, as, although Mister Salgado drank lots of tea, he ate nothing. There is no evidence in the paragraph for B, as it was Nili who *would murmur her approval*. D, though plausible in view of Mister Salgado's nervousness before her arrival, is not suggested in the paragraph and Triton is the one who orchestrates the delivery of each part of the meal, with the exception of Mister Salgado's words *No, bring the cake now*.

Style extra

Point out to students that using similes sparingly in their own writing will demonstrate range, as already highlighted in the Unit 2 Extension activity on page 17. Elicit other similes that refer to animals, for example: *as quiet as a mouse, as slippery as an eel, as strong as an ox, as brave as a lion*.

Give students further examples of verbs associated with animals that could be used of humans, for example: *bark* (an order), *purr* (with contentment), *squawk* (in surprise), *squeal* (with delight).

Encourage students to experiment when writing about colour: replacing a standard colour adjective with a noun phrase – for example, instead of ‘brown’, you could say *coffee-coloured* or *the colour of mud*; supplementing the adjective with a noun, to give a more vivid description – for example *mint green, ice blue*.

Answers

The animals associated with Miss Nili are:

a horse *she ate like a horse*

a snake *like a snake swallowing a bird ... one leg coiled under her*

a cow *She made a lowing sound between bites.*

The effect is to accentuate her appetite and unconventional behaviour.

By referring to the taxi as having a *butter-coloured* top, the author brings his own writing to life and also skilfully reminds us that Triton the narrator is also Triton the cook, who sees life through his cooking (see the answer 5A in the multiple-choice questions above).

Vocabulary

- 5 The *Cambridge English Corpus* is a huge collection of texts held on computer. The texts come from novels and non-fiction books, journalism, academic writing, everyday speech and other forms of written and spoken English, and access to this corpus has allowed us to analyse examples of current English usage. These examples of ‘savour’ have been chosen from the corpus to show typically modern uses of the word.

Answers

savour the aftertaste – enjoy the sensation of flavour left in her mouth

The noun collocates are: *success, freedom, memories, past, word, wine*

Extension activity

Visit the websites that hold text corpora, for example www.just-the-word.com and www.natcorp.ox.ac.uk. It is possible to do a trial search free of charge and you can print off the lines, or download them.

- 6 The sentences given in the answers below are drawn from the *Cambridge English Corpus*.

Possible answers

- a consume + equivalent, quantity, time
A typical teenager consumes a staggering quantity of commercial media online.
- b devour + books, news
People in Redwood City, California eagerly devoured news of the jury's decision.
- c relish + challenge, thought
Montoya relishes the high expectations and says he loves pressure.
- d swallow + pill, pride, news
There has been less retail activity over the last two weeks, perhaps as people swallow news of job cuts and a worsening economic outlook.

4.2 SB pages 34–35

Review of past tenses

Lesson plan

Grammar 45–60 minutes

Vocabulary 15–30 minutes

SV Set 4 for homework.

LV See Extension activity for 5.

- 1 The picture shows a selection of old and new forks. The top fork is African in origin, from Sierra Leone, and is around 500 years old. Carved from a single piece of ivory, it has two tapering tines.

Possible answers

People would certainly have been using some form of knife to cut up meat and other foodstuffs 2,000 years ago – not metal knives of course, but some kind of sharp cutting implement. People could have been using basic forks, too, though metal ones must be a more recent phenomenon, probably only dating back a thousand years or so. The ancient Egyptians used spoons made of ivory, wood and other materials.

The design of the spork is very clever, as it gives you a spoon, a fork and a serrated ‘knife’ all in the one implement. Produced in bright colours, it looks very attractive too – just the thing for a picnic or a camping trip.

- 2 Summarise ideas on the board about how the appearance and use of the fork has changed over the last 400 years.

Suggested answer

Appearance: three longer prongs became four shorter ones in the 19th century
 Use: 'shared' forks became less common in the 19th century; one-handed eating in the 19th century gave way to holding the fork in the left hand and the knife in the right, introduced by the English towards the end of the 19th century.

- 3 Elicit answers before referring students to the Grammar folder on page 180.

Answers

- a past perfect (*the knife was put down once the food had been cut up*)
 b used to; would (*used to use special spoons; people would more often share forks with others*)
 c modal verbs (*as well they might have done; scooping with them must have been impossible*)
 d present perfect (*have been used for over 2,000 years*)
 e **is thought to have been used** (past passive infinitive)
 f **was being carved at table** (past continuous passive) **were satirised / these were now shortened ... / the fork was then used / the knife was kept** (simple past passives)
 g **had been making forks** (past perfect continuous) **were successfully introducing** (past continuous) **as we have been doing ever since** (present perfect continuous)
 h spread (spread); strove (strive); done (do); bore (bear); seen (see); sought (seek).

- 4 Refer students to the Exam spot and stress the importance of working from context clues. A *tine* is the technical term for the prong of a fork.

Answers

- a tools b list
 c female-like behaviour: used to show disapproval
 d picking up e fussy or ultra-careful f sin
 g still / without moving h spread (widely)
 i changing j fashionable

5

Answers

- a was thought; had mastered
 b have carved; was carried out
 c have always insisted; should be torn; arose; is/was dressed; may/might/can/could react
 d had murdered; was given; ate; drank
 e continued; had started / had been starting
 f have been supported; have been chosen

- 6 Suggest that students use more compound adjectives in their writing and speaking, to show language range.

Suggested answers

- 1 a an orphan baby lamb b an undergraduate
 c junior staff
 2 a about to be impeached b hyper-inflation
 c risking disqualification
 3 a a company plaque b a bathroom tap c a pen
 4 a to hold it together b to prevent it smelling
 c to keep them hot
 5 a ice cream b oranges c some types of yogurt
 6 a a tiger b a football hooligan c a vampire
 7 a a dish b a recipe c a jar of baby food (to prevent criminal activity)
 8 a silly, not serious b with perfect features and immaculate clothes
 c wise, bright-eyed

 **Extension activity**

Give students the adjective suffixes below and ask them to come up with further compound adjectives. They could also develop questions similar to 1–8 in groups and try them out on the rest of the class.

- made (home, hand, purpose, tailor, European)
- dried (sun, freeze, wind)
- free (tax, additive, lead, nuclear, risk)
- bound (leather, house, desk, duty)
- deep (knee, chest, six)

4.3 SB pages 36–37

Listening and Speaking

Lesson plan

Listening	30–40 minutes
Vocabulary	10–30 minutes
Speaking	20–20 minutes

- SV** Keep discussion brief in 1 and 4.
LV See Extension activity for the Idiom spot.

- 1 Students discuss the picture in pairs, using the adjectives listed. The fruit shown, from top left, includes grapes, a lime, a grapefruit, an apple, a mango, a pineapple, a lemon, a nectarine, redcurrants, bananas, pomegranates, passion fruit, a kiwi fruit, a melon, a watermelon, a coconut, a peach and oranges.

Suggested answers

A mango is fleshy, juicy when ripe, and rather sensuous. Redcurrants are quite sharp but they are very appetising, and look exquisite as a garnish – like bright red beads. Lemons can be quite fibrous and their juice is sour.

- 2 **1.07** Explain to students that when they take notes while listening, it is helpful to include brief headings like the ones given. Play the recording twice.

Answers

Ideal temperature for ripening: over 40°C
Chief mango-growing area: to the north of Calcutta (Eastern India)
Facts about the mango tree: up to 60 feet (about 18 metres) tall, has a massive trunk, shiny green leaves
History of mango-growing in India: established by the Moghuls in the 17th century and taken up by the Nawabs, who diversified the varieties grown

Recording script

For the last two months, across much of India, temperatures have soared daily to over 40 degrees Celsius – perfect ripening weather for the mango, perfect wilting weather for humans. The thing about India, and Calcutta in particular, is that everyone here eats seasonally and mangoes are everywhere – in every home, on every hotel menu, and sold on every street corner. In the markets, they're beautifully arranged, stacked up according to variety on big wide wicker baskets.

The main mango-growing areas are situated to the north of the city. I headed out to an old family estate where they still have a number of the original orchards. This estate, laid out around an old indigo-planter's house, is wonderfully peaceful and the air so clean – a million miles from Calcutta. Against the exotic foliage of the coconut palm and the banana plant, the mango tree looks like a shiny-leaved evergreen oak. It has a massive, gnarled trunk and can easily grow to a height of sixty feet. Many trees were planted over a hundred years ago.

Indians today have the Moghul dynasties of the seventeenth and eighteenth centuries to thank for the amazing diversity of mangoes available now. They established large plantations across the northern states of Uttar Pradesh and Bihar. It was the Muslim leaders – the Nawabs – who cultivated the fruit in Bengal. They were great fruit-loving people and they missed their apricots and their melons. They cross-pollinated the mango, they got 101 varieties, and these are the sophisticated mangoes that grow mainly in eastern India. When the Moghul empire was in its decline, the Nawabs moved southward and here they cultivated their mangoes, planting them according to their different varieties in orchards – they gave them the most romantic and poetic names, names like 'passari', the loved one, 'begum pasan', the Nawab's wife's favourite ...

- 3 **1.07** Play the recording again, pausing after each phrase, and elicit answers.

Answers

- a The speaker uses the word 'perfect' ironically: although the high temperature is perfect for ripening the mango, it causes people to 'wilt', that is, become tired and without energy.
b The mangoes are arranged in piles according to their varieties.
c leaves that grow in the tropics or another faraway place from the speaker's point of view
d the Moghul Empire or royal families
e incredible variety (101 different types)
- 4 Remind students that *seasonally* comes from the noun *season* (the *-al* adjective suffix came up in Unit 1). The discussion could be run in four groups, with each group taking one of the statements. Each group then reports their views to the others at the end.

Suggested answer

Buying produce out of season appears to offer maximum choice and flexibility, but can be very disappointing in terms of flavour because the fruit in question has been flown halfway around the world in chilled conditions. Fresh soft fruit like strawberries and raspberries, or vegetables such as asparagus, taste so delicious when they have been freshly picked. Also, because they are only available at a set time of year, you look forward to eating them and savour them during their short season.

Idiom spot

Answers

a icing; cake b lot; plate c eggs; basket d fish
e pill f pinch; salt g beans h hot cakes
i egg; face j pie

Suggested answers

- a This government is sweetening the pill of higher taxation by introducing new benefits for employees at the same time.
b I've put all my eggs in one basket work-wise.
c Harry got egg on his face when Professor Samuels confronted him in the canteen queue.
d Valentina isn't staying on here as a student as she has bigger fish to fry in the US, with a Harvard scholarship.
e After the rugby team's outstanding performance, journalists will have to eat humble pie.
f I finally got Simon to spill the beans about his wedding.
g Sharon has a lot on her plate at the moment.
h Maria's earrings are selling like hot cakes on the market stall.

Extension activity

There are plenty of other idioms to do with food! Ask students to look up the following words in a dictionary, to find their related idioms:

bread, butter, cookie, fat, grapes, gravy, mustard, turkey.

Related idioms are: *the best thing since sliced bread* (referring to something new and exciting, though often used ironically)

know which side your bread is buttered (understand how you can benefit from something or someone)

bread and butter (the main part of your income)

that's the way the cookie crumbles (that's life)

a tough cookie (a brave or independent person)

chew the fat (chat with someone)

have sour grapes (be jealous of someone else's success)

a/the gravy train (a secure and easy way of making money)

keen as mustard (very eager)

doesn't cut the mustard (is not up to the job)

talk turkey (have a frank discussion: used mainly in American English)

You could also run a competition for homework, where the winner is the student who comes back with the longest list of food idioms.

