



OPEN WORLD

C1

ADVANCED

**TEACHER'S
BOOK**

Alice Copello

with
Cambridge **One**
Digital Pack

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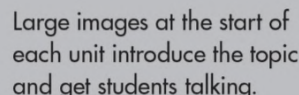
With kind regards,



Pamela Baxter
Director
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Students scan the QR codes to watch grammar animations in their free time to learn about each grammar point.


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PUSH YOURSELF

Students learn and practise more challenging language and skills that take them to the next level.

'Training' exam tasks provide guidance and tips on each part of the exam.

EXAM FOCUS

After every unit students read exam tips and facts and do three complete practice exam tasks.

EXAM FOCUS

READING AND USE OF ENGLISH PART 2

EXAM FACT
You have to complete the right gaps in the text with the correct form of the word given or to use the word in the box.

EXAM TIP
Remember the form of the word you need may be negative. Study the sentence carefully to see which part of speech is needed and what the sentence is trying to describe.

For questions 1-4, read the text below. Use the word given in capitals at the end of some of the lines to help you choose the correct form of the word to complete the text. Write your answers in the spaces provided.

The average number of children per woman has risen (R) due to the fact that the number of women who remain (R) in the workforce has increased. This is a result of women and men going to the office and staying there for longer periods of time. On the other hand, there are some people who prefer to stay at home and look after their children. This is especially true of people who are (R) in their 30s and 40s. The (R) of children has also increased. This is because of the (R) of children who are born to women who are (R) in their 30s and 40s. The (R) of children has also increased. This is because of the (R) of children who are born to women who are (R) in their 30s and 40s.

WORDS TO USE: SURVIVE, LARGE, CHILD, REPRODUCE, NOTE, REAL, GENEROUS, JUDGE, SECURE

EXAM FOCUS

WRITING PART 1: AN ESSAY

EXAM FACT
You have to write 250-280 words based on the topic. You have to write an introduction, a main body, and a conclusion. You have to use the ideas in the box to help you.

EXAM TIP
An essay should have a clear introduction and conclusion. You should use the ideas in the box to help you. You should use the ideas in the box to help you.

WRITING PART 2: A LETTER/EMAIL

EXAM FACT
You have to write a letter or email. You have to use the ideas in the box to help you. You have to use the ideas in the box to help you.

EXAM TIP
A letter or email should have a clear introduction and conclusion. You should use the ideas in the box to help you. You should use the ideas in the box to help you.

EXAM CHECK

Test what students remember about the exam.

EXAM CHECK

WRITING PART 2: A LETTER/EMAIL

EXAM FACT
You have to write a letter or email. You have to use the ideas in the box to help you. You have to use the ideas in the box to help you.

EXAM TIP
A letter or email should have a clear introduction and conclusion. You should use the ideas in the box to help you. You should use the ideas in the box to help you.

REAL WORLD

Pages take students outside the classroom and into the real world.

PHRASES YOU MIGHT USE AND HEAR

Students learn and practise phrases they might use and hear when you are using English in the real world.

REAL WORLD

DEALING WITH STRESS

1. Work with a partner and answer the questions.

- How often do you get stressed?
- What are the most common things that get you stressed?
- What do you do to deal with stress?
- How do you deal with stress?

2. Quickly read the article on stress management. What are the best ways to deal with stress?

STRESS MANAGEMENT - When things seem to be getting too much for you, it may seem that there's nothing you can do about the stressful circumstances. But that's not necessarily the case. Even if you feel you're at the end of your tether and can't cope any more, there are things you can do to reduce the pressure.

3. AVOID UNNECESSARY STRESS - If you're not at all stressed, it's not a bad thing. But if you're constantly stressed, it can be a problem. There are many ways to deal with stress. Some of the best ways to deal with stress are to exercise, to eat a healthy diet, to get enough sleep, and to talk to someone about your problems.

4. ADAPT TO THE SITUATION - If you can't avoid the stress, change the way you deal with it.

5. ASK FOR HELP - If you're feeling overwhelmed, it's important to ask for help. Don't be afraid to ask for help. It's a sign of strength, not weakness.

PHRASES YOU MIGHT USE AND HEAR

1. Try to use the phrases in the box in your own sentences.

2. Match the sentences halves using phrases in bold from the text.

3. Listen to the full dialogues and correct the words to make phrases related to stress.

4. Listen to the full dialogues and correct the words to make phrases related to stress.

5. Listen to the full dialogues and correct the words to make phrases related to stress.

Students scan the QR codes to watch videos of different locations around the world on their mobile phone or tablet.