- 5 Refer students to the Exam spot and explain that Paper 4 Part 2 is in two stages. Candidates have one minute to talk about some of the pictures and then a further three minutes to discuss all of the pictures.

Ask students to discuss the issues that are shown in Pictures A and B in pairs, using some of the phrases given. Stop them after one minute.

Suggested answer

The two photos illustrate different aspects of food consumption that are somewhat problematic. The green beans in Picture A have been grown in Egypt but are being sold in the UK, so the supermarket concerned has incurred air miles. The buying power of large supermarkets is such that they can afford to pay these transport costs and they know that people will buy them when they are not in season in the UK. It would be much better for the environment if shoppers restricted their buying of fruit and vegetables to local seasonal produce.

All the bananas for sale in Picture B have been shrink-wrapped, which is just so unnecessary! Excessive packaging like this causes so many issues, including rubbish disposal – the landfill sites cannot cope with the quantity of rubbish that is generated. Some shrink-wrapping has health implications too – take the way meat is packaged for example, with chemical treatment to extend the sell-by dates.

- 6 Now ask students to discuss all four pictures in pairs or groups of three, addressing the question: How could lifestyle choices be modified to promote a greener future?

Picture C shows appalling waste – a rubbish skip being filled with loaves of bread that cannot be sold by a supermarket because they are a day beyond their 'best before' date. Picture D shows someone working on their own vegetable plot, pulling a big fat fresh leek out of the ground. It has been grown in season and hasn't created any air miles – or even road miles, as it has been grown at home.

Possible modifications to life-style choices could be: supermarkets restricting the choice on offer, offering more seasonal, locally grown, produce, people growing their own food and baking their own bread.

Writing folder 2

SB pages 38–39

Part 2 Review

Explain to students that if they decide to write a review in Part 2, they will need to address the task set rather than merely describe what happens in the book or film being reviewed. They should make early reference to the title for clarity, as in a real review.

- 1 The picture is a 'still' from the film *The Perfect Storm*, showing the fishing boat amidst massive waves.

Ask students to write three sentences on their own and then put a selection on the board. Leave them up, as they will be needed later (see 3 below).

Possible answers

The steel grey sea looks bitterly cold and very sinister. The huge waves tower menacingly over the fishing boat. Such a vast amount of heaving water threatens the lives of everyone on board the vessel.

- 2 Point out that the paragraph plan covers all parts of the exam task, including the general aspect at the end. Students may get lower marks in the exam if they fail to address the whole question.
- 3 Elicit comments on the answer.

Suggested answers

The review is not very successful. There is only a minimal lead-in. The film is not named. The third paragraph is all plot, most of which should have been omitted. There is insufficient description of the special effects in the fourth paragraph. The evaluation is barely attempted.

To improve the review, the balance of the content needs to be addressed: there should be less plot, more reference to the special effects used, and some expansion of the general evaluation at the end.

- 4 Encourage students to extend their range of vocabulary and expression.

Answers

See also the corrected and improved answer in 5 below.

- a Hollywood blockbuster (film)
- b the budget (money spent)
- c an interesting sub-plot (part)
- d portrayed (acted) by George Clooney
- e the safety of his crew (men)
- f the eye of the storm (worst weather)
- g the special effects kick in (start)
- h really outstanding (very good)
- i clever use of digital imaging (computers)
- j those gigantic (big) waves
- k the film also stars (has) Mark Wahlberg
- l the film cuts to (shows)
- m the girlfriend, scanning the horizon (looking out to sea)
- n a prerequisite (essential part) of all films
- o its best feature (thing)

- 5 Ask students to draft about 50 words to follow the rhetorical question, preferably in class if there is time. Suggest that students show each other their drafts and discuss how they might be improved.

Corrected and improved answer

As part of the feature on special effects, the film *The Perfect Storm* is a very good example to consider. In one way, it is not a typical Hollywood *blockbuster*, as there is no happy ending, but in other ways – the actors used, *the budget*, the special effects – it is.

Why is it 'perfect'? It is actually a weatherman who uses this word. As he tracks the worsening weather out at sea, we see him getting genuinely excited about the unique set of weather conditions. This was *an interesting sub-plot* for me.

The captain of the fishing boat, *portrayed* by George Clooney, does not care about *the safety of his crew* and only wants to find more fish and make money. His irresponsible risk-taking eventually leads the tiny boat into the very *eye of the storm*, which is brought vividly to the screen by *really outstanding* use of special effects, including some *clever use of digital imaging*. When *the special effects kick in*, you feel as though you are in the boat with the crew, facing *those gigantic waves*. At the end, the ship goes down and we see one of the sailors – *the film also stars* Mark Wahlberg – drifting on an empty sea. The huge waves tower menacingly over the poor fisherman. Somewhat unbelievably, he is shown thinking beautiful thoughts about his girlfriend. Then *the film cuts to the girlfriend, scanning the horizon* with an anxious look on her face.

Are special effects a *prerequisite* of all films today? In my own opinion, it depends on the type of film – a psychological drama has no need of special effects to heighten the tension between characters. However, most of today's younger cinema-goers choose action films and they do expect special effects to be an integral part of the entertainment. In *The Perfect Storm*, they were probably *its best feature*.
(309 words)

- 6 If necessary, write the following sample paragraph plan on the board. Elicit students' favourite advertisements and give them any relevant vocabulary. Set the review for homework.

Sample plan

- Para 1 Introduction to review/advert chosen
Para 2 Brief description of the advert
Para 3 Visual effects
Para 4 Other features – music, actors, voice-over, etc.
Para 5 Assessment of influence adverts have on us

Sample answer

It is true that advertising has become an art form in its own right. Nowadays, some of the very best film directors are employed to produce a visually impressive fifty or sixty seconds of footage that we will remember and associate ever afterwards with the product being sold. My own favourite is a recent Guinness advert, which lives up to the high standards set by earlier adverts for this dark beer from Ireland.

The product becomes part of a visual extravaganza, set somewhere in South America or the Caribbean. At the outset, you are unsure what you are witnessing. Tension is in the air and you realise that a race is about to start – incredibly, a snails' race! Each snail lines up in its own lane, with a number on its shell, and bets are taken on which one will be the winner. Snails being what they are, the race gets off to a slow start, but then, one snail finds its way into an almost-empty glass of Guinness, takes in the necessary sustenance and streaks home, to the wild cheers of the crowd.

One striking image follows another and special effects are judiciously used to accentuate the snail's speed. The film is also shot from unusual angles – a snail's eye view, you might say, where human faces become slightly distorted and more unusual. At the end, we are almost participants in the vibrant celebration, which is fuelled by Guinness and exudes only good humour and love of life. Characteristically of a Guinness advert, loud music alternates with silence, busy scenes with stillness. There is no need for a voice-over, which would only labour the point. The overwhelming impression created is that you are watching something utterly unique, a message that you will then associate with the product itself.

In general, I believe adverts have a huge effect on our lifestyle and aspirations. If they didn't, far less money would be spent on them.
(324 words)

Units 1–4 Revision

SB pages 40–41

Lesson plan

Use of English 35–35 minutes

Writing 0–25 minutes

SV Set 4 for homework.

LV Elicit students' reactions to the texts in 1 and 4.

The aim of this revision unit is to focus on the language covered in Units 1–4, as well as extending the work done on reviews in Writing folder 2. Specific exam practice is provided for Paper 1 Parts 1, 3 and 4. This section could be done as a timed test of 30 minutes. Alternatively, the whole unit could be set for homework.

Use of English

- 1 The picture shows a side canal in Venice. Students should read through the text carefully before attempting to do the task.

Answers

1 undertook 2 glorious 3 encircled 4 uninviting
5 antiquity 6 inhabitants 7 perpetually 8 gratitude

- 2 Remind the class that contractions count as two words.

Answers

1 have no alternative | but to ask
2 known there | was going to / would be a delay OR
known | about the delay
3 was made to / had to | shoulder the financial burden of
4 he was on the verge | of tears/crying
5 you find it necessary / it be necessary | to contact me
urgently
6 hotel is bound to be good | as/because/since Pablo

3

Answers

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

Writing

- 4 The review originally appeared in *The Guardian* newspaper, in a slightly longer version. The writer is fairly negative about the book, dismissing it as 'publishing froth'.

Punctuated and paragraphed review

No one has yet written 'Froth: the Trend that Changed History' but Universal Foam comes pretty close to being the definitive example of publishing froth. The book blends two recent publishing trends, the newer of which is the wacky science subject. If there is a market for books on cryptography, chronometry or cod – / , and books on all these subjects have sold well in the last decade – / , then there is no reason why any subject should seem boring.

Once you have discovered a subject so obscure that no other publisher has come across it before, all that remains is to prove that it holds the key to universal understanding. 'Cod: / – a Biography of the Fish that Changed the World' / "Cod: / – a Biography of the Fish that Changed the World" / *Cod: / – a Biography of the Fish that Changed the World* is a pretty good example, but 'Universal Foam: / – the Story of Bubbles from Cappuccino to the Cosmos' / "Universal Foam: / – the Story of Bubbles from Cappuccino to the Cosmos" / *Universal Foam: / – the Story of Bubbles from Cappuccino to the Cosmos* outdoes it, since it permeates the universe from the smallest to the largest scale. After all, there aren't any galaxies stretched on the skin of unimaginably vast cod ; / , nor do physicists speak of the world arising from fluctuations in the quantum codfish. So 'The Boys' Bumper Book of Froth' / "The Boys' Bumper Book of Froth" / *The Boys' Bumper Book of Froth* might contain – / , / (as every bestseller should – / , /) everything you need to know about the universe. Then again, / [no punctuation] it might contain everything else. That's pretty frothy too.

In fact, 'Universal Foam' / "Universal Foam" / *Universal Foam* runs into another current publishing style: / – the book of lists. Among the subjects covered here are: / [no punctuation] volcanoes, shaving-foam, champagne, firefighting / firefighting equipment and meringues. Then you list everything you know about everything in the first list: / – 101 important facts about galaxies ; / – then 20 things you never knew about the cappuccino, / [no punctuation] and so on.

Finally, all this is wrapped up in the academic style, / – / (as old as exams, / – /) where you simply cram in all the knowledge that you can possibly get hold of and regurgitate it, / [no punctuation] with the echoing solemnity of a TV anchorman on 'The Simpsons' / "The Simpsons" / *The Simpsons*, suggesting a rhetorical question: / – 'Can everyday foams like milk foam ever be fully understood and controlled?' / "Can everyday foams like milk foam ever be fully understood and controlled?" At which point, / [no punctuation] there is foam flecking this reviewer's lips.

You can't really blame the author, / [no punctuation] / (Sidney Perkowitz, /) who has worked hard and writes clearly. It is not his fault that he has nothing particular to say after he has got through the bits that particularly interest him: / – the fairly technical discussions of how to measure foams and describe them mathematically. However, the fact is there is no sound reason for this book to have been written in the first place.

Crossword

This includes some of the idioms, phrasal verbs and other vocabulary from Units 1–4.

1	T	O	E	2	T	H	E	L	3	I	N	E		4	A	5	S	
R				W					R				6	O	F		P	
A		7	F	O	8	O	L	P	R	O	O	F					I	
C		O		N					E								L	
K		9	O	V	E	R			10	P	R	E	V	11	A	I	L	
D		T							L					P			T	
O		12	T	O	U	C	H	A	N	D	G	O					H	
W		H							C					13	L	I	E	
N		E		14	L	I	K	E					15	T	O		B	
		B		I					A				16	V	O	G	U	E
		I		V					B								E	A
17	I	N	L	I	E	U				L			18	O	U	T		N
N		L		U			19	G	E	T							I	S
				P			O						20	B	A	C	K	

Topic Advertising, shopping

5.1

Exam skills	Listening Paper 3 Part 2 Reading and Use of English Paper 1 Part 1
Vocabulary	Phrasal verbs, phrases with <i>right</i>

5.2

Grammar	Countable/uncountable nouns Possession Prepositions
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5.3

Exam skills	Reading into Writing: Working with two texts – Paper 2 Part 1
Vocabulary	Abstract nouns

Workbook contents

1	Reading – Paper 1 Part 5
2, 3, 4	Grammar – countable/uncountable nouns
5, 6, 7, 8	Vocabulary
9	Use of English – Paper 1 Part 3

5.1 SB pages 42–43

Lesson plan

Introduction	10–15 minutes
Listening	20–20 minutes
Vocabulary	20–25 minutes
Use of English	0–20 minutes
Speaking	10–10 minutes

SV Keep the discussion brief in 1; set 4 for homework.

LV See Photocopiable recording script activity for 3 and Extension activity for 4.

Speaking

- 1 Ask students to work in pairs to discuss the questions. They might not know the word *shopaholic* and discussion could result from the origins of this word.

Listening

- 2 **1.08** Refer students to the Exam spot. Make sure they read through the questions carefully before they hear the recording. Check they understand the vocabulary. Play the recording twice.

Answers

- 1 consumer slot 2 database 3 lawyers 4 title
5 kitchen (door) 6 online 7 hairspray/hair-spray
8 squeaked 9 publicity

Recording script

Paula: Good morning. On the programme today we have Mike James, a familiar face on television as the champion of consumers' rights. Mike, you've been doing *Pricewise* a long time now, is it something you **set out** to do?

Mike: Far from it Paula. It all began in 2002, when I was a reporter on a nightly news programme. They wanted a **consumer slot**, so I **took it on**. It wasn't until nearly ten years later that it became a programme in its own right. Now, we regularly get more than ten million viewers.

Paula: Where do the stories you **look into** come from?

Mike: Well, from you, the public. We get thousands of letters, phone calls and emails that tell us about poor service, ridiculous small print, malpractice and the need for information. We actually read all the correspondence and we follow up some stories immediately but most are filed for future use on our **database**.

Paula: What happens when you get a particularly juicy story?

Mike: We **check it out** thoroughly of course, and then we contact everyone involved, write the script and arrange filming. Sometimes we use actors and sometimes real people. Of course, it's essential that our **lawyers** check the script over. It's all done to very tight deadlines.

Paula: Do any particular stories **stand out** in your memory?

Mike: Oh, yes, many. There was one about an advert which promised to give you a **title** for anything up to £1,000. So, Bob and Trace became Lord Robert and Lady Tracy de Vere. You also get a piece of land but that only measures 20cm by 20cm. One of our researchers handed over the cash and tried to **find out** if being a lord would help him out in London.

Paula: And did it?

Mike: He went to Harrods, the department store, and they were very nice to him, but then they're nice to everyone. He then tried to book a table in a trendy restaurant and he got one – but not in a prime position next to the window – but by the **kitchen door!** So, really, it won't do you a lot of good being a lord nowadays.

Paula: Any other interesting stories?

Mike: Well, we did a programme not long ago about shopping on the Internet. The big supermarkets will deliver to your door if you order **online**, as you know.

Paula: Yes, it's a great idea, but I've not actually **tried it out**.

Mike: Well, it does usually work well. However, we did find that some customers hadn't received quite what they'd ordered. One poor man had asked for apples and got **hairspray!** The supermarket was very apologetic when we **pointed out** these problems and sent the customer some shopping vouchers.

Paula: Do you think consumers are more ready to complain these days?

Mike: Oh, yes. Research has been done that shows that attitudes have changed remarkably in the last forty years. Take a well-known brand of trainer. You could understand if they leaked, but actually these particular ones **squeaked**. Now, as they cost upwards of a hundred pounds, people weren't prepared to **put up with** this, but when they returned them to the shop, the shop didn't want to know.

Paula: So they wrote to you for help.

Mike: Yes. We bought a pair of the trainers and sent them to be inspected by an expert who said that some of the glue inside the shoe had come unstuck. We contacted the manufacturer with evidence of the problem and they were more than happy to **back down** and refund the money paid by the purchasers.

Paula: Another success then.

Mike: Yes, it's funny how quickly manufacturers and retailers react when they think they might attract bad **publicity**.

Paula: Indeed! It just shows what a good job you're doing. Now next week ...

Vocabulary

- 3 **1.08** The aim of this exercise is to get students to learn phrasal verbs in context, rather than in a list. Make sure they write down the whole sentence in their notebooks. The phrasal verbs are highlighted in the script above.

Answers

a to set out **b** to take on **c** to look into / to check out
d to follow up **e** to stand out **f** to find out **g** to try out
h to point out **i** to put up with **j** to back down

Photocopiable recording script activity page 145

If students find exercise 3 too difficult to do just by listening, give them a copy of the recording script and ask them to find the words and expressions in the text. This will build their confidence.

Phrase spot

Ask students to work through a–j in pairs. Encourage them to use an English–English dictionary.

Answers

a By rights **b** as right as rain **c** in the right
d right under their noses **e** the film rights
f right on time **g** within your rights
h makes all the right noises **i** the right way round
j serve (Michelle) right

- 4 This exercise gives practice in Paper 1 Part 1.

Answer

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

Extension activity

Ask students to write a sentence to show how the following words from exercise 4 can be used. Encourage them to use an English–English dictionary.

- | | |
|---------------|-------------|
| 1 body | 5 cluster |
| 2 brought out | 6 sequel |
| 3 devised | 7 correlate |
| 4 rally | 8 heighten |

Possible answers

- 1 FIFA is football's ruling body.
- 2 The company has brought out a new range of leisure wear.
- 3 A scheme has been devised to allow students on the course to study part-time.
- 4 Supporters have been quick to rally to our cause.
- 5 The team was encouraged to cluster around the coach at the end of each match.
- 6 You know there's now a sequel to that book you're reading about the two sisters.
- 7 The response to the questions correlated closely with the participants' age and status.
- 8 The director introduced the music specifically to heighten the suspense of the scene.

5 Students should work in pairs to answer the questions.

Possible answers

I prefer to shop in a town centre because there are more independent stores. I hate out-of-town shopping centres or malls because they are just full of the big chain stores, all selling similar things.

I think it's terrible that there are so few small independent shops in my town. I can quite understand why people go out of town to do their shopping – after all, it's probably more convenient and possibly the prices are lower – but I prefer the variety that small independent shops provide.

Parking provision is probably the main reason why shopping centres or malls are so popular. Added to that is the fact that, in some cold, rainy climates, it is more comfortable to shop in a warm, indoor mall rather than having to battle against the elements on the High Street.

5.2 SB pages 44–45

Nouns review

Lesson plan

Grammar 40–70 minutes
Vocabulary 20–20 minutes

SV Set 3 for homework.

LV See Extension activity for 4.



Corpus spot



The sentences in this exercise contain the type of errors that students make when they write. The importance of knowing whether a noun is countable or uncountable cannot be stressed too highly as it affects the whole grammar of a sentence.

Answers

- a Correct
- b How much luggage did you bring with you?
- c Doctors and scientists, with their research, have managed to give us a better life.
- d The news this morning was terrible – more price rises and a teachers' strike.
- e Thanks to the revolution in transport, travelling has become easier.
- f correct
- g correct
- h Equipment such as the tape recorder and stereo are very outdated.
- i correct
- j The future behaviour of our children will depend on a good upbringing.
- k I live on the outskirts of the city.
- l The fishmonger weighed out three kilos of fish.
- m correct
- n The scenery in New Zealand is spectacular.
- o correct
- p The police are aware of the break-in.
- q My father is a Professor of Economics.

1 Ask students to work in pairs to discuss the different meanings and then to write a sentence showing the difference in meaning.

Answers

- a **work** – job; **works** – factory/of art/literature/road
- b **iron** – material; **an iron** – machine for smoothing garments
- c **a disorder** – an illness; **disorder** – untidiness
- d **a speech** – a talk; **speech** – language/noise
- e **a room** – a place; **room** – space
- f **a language** – German, Greek, etc.; **language** – the method of communication
- g **home comforts** – a comfortable bed, central heating, etc.; **a comfort** – someone or something that gives you sympathy
- h **an experience** – something that happened to you; **experience** – what you have learned doing something
- i **a capital** – chief city; **capital** – money
- j **a coffee** – a cup of coffee; **coffee** – the plant or beans

Suggested answers

- a The work I do is confidential.
There are road works on the motorway.
I've never read the *Complete Works of Shakespeare*.
The Tate Modern has some wonderful works of art.
- b The box was made of iron.
I used an iron to make the dress look more presentable.
- c He is supposed to be suffering from a heart disorder.
Her room is in a terrible state of disorder.
- d The Minister made a brilliant election speech.
Her speech was affected by the accident.
- e Go to your room at once!
There is no room in our house now we have four children.
- f What languages do you speak?
Language is one of the features that sets human beings apart from other animals.
- g I love my home comforts like the microwave and Jacuzzi.
It is a comfort to know that someone cares about me.
- h I had a terrible experience on a train once.
Does she have enough experience for the job?
- i The capital of Italy is Rome.
The company had depleted its reserves of capital.
- j Would you like a coffee?
Coffee grows in certain places in Brazil.

2 Explain that, in some cases, for example for *glass*, it is not wrong to use *a bit of* or *a piece of*. However, for other cases it is essential that the right word is used and a higher mark would be gained if the best word was used with *glass*.

Answers

- a a burst of applause b a pane of glass
- c a stroke of luck d a grain of sand e a gust of wind
- f a speck of dust g a stream of abuse
- h a ray of sunshine i a source of amusement
- j an item of clothing/news k a rumble of thunder
- l a puff of smoke m a state of emergency

- 3 Spelling is important in all the papers in the examination. The underlined nouns are the ones which were spelt wrongly.

Answers

Look around. You're in the midst of a global maelstrom. A swirling mass of converging technologies and new business opportunities unleashed by the internet. All waiting to be harnessed by large IT service providers. As one has said: 'We've focused our energy and resources on creating technology to solve the unique problems of thousands of individual businesses. Last year alone we invested \$2.5 billion of our global IT and telecommunications revenues on R & D. Innovations that keep your company one step ahead of the Internet. And light years ahead of the competition.'

It is worth spending some time each lesson on spelling. The *Cambridge Learner Corpus* shows that certain words continue to be misspelt even at C2 level. These include: *access, beautiful, because, beginning, believe, business, definitely, environment, existence, future, mystery, opinion, psychological, responsibility, should, strength, successful, typical, until, whether*. American spelling is acceptable in the examination, if it is consistent.

- 4 Students are often confused as to how to use the apostrophe *s* in English. As a result they tend to use *of*, which is often not correct. Ask them to read through the notes in the Student's Book and then to do the exercise.

Answers

a back seat b boss's wife / wife's boss – depending on whether the boss is male or female c corner of a/the room d pay day e week's holiday f wine glass g moment's delay h Anne's best friend i door handle j sports field



Extension activity

Ask students to explain what the following are: *a seat back; a wine glass; a field sport; a horse race; a racehorse; a house boat; a boat house; pay day; a working party; the building of the museum; the museum building*

Answers

A seat back is the part of the seat itself, not where it is.
A wine glass is the object.
A field sport is discus, javelin, etc.
A horse race is a race for horses.
A racehorse is a type of horse.
A house boat is a boat you can live on.
A boat house is where you keep your boat.
Pay day is the day you are paid.
A working party is a committee to discuss the organisation of something.

The building of the museum is the construction of the museum.
The museum building is the building itself.

Vocabulary

- 5 Prepositions are often a problem in English for students of all levels. It's a good idea to make posters divided into adjectives, verbs and nouns, all with their particular prepositions on, to be displayed in the classroom. Conversely, a game can be played as a warmer to a lesson. Ask students to match cards with different prepositions on to cards which have verbs, nouns or adjectives on. You can easily adapt this game to suit your circumstances.

Answers

1 in 2 with 3 of 4 by/into 5 in 6 of 7 with/in
8 to 9 in/at 10 of 11 into/on 12 with
13 towards/to 14 on 15 without 16 at

5.3 SB pages 46–47

Reading into Writing: Working with two texts

Lesson plan

Speaking	10–20 minutes
Reading two texts	30–30 minutes
Writing	20–20 minutes
Vocabulary	0–20 minutes

SV Keep discussion in 1 brief; set 6 for homework.
LV See Extension activity for 1.

- 1 Ask students to work in pairs to discuss the questions.



Extension activity

Bring in ads from magazines and pass them round the class. Students have to talk about which ad they think works best and why. It's a good idea to bring in ads which aren't explicit and students can then guess what they think they are for.

- 2 Give students about five minutes to read the two texts and answer the questions.

Answers

Text 1 is possibly from a newspaper. The style is fairly informal, e.g. *shell out, dawn on, nagging, even down to*
Text 2 is possibly from a research paper. The style is academic, e.g. *cognitive ability, embedded within, inherently*

- 3 Check students understand the meaning of the words before they start to look for synonyms.

Answers

Text 1: occur to – dawn on; pester – nagging; including – down to; whim – impulse, evaluate – weigh up

Text 2: assess – evaluate; extent – scope; claim – contention; essentially – inherently; exaggerated – overstated

- 4 Students will need to find the two main points in each text in the examination.

Answers

Text 1: b, d

Text 2: a, c

5

Suggested answer

The two texts discuss the pros and cons of advertising to young people. Text 1 claims that young people have an enormous impact on what the people around them, friends and family, decide to spend their money on, even affecting decisions normally made by adults. Not only this, but young people, unlike older ones, do not spend time carefully considering their purchases or asking around to get advice.

Text 2 argues that, even though there is some unease about targeting young people with advertising, in fact, this group have some immunity to it as they have been subjected to it over a long period of time. There is also the point that advertising can enable young people to make sensible decisions about their purchases by giving them the facts they need about the goods advertised.

(135 words)

Vocabulary

- 6 As mentioned in Unit 3, it is important to be able to manipulate words, both for the summary and for Paper 1 Part 3.

Answers

a boredom **b** obsolescence **c** awareness **d** pride

e confidence **f** austerity **g** generosity

h independence **i** inefficiency **j** insecurity

k meanness **l** Individualism, responsibility

m aspirations **n** scepticism

Exam folder 3

SB pages 48–49

Paper 1 Part 1 Lexical cloze

Refer students to the different examples of tested vocabulary. They should read them through carefully before attempting the exam task.

Refer the class to the Exam advice and then ask them to do the task.

The photograph is of a fresco by Giovanni Stradano (1523–1603) of the Piazza del Mercato Vecchio in Florence.

Answers

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

Topic Music

6.1

Exam skills	Reading and Use of English Paper 1 Part 6
Vocabulary	Phrases with <i>take</i>

6.2

Grammar	Modals: Degrees of likelihood
Exam skills	Reading and Use of English Paper 1 Part 4 Reading and Use of English Paper 1 Part 2

6.3

Exam skills	Listening Paper 3 Part 2 Speaking Paper 4 Part 2
Style extra	Collocations with adverbs and adjectives
Vocabulary	Idioms with music words
Pronunciation	Contrastive stress

Workbook contents

1	Listening Paper 3 Part 2
2, 3	Grammar – modal verbs
4, 5	Vocabulary
6	Use of English Paper 1 Part 1
7	Use of English Paper 1 Part 2
8	Use of English Paper 1 Part 3

6.1 SB pages 50–51

Lesson plan

Introduction	20–20 minutes
Reading	40–55 minutes
Phrase spot	0–15 minutes

SV Set Phrase spot for homework.

LV See Extension activity for 3.

Speaking

The photos are of a young woman listening to an MP3 player and studying and a teenage boy playing an electric guitar.

- 1 Ask students to discuss the statements together.

Possible answers

I'm afraid I find it very hard to concentrate if music is playing – it doesn't matter what type it is, I still find it very distracting.

It's quite true that every child should learn to play an instrument, although getting them to practise may be a problem. Learning how to read music is very good.

I think the piano is much easier to learn than the violin. Your playing can sound fairly reasonable much faster on the piano than on the violin.

Pop music can improve my mood, but it depends – sometimes it just makes it worse!

I don't believe that classical music is superior to pop music. They both have their positive aspects.

Reading

- 2 Refer students to the Exam spot. This part of Paper 1 Reading and Use of English is the one students often have the most trouble with. They must read all of the base text and then all the extra paragraphs before doing the exercise. Some of the important references have been highlighted in bold as this is the first example of this type of task. They are not in bold in the examination. Students should read both sides of the gap to make sure they have the right answer. Just reading the paragraph before the gap will not always help. They should try to underline the linking words or phrases that helped them find the answers.

Answers

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

Links to underline:

- 3 'statistical connection' (para 2); 'truly convincing study' (para B); 'musical ability enhances mathematical ability' (para B); 'the two are interestingly related' (para 3)
- 4 'piano' (para 3); 'are mathematicians more drawn to this rather than to other instruments' (para G); 'can we at least argue' (para G); 'Indeed, yes, we can' (para 4)
- 5 'not the kind of obscure connection' (para 4); 'the straightforward link' (para A);
- 6 'we don't ... mysterious connection between mathematical ability and linguistic ability' (para 5); 'because the link exists but not the uncertainty: grammar feels mathematical' (para E); 'paradoxical' (para E); 'contradiction' (para 6)
- 7 'solve problems of the "A is to B as C is to D" kind' (para 6); 'Music is full of little puzzles like this' (para H)

3 Ask the class to discuss the statements together.

Extension activity

Ask students to paraphrase the following words or phrases from the text.

Main text:

- 1 compelling evidence
- 2 a control group
- 3 implausible
- 4 innumerate
- 5 uncharted territory

Gapped paragraphs:

- 1 spill over
- 2 tied up with
- 3 grossly exaggerated
- 4 anecdotal evidence
- 5 one's expectations are confounded

Suggested answers

Main text:

- 1 convincing/strong evidence
- 2 a group who are not part of an experiment
- 3 unlikely/suspect
- 4 unable to add up or do mathematics
- 5 unknown territory

Gapped paragraphs:

- 1 overflow
- 2 linked with
- 3 greatly exaggerated
- 4 evidence drawn from stories people have told
- 5 expectations are contradicted/disproved

Phrase spot

Phrases with *take* are often tested in the examination.

Answers

- a exception to b notice c place d part
e the view f account of g issue h advantage
i by surprise j second place k into account/
consideration l for granted m a stand

6.2 pages 52–53

Modals: Degrees of likelihood

Lesson plan

Grammar	40–60 minutes
Use of English	20–30 minutes

SV Set 4 for homework.

LV See Extension activity for 3. Extend 5 with discussion on the questions.

1 Ask students to read through the information in the box on likelihood. Refer them to the Grammar folder on page 181 if they are not clear about the uses of these modal verbs.

Answers

- A c, f, h, l
B a, b, d, e, g, i, j
C m
D k

2 Ask students to work in groups to discuss these statements. Encourage them to use the expressions they have just learnt.

Possible answers

- a There is every likelihood that another Mozart will be born. I can't believe that only one musical genius will ever exist.
b I guess an asteroid could hit the Earth, but the government is bound to do all in its power to prevent it.
c People may well have brain transplants in the future – after all, we have transplants for most parts of the body, don't we?
d I think there's only a faint chance that English will be the language of the Internet in the future. I think Chinese will take over.
e There's no chance of New Zealand winning the football World Cup – not when there are teams from France, Spain, Italy and Brazil.
f It's a foregone conclusion that electric cars are the cars of the future. It stands to reason that oil reserves won't last forever.

3 Students should then go on to try to work out who or what is being talked about in this exercise. Make sure they read the example and try to use language in the same way. There may be different answers to the ones suggested below.

Possible answers

- a landing on the Moon
- b a royal wedding
- c possibly Madonna
- d possibly Federer – anyone who is a sports champion who is about to retire
- e possibly polio, AIDS or smallpox

Extension activity

Get students to make up radio news extracts for the other students to guess. They should then circulate round the classroom alternately reading out their news extracts and trying to guess each others' extracts. These could relate to a person or an event.

- 4 Refer students to the Exam spot for advice. After they have completed each sentence, ask them to check how many words they have used. They should also check that they have used the word given and that they haven't changed it in any way.

Answers

- 1 chances are (good/excellent) (that) Alan will | be/get
- 2 's/is doubtful that Professor Potts will | take
- 3 bound to get the Head's job | if / providing (that) / provided (that)
- 4 all likelihood | the cause
- 5 a foregone conclusion (that) | a/the gold medal
- 6 likely (that) the audience will take | no notice

- 5 The article is about how bands are often 'manufactured' by people in the music industry for profit. There are more spaces than would be the case in the exam, to give extra practice.

Answers

- a The writer is rather cynical.
- b The comparison between groups in the past who got together themselves and what is happening now.
- c That music bands are like any other product.
- 1 Not 2 as 3 out 4 in/to 5 may 6 With 7 who/what 8 far/much 9 Although/Though/Whereas/While/Whilst 10 before 11 having/likely 12 together 13 charge/control 14 fact/reality 15 any

6.3 pages 54–55

Listening and Speaking

Lesson plan

Introduction	5–10 minutes
Listening	20–20 minutes
Style extra	10–10 minutes
Idiom spot	0–15 minutes
Speaking	15–15 minutes
Pronunciation	10–20 minutes

SV Keep the discussion in 1 brief. Set the Idiom spot for homework.

LV See Extension activity for 6.

- 1 Ask students to use an English–English dictionary to help them with this exercise if they are unsure of the answers.

Answers

brass: trumpet

electronic: synthesizer

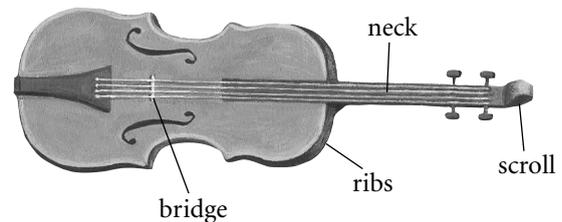
keyboard: piano

percussion: triangle; drum; xylophone

string: violin; guitar; cello

woodwind: clarinet; flute; saxophone

- 2 **1.09** Students should read through the questions before listening to the recording and try to predict the answers. Get them to write down what they think the answer is going to be and check whether they were right after they have heard the recording. Play the recording twice, as in the exam.



Answers

- 1 carved 2 cold 3 flexibility 4 wastage/waste 5 ribs 6 glue 7 neck 8 varnish 9 tone

Recording script

Interviewer: Any string player will tell you that no instrument is identical to another. Thirty violins may look the same, but each has a characteristic, however subtle, all of its own. Middleton College runs a violin-making course for students of all ages.

And I must say that to see a violin in its stages of development, and especially the intricately carved wood, really fascinated me. The head of the violin school is one of its ex-students, Sue Pearson. I met her in the violin workshop. Sue, before you start to make a violin into the instrument we all know and love, where do you go to find your wood?

Sue: Various places. The pine really needs to come from places where the weather is cold enough for the tree to have grown fairly slowly, so that it grows straight and has close, uniform grain lines.

Interviewer: Why is that – that you need such finely grained wood?

Sue: It's all relating to flexibility, and it needs to be incredibly strong too, of course. We make the front of the violin from pine and the back from maple. These two woods have the qualities we're looking for.

Interviewer: What we've got here are basically just blocks of wood, aren't they? As with any great piece of woodwork, you can never believe for a moment that you could just produce something out of a boring block of wood.

Sue: This piece here is basically for just one part of the violin. In any operation in violin-making, I think you're looking at 80–85% wastage.

Interviewer: And you've got some other bits as well. Very thin pieces.

Sue: These are what we call the ribs. These are about one and a half to one and three-quarter millimetres wide, and before they can go onto the instrument, they'll be reduced in thickness.

Interviewer: We've got the *shape* of the body here. What happens next?

Sue: Basically we shape the top and bottom and then we use glue to stick them together. We don't use a nail or machine for this. We've still got the neck to do and this is easily the most elaborate part of the instrument. It's always quite difficult for a novice student to undertake. We're really dealing in three dimensions.

Interviewer: There's an instrument that looks finished over there, but it's an unusual colour. Why is that?

Sue: Well, it's not finished yet. It needs a good clean – it can get a bit grubby when it's being made. It needs to have varnish applied and this can affect the sound – makes it more mellow in my opinion.

Interviewer: Some of the greatest violins are fairly old. Are you expecting when you make these instruments that they might still be around a couple of hundred years hence?

Sue: That's one of the things that always interests us. We're all mortal and it would be nice to think one of your instruments was still being played in two to three hundred years and that it would even improve in tone. Obviously it will increase in value too, but that's not something that worries me too much.

Style extra

Collocations are often tested in the examination and more marks can be gained if candidates use them in their written work for Paper 2.

Suggested answers

- a A monster is widely believed to live in Loch Ness.
- b She gave her boyfriend a carefully chosen birthday present.
- c Designer clothes are more keenly priced in out-of-town retail outlets.
- d The seats for the rock concert were staggeringly expensive.
- e The new album has been singularly successful and has reached number one.

Idiom spot

The idioms here all derive from words to do with music. One word is used more than once.

Answers

- a note b tune c song d string
- e score f note g chord

- 3 Refer students to the Exam spot. They should work in pairs and try to use a wide range of vocabulary and not repeat the same words over and over. Make sure students contribute equally. The photos are of
- A a classical concert
 - B a man and his grandchild listening to an MP3 player
 - C an outdoor music festival
 - D a rock concert

Possible answer

(These are ideas for one side of a conversation.)

I think that the person listening to music on an MP3 player is probably the most representative of the way people listen to music today. Since its introduction the iPod® and similar devices have really become popular as they mean that you can listen to whatever music you want, wherever you are, without annoying anyone else. At one time, it was possible to overhear a tinny noise when someone was using an MP3 player, but with the new types of earphone, this is no longer the case. I'm sure that even better devices will be invented very soon as well.

Pronunciation

- 4 **1/10** This exercise looks at contrastive stress. This is particularly important for the modal auxiliaries you have seen in this unit as the meaning can change depending on how they are said. Play the recording and ask students to give you a word which sums up what feeling the speaker is expressing.

Suggested answers

a irritated b reproachful c irritated
d suggesting e worried f angry

Recording script

- a You could have rung me from the station.
- b You could have rung me from the station.
- c You might ask before you borrow the car.
- d You might ask Pete if you can borrow his car.
- e Liz should have got here an hour ago.
- f Liz should have got here an hour ago.

- 5 **1/11** Ask students to listen carefully to which words in the sentence are stressed and answer the question which follows.

Recording script and answers

- a I thought you'd gone home.
Yes, she/he has gone home.
- b I thought you'd gone home.
No, he's/she's gone somewhere else.
- c She's an English teacher.
Yes, she teaches English (not Spanish).
- d She's an English teacher.
Yes, she teaches English; she's not a student.
- e I'm not buying a car.
No, he's getting a bike, etc.
- f I'm not buying a car.
No, he's hiring one.
- g She's not pretty.
No, but she's intelligent/friendly, etc. or possibly she's ugly.
- h She's not pretty.
No, but her friend is.
- i I had wanted to see the paintings.
No, he didn't see them.
- j I had wanted to see the paintings.
Yes, he saw them.

Extension activity

Ask students to write out similar sentences and then practise saying them using different stress patterns each time.

Writing folder 3

SB pages 56–57

Part 2 Essay

Explain to students that for the Part 2 essay task, they should write in an ‘unmarked’ register and make their writing impersonal in tone. Encourage them to plan their writing, so that ideas are presented in a logical order. This Writing folder focuses on planning ideas and paragraphing.

- 1 Ask students to read the opening paragraph, which gives a clear introduction to the essay. Elicit comments about the tone of the paragraph – could it be improved?

Suggested answer

To achieve an impersonal tone, it would be better to rephrase the last sentence as:

This essay will examine music from the perspectives of the professional musician and the music teacher, and consider the status of music today.

- 2 Point out that the sentence openers are all impersonal in tone. Remind students to cover some of the outstanding openers in their four sentences.

Possible answers

- a Professional musicians are seen as
- b On the question of / Taking the example of
- c At the same time / In actual fact / On the other hand
OR It is true that / It is often said that / The reality is that
- d No one would dispute / One argument in favour of this is OR Set against this is
- e This is not to say that
- f It is true that / It is often said that / The reality is that
- g No one would dispute
- h In contrast to

Extra sentences

- 1 From the classical performer’s point of view, it is very hard to find orchestral positions nowadays.
- 2 It is usually the case that you can find live music in small local venues.
- 3 People tend to regard music as a less important part of the school curriculum than mathematics.
- 4 Considering the advantages of listening to music, it is clear that it is both relaxing and enjoyable.

- 3 Suggest students work in pairs, deciding which paragraph (2–5) to put each sentence in. The twelve sentences have been added to the paragraph plan below, along with relevant additional notes for this planning stage.

Suggested answers

- 1 (Opening paragraph)
- 2 **General perceptions of the role of music in society**
The reality is that music is more available to us than ever before.
Give examples.
It is usually the case that you can find live music in small local venues.
Include parties and album sales here.
- 3 **Performers**
From the classical performer’s point of view, it is very hard to find orchestral positions nowadays. Professional musicians are seen as highly-skilled individuals, yet their earnings don’t always reflect their talent.
In contrast to this, it should be added that the best performers earn a great deal.
Give examples (rock and classical).
- 4 **Music in schools**
Sentences need reordering!
This is not to say that everyone should be able to read music, as it is not a fundamental life skill.
At the same time children who learn music at a young age benefit academically.
On the question of teaching music in school, not enough is done.
People tend to regard music as a less important part of the school curriculum than mathematics.
- 5 **Benefits of music (playing and listening)**
No one would dispute the fact that it is easier to make your own album these days.
No one would dispute the many benefits of listening to music.
Add benefits of playing music.
Considering the advantages of listening to music, it is clear that it is both relaxing and enjoyable.
Say how.
- 6 (Concluding paragraph)

- 4 Set the essay for homework, asking students to follow the advice given.

Sample answer

No one can deny that music features in all our lives. At the same time, it is true that many members of our society undervalue professional musicians and, indeed, the teaching of music. This essay will cover both of these aspects, as well as outlining some of the many benefits of playing and listening to music.

What then is the role of music today? The reality is that music is readily available online and it is possible to listen to music on the move. Furthermore, it is usually the case that you can find live music in small local venues. People often hire bands for parties. Bands like these may never record an album, or if they do, will earn very little from it.

Professional musicians are seen as highly-skilled individuals, yet their earnings don't always reflect their talent. In contrast to this statement, it should be added that the best known performers – from Rihanna to Bryn Terfel – earn a great deal. From the classical performer's point of view, however, it is very hard to find orchestral positions nowadays. This must be disheartening after so many years of study.

On the question of teaching music in school, not enough is done. People tend to regard music as a less important part of the school curriculum than mathematics. At the same time children who learn music at a young age benefit academically. This is not to say that everyone should be able to read music, as it is not a fundamental life skill.

Having said that, it cannot be denied that music offers many benefits. Anyone who plays music has a ready-made social life. Most amateur musicians also find making music very creative. Considering the advantages of listening to music, it is clear that it is both relaxing and enjoyable.

Perhaps it is time for government policy to change. If more resources were made available to schools and musicians were given financial support, society would benefit enormously. (325 words)

Extract Two

Woman: When Sam was two and a bit, he began to use one of the living room walls, which was unfortunately white at the time, as a drawing surface. It was always the same wall and he appeared to be attempting pictures, as well as showing a definite sense of colour. I had no wish to stifle any artistic genius he might have, so I tended to turn a blind eye to what he was doing, making sure that he was armed with washable felt-tips and cleaning up after him without delay. But one weekend I was out and my husband caught him at it ... a boat with two funnels, as I recall, and he hit the roof, both with Sam and with me. In the end we compromised: I bought some huge rolls of white paper and taped it to the wall, all the way along. As soon as Sam completed one magnum opus I would take it down and replace it with a fresh canvas, so to speak. It cost me a fortune, but I've never regretted it. In fact I feel proud of myself, as I believe it helped to make him the way he is. But Sam loves to wind me up about it. You see, he has absolutely no leanings towards art, being heavily into information technology!

Extract Three

Man: Percy Shaw always had an eye for practical solutions. Driving home through the unlit outskirts of Halifax at night, he found the perfect substitute for night vision, following the glint of his headlights in the metal tramlines. But he ran into a problem: no longer in use, these rails were soon taken up for good. With this serious setback, Shaw decided it was time to come up with something that would help him – and others – to steer in the dark. His now ubiquitous invention, modelled on the eye of a cat, consists of a mirror and a spherical lens mounted on a rubber pad. Each time a vehicle runs over it, the assembly is forced into its iron base and the lens is wiped clean by the rubber, which acts like an eyelid. Shaw patented his invention in 1934 when he was only 23 and, thanks to the cat's eye, became a very rich man.

- 3 Ask students to read the two extracts from the recording script and explain the meaning of the phrases in their own words.

Suggested answers

Extract Two

sense of colour – a feeling for how colours work together

magnum opus – major work (of art, here)

no leanings towards – without any interest in

Extract Three

the perfect substitute – the ideal replacement

serious setback – a problem that affects your ability to do something

ubiquitous invention – an invention that is in use everywhere

Idiom spot

The idiom used in the recording was: *turn a blind eye to*.

Catch someone's eye means to be attractive or different enough to be noticed by people; there is a related compound adjective: *eye-catching*. (*Catch someone's eye* also means 'get someone's attention by looking at them'.)

Look someone in the eye/eyes means to look at someone in a direct way, without showing fear or shame.

Have an eye for means to be good at noticing a particular type of thing.

See eye to eye (with) means that two people agree with each other.

Be in the public eye means to be famous and often featured in the media.

All of these idioms are included in the English Vocabulary Profile, mostly at C2 level.

Possible answers

- a ... that pair of orange silk pyjamas hanging out of the school window.
- b ... the child's petty stealing of sweets from the shop counter: he needed to be taught what was right and wrong.
- c ... 'I'm afraid we're going to have to let you go.'
- d ... my younger sister, but her decision to quit college is her stupidest yet.
- e ... interesting accessories – I love those earrings.
- f ... behave responsibly and always tell the truth.

- 4 Suggest students look back briefly at Exam folder 1 on pages 14–15 of the Student's Book before doing the task.

Background information

Georges Seurat was a highly innovative artist, responsible for the whole Pointillist movement. He was not really appreciated by the Parisian art establishment during his lifetime. His most famous painting is *Un dimanche après-midi à l'île de la Grande Jatte* (Sunday afternoon on the island of Grande Jatte), shown on page 59. This painting took three years to complete (1884–1886) and is now on permanent exhibition in the Art Institute of Chicago, USA. The painting was the subject of a successful musical by Stephen Sondheim, *Sunday in the Park with George*.

Answers

- 1 essence 2 Hitherto 3 unpredictable
4 intuitively 5 stability 6 incomparable
7 influential 8 interaction

Extension activity

Ask students to imagine the characters of some of the people shown in the Seurat painting – this is what happened in the Sondheim musical. For example, the man with the pipe in the foreground is a boatman taking the day off with his dog; the two soldiers in the background invite the two seated young women for a walk.

Style extra

Using extended noun phrases is an effective way of varying the beginning of sentences. It would be particularly appropriate to use them in an article or review.

Possible answers

- A highly-regarded and ground-breaking film-maker, Werner Herzog has now produced a film in 3D about some ancient cave paintings in France.
- Best-known for their awe-inspiring poetry, Byron, Keats and Shelley formed part of the English Romantic movement in the early 19th century.
- The most significant political thinker of his generation, James Harrington recognised the fundamental link between economic distribution and political power.
- A leading innovator in her field of expertise, Amanda Wixted has developed some of the best-selling computer games of all time.

7.2 SB pages 60–61

Participles

Lesson plan

Grammar 60–90 minutes

SV Set 5 for homework.

LV See Extension activity for 6.

- 1 a In the example, *dazzling* is an adjective; *eyeballing* is a participle. Refer students to the Exam spot.

b

Answers

- The participle *Driving* is active and refers to Percy Shaw.
- The participle *modelled* is passive and refers to his invention (the cat's eye); the clause could be rewritten as a defining relative clause: *His invention, which is modelled on the eye of a cat, ...*

c

Answers

- The cat is sitting on the roof.
- The person is sitting on the roof.

- 2 Elicit reactions to the two pictures, which show:

- Fort Vimieux (oil on canvas) painted by Joseph Mallord William Turner (1775–1851)
- an image taken by the Hubble Space Telescope of gas pillars in the Eagle Nebula, which is about 7,000 light years from Earth.

Possible answer

The painting by Turner is a spectacular interpretation of sunset and is indeed beautiful. The space image also has beauty and the gas clouds are almost flamboyant in their towering grandeur. There is something very awe-inspiring about this image.

- 3 Ask students to read the article fairly quickly and then discuss the question in pairs.

Suggested answer

In the nineteenth century and earlier, the artistic tradition was to paint the beauty of nature, but modern artists rarely represent nature on canvas, so their works are not usually described as 'beautiful'. The writer refers to Ruskin's views on art and beauty in connection with images from the Hubble Space Telescope, seeing them as contemporary examples of beauty derived from nature.

- 4 Refer students to the section in the Grammar folder on page 182 after doing this exercise.

Answers

having viewed: active; previous action

taken: passive; previous action

having been launched: passive; previous action

sending: active; simultaneous action

being (successfully) repaired: passive; simultaneous action

seeing: active; simultaneous action

imitated: passive; previous action

5

Possible answers

- Receiving mixed reactions from members of the public, the exhibition includes some rather shocking images.
- Often occurring in open landscape, Andy Goldsworthy's sculptures are particularly effective during dramatic weather conditions.
- Wanting to create order from chaos, physicists are constantly trying to reduce the universe to a set of basic principles.
- Having taken quite a few warm-up shots, the photographer then caught the model unawares in a more relaxed pose.
- Coming in from the street for an hour's rest, people don't realise that the beds – and they themselves – are part of an installation.
- Having bought two previous works by this artist, I am now looking out for a third.

- 6 Explain to students that passive participles can also be continuous (see answers to a and e below).

Answers

a (being) chosen b shown c sold d made
e being searched f announced g damaged

 **Extension activity**

Run a class debate on one of these statements (the first is from the text in exercise 3):

- Art is no longer concerned with the representation of nature.
- Contemporary art is without substance and has nothing new to offer us.
- Artists nowadays have no technical skills and rely on gimmicks.

7.3 SB pages 62–63

**Reading into Writing:
Exemplifying your ideas**

Lesson plan

Introduction	5–15 minutes
Reading	15–25 minutes
Style extra	10–10 minutes
Use of English	20–30 minutes
Writing	10–10 minutes

SV Keep the discussion in 1 and 2 brief.
LV See Extension activity for 4.

- 1 Refer students to the dictionary definition – unless your class is French-speaking! Then ask students to decide which image they find the most clichéd.

The pictures show:

- a twee picture of a kitten
- a clichéd image of two people dressed as punks
- a hackneyed picture of the global business handshake.

Possible answer

I find the kitten all in pink to be the most clichéd image. You see the same thing all the time in magazines and on cards. It's so posed too – when would a kitten sit like that of its own accord?

- 2 Explain that the two texts are the same length as the texts in Paper 2 Part 1. This lesson focuses on how to include relevant examples of your own ideas in response to the points made in the two input texts. Stress the importance of doing this in the exam.

Suggested answer

The two texts are complementary in their ideas, both focusing on when and how original images become clichéd.

- 3 If students cannot decide which text includes examples, refer them to the Style extra first – examples of clichéd images are introduced by adjectives showing disapproval, for example 'squat greetings card'.

Suggested answer

The second text includes specific examples – squat greetings card, popular poster, radiant sunset over a tranquil sea – in order to support the argument and make the contrast between originality and cliché more understandable.

- 4 Suggest students skim the text to find the specific examples that are mentioned (portrait shots by Irving Penn and Diane Arbus; the business handshake; the world as a globe). Elicit the phrases used to introduce these and encourage students to make similar references in their own writing.

Answers

Reference to specific examples underlined:

'... such as those by Irving Penn and Diane Arbus among others'
'Take for instance the cliché-ridden use of visuals like the business handshake or the world as a globe'

- 5 Ask students to do the Part 3 task and compare their answers. If necessary, refer them back to Exam folder 1 (pages 14–15) on the testing of compounds in Part 3.

Answers

1 experimentation 2 landmark 3 inspirational
4 dismissively 5 countless 6 persuasive
7 devalues 8 commonplace

 **Extension activity**

Photocopy the Paper 1 Answer sheet (Use of English tasks) on page 154 and distribute to students, so that they can record their answers to exercise 5 in capital letters, as practice for Paper 1 Part 3 Word formation task.

- 6 Allow students a few minutes to read the paragraph and then elicit their suggestions for where phrases a–d should go.

Answers

1 b 2 d 3 a 4 c

Exam folder 4

SB pages 64–65

Paper 1 Part 7 Multiple matching

Refer students to the exam advice and then ask them to do the exercise.

Answers

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

8

Urban jungle

Topic City living

8.1

Exam skills	Reading and Use of English Paper 1 Part 7
Vocabulary	Compound adjectives and their collocations

8.2

Grammar	Inversion
Exam skills	Reading and Use of English Paper 1 Part 4

8.3

Exam skills	Speaking Paper 4 Part 3
Vocabulary	Idioms by key word Phrases with <i>place</i>

Workbook contents

1	Listening Paper 3 Part 1
2	Use of English Paper 1 Part 2
3	Use of English Paper 1 Part 1
4, 5	Grammar – inversion
6, 7, 8, 9	Vocabulary

8.1 SB pages 66–67

Lesson plan

Introduction	15–25 minutes
Reading	35–45 minutes
Vocabulary	10–20 minutes

- SV** Keep the introduction discussion brief.
LV See Extension activities for 1 and 4.

- 1 Start by eliciting students' views about living in one of the cities shown:
 - Sydney: the Opera House and harbour
 - Rome: a square with open-air restaurants
 - Delhi: a hectic street scene

Then ask students to rank the factors in the box and take a class vote on the most important benefit.

Possible answer

- 1 effortless access to amenities
- 2 sufficient open spaces
- 3 diverse employment opportunities
- 4 low levels of pollution
- 5 spacious living accommodation

For me, the best thing about city living is the easy access to entertainment and culture – having a choice of concerts and galleries on your doorstep is a real plus, which makes up for possibly having to live in a small high-rise apartment.

Extension activity

Ask students to contrast city living with living in a small town or village, referring to each of the five phrases in turn.

Possible answer

Obviously a big city has diverse employment opportunities, not to mention good access to many cultural amenities, such as an opera house, and plenty of nightlife. Cities often have historical buildings too. There is usually a lively atmosphere, with so many people. On the other hand, big cities are noisy and polluted, usually without many green areas for recreational use, and it often takes a long time to travel from one district to another. Smaller towns and villages have lower levels of pollution and can offer more spacious living accommodation, together with sufficient open spaces.

Reading

- 2 Emphasise to students that the multiple-matching task in Paper 1 Part 7 of the exam requires them to process a text or set of texts at speed to find specific information. Refer them back to the advice given in Exam folder 4 on pages 64–65 of the Student's Book and remind them that for this task, there will either be a set of separate texts, as on page 65, or one longer text divided into sections, as here.

Explain that this text is taken from an article in an academic journal, and evaluates a particular approach to city architecture in the USA called the New Urbanism. Check understanding of the highlighted words and phrases in the questions and explain that students should use these key elements of each question when scanning the text for their answers.

Writing folder 4

SB pages 72–73

Part 2 Set text question: Film tie-in

Explain that in the set text option students can refer to a film tie-in of the book. This Writing folder concentrates on approaches to studying a film version. Writing folder 8 focuses on writing a book review.

- 1 Ask students to look at the suggestions in pairs and add their own ideas.
- 2 *The Secret Life of Bees* has been a set text on the *Cambridge English: Proficiency* exam, with a film tie-in available on DVD. If students don't already know the film, ask them to read the description and elicit whether they would be interested in seeing it. Further background information to the historical period is given below.

Background information

Key dates: African-American Civil Rights Movement

1955 Rosa Parks refused to give up her seat on a public bus for a white passenger and was arrested. The ensuing protest made Martin Luther King a national figure.

1957 Nine African-American students won the legal right to attend Little Rock Central High School, but were harassed by white students all year. The local school system then closed public schools rather than continue to integrate.

1961 Freedom rides organised by activists on interstate buses travelling to the American South tested an earlier Supreme Court decision that had supposedly ended segregation on buses. By the end of summer, more than 300 freedom riders had been arrested in Jackson, Mississippi, held in tiny cells and beaten. Public sympathy and support for the freedom riders led President John F. Kennedy's administration to issue a new desegregation order.

1964 Almost 1,000 activists, most of them white college students, travelled to Mississippi to help register voters and teach in 'Freedom Schools'. Through this action, some 17,000 black people attempted to register to vote, though less than 10% succeeded. More than 80,000 African-Americans joined the Mississippi Freedom Democratic Party at this time, to show their desire to vote. On 2 July, President Johnson signed the Civil Rights Act into US law.

- 3 If you are using the film in class, use the questions as the basis for detailed analysis and discussion.

Possible answers

- 1 Having been brought up in Georgia, Dakota Fanning would have already been very familiar with the accents and dialect of the Deep South, as well as with the agricultural setting in which the events of the film take place. In the film, Lily 'comes of age' – that is, she begins her journey from childhood to adulthood – leaving home and experiencing her first love. As a 'real' fourteen-year-old, Dakota Fanning embodies that transitory period between childhood and adulthood.
- 2 In the film, Rosaleen does not appear to be much older than Lily. We see how differently the young black woman and the young white woman are treated by society, even though they are both victims of abuse. When Rosaleen and Lily escape, it is Lily who is in charge and this is credible, given their proximity in age in the film. As a younger woman, it also seems natural for Rosaleen to take May's place in the Pink House after May's death. It would have seemed less plausible for an older woman to have been accepted so easily by May's older sisters.
- 3 The bee theme provides a narrative framework for the story. It is auspicious that Lily is visited by bees at the beginning of the film and that her father does not see them. When she conquers her fear of them and keeps one as a pet in her father's house, we know that bees will be important symbolically for her in her story. It is the honey label which she finds in her mother's possessions which leads Lily to Tiburon and ultimately to the Pink House. While she is there, August teaches Lily how to care for the bees and this is a metaphor for the nurturing which Lily has lacked since her mother's death. The community of industrious bees is a reflection of the ordered and successful community in which the sisters live.
- 4 August is the most maternal of the three sisters, and in addition to being the bee-keeper, she makes all the big decisions in the household, such as deciding that Rosaleen and Lily can stay for a while, even though June is suspicious. June is more 'cold' than August – she is wary of the unexpected visitors and nervous of committing to marriage with her long-term boyfriend – although she can express herself more freely through her music. May is the most emotional and sensitive of the three. She is very prone to tears and extreme feelings, due in large part to the death of her twin sister, April, during childhood. Eventually, she feels unable to continue bearing the weight of the world on her shoulders.
- 5 Objects in the Pink House look as though they have come directly from 1964, even down to the smallest piece of kitchen equipment. The same is true of the clothing – whether it is the immaculately-turned-out attire that the three sisters and their friends wear, or the shabby clothes in which Rosaleen and Lily arrive. In Tiburon, the cars, the shops and the movie theater all look convincingly like they belong in the early 1960s.

- 4 Ask students to read the task and sample answer. Discuss how they could conclude the answer and then ask them to draft a conclusion of about 50 words.

Suggested answer

The Secret Life of Bees gives a vivid picture of the rise of the American Civil Rights movement in the late 1950s and 1960s and is well researched in terms of period detail. The various examples cited above indicate how successfully the film represents the book and brings the characters and action to life.

- 5 Ask students to complete the text; the words and phrases are useful language for an essay relating to a film version.

Answers

1 scene setting 2 crew 3 cinematography
4 action 5 props department 6 wardrobe manager
7 script writer 8 screenplay

- 6 Set the essay task for homework, based on this book and film or a different one of the students' choice.

9

Fitting in

Topic Attitudes

9.1

Exam skills Listening Paper 3 Part 4
Vocabulary Phrases with *come*

9.2

Grammar Gerunds and infinitives
Vocabulary Prefixes
Exam skills Reading and Use of English Paper 1 Part 2

9.3

Exam skills Reading into Writing: Linking – Paper 2 Part 1
Vocabulary Personal appearance, personality types
Linking words and phrases

Workbook contents

1 Reading Paper 1 Part 7
2 Use of English Paper 1 Part 4
3, 4, 5, 6, 7 Vocabulary
8 Grammar – linking words and phrases
9 Grammar – gerund or infinitive?

9.1 SB pages 76–77

Lesson plan

Introduction 10–10 minutes
Vocabulary 10–10 minutes
Listening 40–55 minutes
Phrase spot 0–15 minutes

SV Set Phrase spot for homework.
LV See Photocopiable recording script activity in 5.

Speaking

1 This exercise is aimed at discussing the reasons why we choose to wear certain clothes.

The photos show:

- a female Goth
- a man in overalls and a hard hat
- a woman in a sari
- a man in a business suit
- three UN peacekeepers

Possible answer

These people are in clothes which identify them as part of a certain group. The girl in black wants to be accepted by Goths. The man wears his overalls to protect his clothing from damage and also possibly to protect himself from being injured by machinery. The woman in a sari wishes to conform to Indian traditions. The man in a business suit is presumably expected to conform to office policy. The UN peacekeepers wear their uniforms so that they are easily identified by members of the public.

2 Ask students to form groups and decide what they would wear for the occasions specified. Put their answers on the board to see if there is general agreement on the subject.

Possible answer

I would wear whatever I fancied to a classical concert. I don't think people bother too much about formality these days.

For a rock festival I would wear comfortable clothes – jeans and a T-shirt.

On a long-distance plane trip I would wear a tracksuit as you really need to be as comfortable as possible on a plane.

On a first date it's really difficult. Perhaps something that reflects what your date was wearing when you first met?

At a club, definitely not jeans. Possibly chinos and trainers. Ties are out generally – you get so hot in clubs.

At a job interview, a very smart suit, absolutely. Polished shoes, new haircut and briefcase.

I'd wear a hat and something stylish to a wedding. A summer dress or a good suit.

To the gym, I'd wear my trainers, shorts and a T-shirt.

Vocabulary

3 This exercise will help with some of the vocabulary in the listening task. Encourage the use of an English–English dictionary.

Answers

a down b stuck c outlay d clear
e hooked f eyebrows g nose h opt

Listening

- 4  Refer the class to the Exam spot. This is the first time they will have seen this task. They should read through both tasks and check that they understand the vocabulary.

Answers

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

Recording script

Speaker 1

When I left school, I was taken on by an environmental charity. I turned up in a suit, but instead of being stuck behind a desk, I was out on the streets, fundraising. My boss at that time was a bit of a rebel. She had quite a funky hairdo and tended to wear ethnic stuff she'd picked up on her travels. I guess she came across as something of a hippie. We got on really well and I thought I'd opt for the same kind of outfits – I can't remember anyone saying anything to make me do that but, to be honest, I think the others at work saw me more as one of them. But I do remember my mother not recognising me when she saw me in the street!

Speaker 2

I play in a metal band called Zandroid. I have a dragon tattoo on my face and wear a leather jacket with a dragon on it. It does mean that people can spot me immediately and I'm constantly getting asked for autographs when I'm out which is great! It makes me feel loved by the fans I guess! I had the tattoo done properly by this guy who I really respect and it wasn't cheap, I can tell you. It was funny how my look came about – I was on the train to a music festival and I picked up one of those free papers. There was a whole thing about dragons in it. I was hooked on the idea in a flash.

Speaker 3

The dress code at my school is fairly formal so I have to wear smart clothes, but I go for tops and trousers rather than suits and high heels. I wouldn't want to raise too many eyebrows among the other staff members so no jeans. Not that the school is super posh or anything, but very casual clothes wouldn't go down too well. What I wear is great really because I have to spend quite a bit of time delving into cupboards. I tend to go for high-end clothes which aren't skin tight – ones that move with me. And they should last – if they were cheap, they'd soon come apart.

Speaker 4

When I left university, I had long hair and wore old jeans. Job interviews were coming up and I didn't want to get up any interviewer's nose and lose out on a good job. There was this job advertised which seemed perfect as a designer at this factory making cars, so I got myself a suit and tie and landed the job. I realised later that I'd got hold of the wrong end of the stick as no one was the least bit bothered, but there you go, better safe than sorry. Anyway, one thing I've found is that suits are good as there's only a minimum outlay and now we have dress-down Friday I can still wear my jeans then.

Speaker 5

I'm Indian, but I live in the US, doing research in a university. For years, I've worn western clothes, mainly skirts and blouses. I'd always steered clear of the sari as it seemed to me to be not quite right for the workplace, although some other colleagues wear them. Something changed for me last year when I went back to India to see my relatives. The women in saris looked so elegant and I realised that the only person who was stopping me wear one was myself. Now, when I put on my sari, I feel pride in my heritage and realise that what I wear is not going to come between me and promotion or being accepted by others.

- 5 Ask students to discuss their answers and to explain how they made their decisions.

Photocopiable recording script activity page 145

If students have found this piece particularly difficult, then give out the recording script so they can read the text to find the answers.

Students should underline adjectives in the recording script which are used to describe people and their clothes.

Answers

funky, ethnic, formal, smart, casual, high-end, skin tight, cheap, old, elegant

- 6 Ask students to discuss the questions in pairs or groups.

Phrase spot

Students should work in pairs for this activity.

a come round/over b came over c came out in sympathy with d come easily e come between f first come, first served g comes up with the goods h coming along i come to terms with j came in for

9.3 pages 80–81

Reading into Writing: Linking

Lesson plan

Introduction	15–15 minutes
Reading two texts	25–35 minutes
Writing	20–25 minutes
Vocabulary	0–15 minutes

SV Keep review of Phrase spot brief and set 5 for homework.

LV See Extension activity for 2.

Speaking

1 The photos are of:

- a boy with a pierced lip
- a makeover – when someone is either digitally enhanced or when make-up, cosmetic surgery or Botox is used to make someone look younger

Ask students to work with a partner to discuss the questions.

Possible answers

I don't think it is important to look attractive, although society nowadays seems to think it is. An attractive face means having symmetrical features and good skin. I think cosmetic surgery is slightly weird unless it is done for really good reasons, like someone who has a cleft palate. Any facial piercing is dangerous in my opinion. Make-up is fine as long as it isn't too heavy and wigs are also acceptable.

A politician should get a vote because of his or her policies not his or her looks.

I would describe myself as fairly tidy and tending towards the casual when it comes to dress. I would never look scruffy or unkempt.

2

Answers

In Text 1 the points made are:

- people are unconsciously attracted by the way a candidate looks
- people believe that looks equate with trustworthiness, intelligence, likeability and ability.

In Text 2 the points made are:

- it may be necessary to stop people using modern technology to make people look better in photos than they are
- the tendency to make people look better is something that has always happened.

Extension activity

Ask students to paraphrase the following words or phrases from Texts 1 and 2.

Text 1

mocked (= laughed at)

enhanced (= improved)

receding (= moving away, becoming less)

Text 2

transform (= change)

on the quest (= searching)

3 This exercise gives practice in linking words. Students should decide which is the right word in each gap.

Answers

1 B 2 A 3 C 4 B 5 A

4 Refer students to the Phrase spot. They should use suitable phrases from here to link their sentences effectively. This exercise will also give students practice in giving their own opinions.

Possible answer

First of all, I believe that the use of modern technology to make politicians more attractive is just another way that politicians can bribe the public into voting for them. It does not seem sufficient for people in politics to have suitable policies to attract the voters; they additionally need to use psychological methods. However, I do think that the majority of people are able to see through these tricks and are able to come to their decisions independently. Moreover, it is highly unlikely that someone will vote for a 'pretty boy' or 'proto-Barbie doll' if they don't have a strategy for improving the economy or creating more jobs. To my mind, it would be incredible if the general public were that credulous.

Personally, I believe that today people are much more aware of the use of digital enhancement than in the past. Consequently, people nowadays are more likely to take any picture of their favourite star of stage or screen looking amazingly thin or curvy, with a pinch of salt. Then again, we have actually been enhancing people's looks for longer than the advent of digital airbrushing. After all, didn't Henry VIII of England receive a painting of Anne of Cleves, only to find that, disappointingly, it bore little resemblance to the real woman? Portrait painters in the past knew that it was part of their job to make people look a bit better than they actually were and I believe that everyone was aware of this.

(248 words)

- 5 This exercise can be done for homework if time is short.

Answers

- a correct
- b wrong – they have a lot to say on every subject, whether they know what they are talking about or not
- c correct
- d wrong – they are lively and excitable
- e wrong – they hoard things
- f correct
- g wrong – they have good taste
- h wrong – they see no need for change even if needed
- i wrong – they like to remain in the background
- j wrong – they try to control people
- k correct

Exam folder 5

SB pages 82–83

Paper 1 Part 6 Gapped text

This type of reading comprehension requires the reader to understand what is happening both in terms of content and also in terms of reference. Sometimes the links between the paragraphs are not obvious and it will require some skill to sort them out. Students should read the base text first and then the gapped paragraphs. They should think about the scenario, i.e. what the passage is about. Are there any references, e.g. *it/she/they* or *moreover/secondly/however* which might give a clue?

This text on lying has some clues to help students with the first few questions.

Answers

- 1 E 2 B 3 F
- 4 A this sort of background (i.e. university qualifications) – a smooth-talking lawyer and consummate liar – lying in corporate culture
- 5 C body language – visual clues – shifty eyes
- 6 H more reliable than body movements
- 7 D doesn't take too much mental planning ... make up a story about something they know well

10

Globalisation

Topic Language and culture

10.1

Grammar Reference devices
Exam skills Reading and Use of English Paper 1 Part 1

10.2

Grammar Expressing wishes and preferences
Exam skills Reading and Use of English Paper 1 Part 4
Vocabulary Expressions with *turn*

10.3

Exam skills Speaking Paper 4 Part 2
Listening Paper 3 Part 1
Reading and Use of English Paper 1 Part 3
Pronunciation Word stress

Workbook contents

1 Listening Paper 3 Part 3
2 Listening follow-up
3 Use of English Paper 1 Part 1
4 Use of English Paper 1 Part 2
5 Use of English Paper 1 Part 3
6 Grammar – wishes and preferences
7, 8, 9 Vocabulary

10.1 SB pages 84–85

Lesson plan

Introduction 5–10 minutes
Reading 45–55 minutes
Speaking 10–10 minutes
Use of English 0–15 minutes

SV Set 7 for homework.

LV See Extension activity for 5.

Speaking

- 1 This exercise can be done either in pairs or as a class activity. It acts as a lead-in to the reading on the death of languages around the world.

Answers

The languages (from left to right) are: Chinese, Hungarian, Bulgarian, Greek, Polish, Turkish.
There are about 6,000 languages in the world.
A language dies about every two weeks.
The language spoken more than any other is Chinese.

Reading

- 2 Students should scan the text to find the answers to the questions.

Answers

- a It is a pun (play on words). A 'death sentence' is the words used by a judge to condemn someone to death. The use of the word 'sentence', which is connected with language, also relates to the topic of the article, the death of languages.
b He seems ambivalent/undecided. (*Or so they think.*)

- 3 This article was written by David Crystal. Students should ignore the words in italics when they read through the article at this stage.
4 Reference devices are often tested in the Reading and Use of English paper.

Answers

- a the death of a language
b Kasabe
c the 6,000 languages
d the fact that half are going to die out
e languages
f language death
g language death
h what we learn from a language
i some people

- 5 These questions test understanding of points in the text.

Answers

- a made an impact / been considered a matter of some importance
b People start out by being forced to speak the majority language. Then there is a period when both languages are spoken and finally the old language is totally forgotten and the majority language takes over.
c You need to have a wide range of species of animals for a healthy environment. The same is true of different cultures.
d If you lose a language you lose more than just a method of communication.
e medical treatments, early civilisations, new ideas about language itself
f One language is not enough to hold all human/world knowledge.

Extension activity

The article can be used as a summary exercise. Write notes for a summary of 50–100 words on why a language dies out and why we should worry about this. Try to use your own words as far as possible.

Answer

A language dies when there is no one left to speak it. It usually dies as a result of the speakers being assimilated into another culture.

We should worry about the death of a language because we need strong cultural diversity in order to survive as a species. Both information about medicine and literature from other cultural groups help our own culture to grow strong.

- 6 Students should spend 5–10 minutes discussing the questions. The cartoon is someone asking in Esperanto if the shop accepts credit cards.

Background information

Esperanto is the best known of the world's auxiliary languages and was invented by Ludwig Zamenhof in 1887. It was designed to overcome problems of international communication. Newspapers and journals are published in Esperanto, together with the Bible and the Koran. It is also taught as a school subject in many countries.

- 7 This text is taken from an encyclopaedia. It is written in an impersonal and informative style. Ask students to decide on their answers and explain why the other words are wrong.

Answers

- 1 D is correct. A is used for a piece of guesswork; B is for a person who you only know slightly; C is also used with *between* but in the sense of two things having something in common.
- 2 D is correct. A, B and C all have the idea of *come from*. An idea can *stem from* or *spring from*. A declaration is *issued*.
- 3 A is correct. B takes the preposition *from* and C and D don't collocate with the idea of language.
- 4 A is correct. Only A takes the word *on* in this context. D is correct as it collocates with *rely on*.
- 6 C is correct. *Once* here has the meaning of *when*.
- 7 B is correct. A language may *expand*; feet *swell* when they are hot; you can *enlarge* a photograph and *increase* is a general word which can't be used here.
- 8 A is correct as it takes the preposition *from*.

10.2 SB pages 86–87

Expressing wishes and preferences

Lesson plan

Grammar	45–50 minutes
Use of English	15–25 minutes
Phrase spot	0–15 minutes

SV Set Phrase spot for homework.

LV See Extension activity for 4.

- 1 This extract is from an English newspaper and is a true story. Encourage students to come up with sentences with *wish*.

Suggested answers

I wish they wouldn't look so embarrassed.
I wish I could speak to them.
I wish the interpreter was/were here.
I wish this meal would end.
I wish someone would say something.

- 2 and 3 These exercises should act as a review of the structures. Refer students to the Grammar folder on page 183 if they have problems with them.

Answers

- a the past simple
- b the past perfect
- c *would* – be careful with this, as it can't be used when the subject is repeated, i.e. you can't say *I wish I would ...*
If only and *I wish* have more or less the same meaning. Some people believe *If only* is slightly stronger / more formal in tone.

Corpus spot

The examples in this exercise are all from the *Cambridge Learner Corpus*.

Answers

- a I do hope ...
- b I wish I could suppress ...
- c She wishes she were / could be
- d I hope you like
- e I hope you have
- f they had allowed us
- g He wishes he were able to / could remember
- h hope
- i her children were
- j they would stop smoking
- k I wish there could always be / I hope there will always be
- l hoping

- 4 Ask students to work in pairs and spend about five minutes talking about the subjects.

Extension activity

Ask students to write a letter to either the college principal or a government minister expressing their hopes and wishes for the future. It should not resemble a letter of complaint, more a polite suggestion.

- 5 *It's about time* and *It's high time* are slightly stronger than *It's time*. Note that *I'd rather* is **never** used with *prefer* as in *I'd rather prefer*.

Answers

a to go b you went c spend d left / had left
e had given f he did g she took

- 6 There are eight sentences here for practice. In the exam there would only be six. Remind students to count the number of words that they write and to use the key word.

Answers

- you stood | up for your rights / for yourself
- you stopped behaving | as though you were
- they | carried out
- would/'d rather | all students wrote
- I hadn't splashed | out
- he had/'he'd let me | know
- she had been aware | of the strength / she had known | the strength
- would/'d rather | you took off / you didn't wear

Phrase spot

Some of these phrases are easy to guess, e.g. *turn as red as a beetroot*. Others are more difficult, e.g. *a turn-up for the books*. Go through the phrases as a class activity and then ask students to do the exercise in pairs or for homework if time is short.

Answers

- Well, there's a turn-up for the books – I never thought he'd get a girlfriend.
- He has a nice turn of phrase.
- He turned as red as a beetroot when ...
- From the turn of the (last) century, we see ...
- I didn't know which way to turn when the airline ...
- I tossed and turned all last night.
- but he's suddenly taken a turn for the better and ...
- Muriel didn't turn a hair when ...
- Now, everyone must take it in turns to have a go ...

10.3 SB pages 88–89

Listening and Speaking

Lesson plan

Speaking	10–10 minutes
Listening	35–50 minutes
Pronunciation	15–15 minutes
Use of English	0–20 minutes

SV Set 5 for homework.

LV See Extension activity for 3.

- 1 The photos are of:

- a McDonald's in Marrakech
- a Mongolian yurt with satellite dish
- someone skyping

Students should talk about whether the photos show positive aspects of globalisation or not.

- 2 Ask students to spend about three minutes discussing the questions.

Possible answer

I think the term 'global village' is very depressing in many ways. It would be better to highlight differences between people rather than to make everyone the same, with the same interests, culture and so on.

I think that globalisation permeates all aspects of life in my country, from food to clothes to films. This is accelerating at an alarming rate, due, I believe, to the influence of the Internet.

Global culture is making inroads into the generation gap. Old people are often the very people who are checking for the best deals on their car insurance on the Internet or booking their holidays with budget airlines online. They don't, perhaps, feel so much in need of a smartphone as younger people though.

- 3 **1/16** Allow about five minutes for the class to read through the questions. Check for any vocabulary they may not understand.

Answers

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

Recording script

Extract One

F: There is much heated debate about the true effects of globalisation and if it is really such a good thing. Good or bad though, there isn't much debate about whether it's happening or not. Today we have Steven Bright MP, in the studio. Mr Bright, what exactly are your objections to globalisation?