LIFE COMPETENCIES

Students develop important skills, knowledge and attitudes that they can use in their daily life.

GRAMMAR REFERENCE

STARTER

PAST AND PERFECT TENSES REVIEW

PAST SIMPLE - I went to the park. He was late. She had finished her homework.

PAST PERFECT - I had gone to the park before he arrived. He had been late when she arrived. She had finished her homework before he arrived.

PRESENT PERFECT

PRESENT PERFECT - I have gone to the park. He has been late. She has finished her homework.

PRESENT PERFECT CONTINUOUS

PRESENT PERFECT CONTINUOUS - I have been going to the park. He has been late. She has been finishing her homework.

FUTURE TENSES

PRESENT FUTURE

PRESENT FUTURE - I will go to the park. He will be late. She will have finished her homework.

FUTURE PERFECT

FUTURE PERFECT - I will have gone to the park. He will have been late. She will have finished her homework.

MULTI-WORD VERB BANK

MULTI-WORD VERB BANK - A collection of multi-word verbs and their meanings.

C1 ADVANCED EXAM INFORMATION

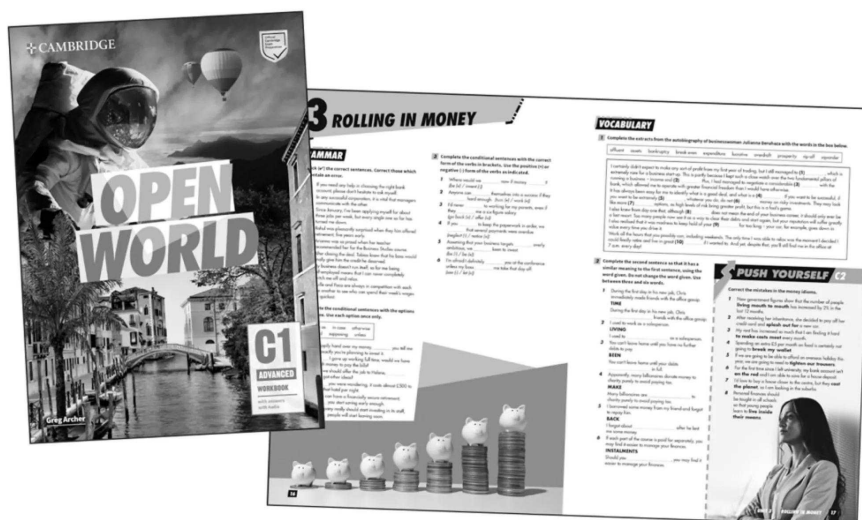
EXAM TIP - Read the instructions carefully. Do not write on the questions. Do not use a calculator. Do not use a dictionary. Do not use a mobile phone.

EXAM TIP - Read the instructions carefully. Do not write on the questions. Do not use a calculator. Do not use a dictionary. Do not use a mobile phone.

COMPONENT LINE-UP

WORKBOOK WITH AND WITHOUT ANSWERS WITH AUDIO

The activities in the Workbook consolidate the language presented in the Student's Book. It also includes extra exam practice in every unit. Students can access and download the audio files using the QR codes, URL, or the code in the Student's Book.



STUDENT'S CAMBRIDGE ONE DIGITAL PACK

Students access their Cambridge One Digital Pack using the code in the front of the Student's Book for:

- Extra worksheets
- Class and workbook audios
- Videos and animations
- eBook

Plus we have exclusive online language and exams practice with the digital tools in Cambridge One: *Practice Extra* and *Test & Train*.

TEACHER'S CAMBRIDGE ONE DIGITAL PACK

Use the code in the front of the Teacher's Book to access your Cambridge One Digital Pack where you will find:

- All course audio, video and animation files plus answer keys and scripts
- Extra photocopiable worksheets with audio including Speaking Test videos
- Teacher access to student *Test & Train* Exam Practice and Practice Test and *Practice Extra* grammar and vocabulary activities with gradebook to monitor students' progress
- Teacher access to assign *Test & Train* Practice Test

PRACTICE EXTRA

- Designed specifically with smartphones in mind
- *Practice Extra* allows you to set additional vocabulary and grammar homework for each unit
- Students can access anytime on their mobile devices
- Fun language-focused game for every unit

TEST & TRAIN

Ensure your students are exam-ready with authentic C1 Advanced practice tests to develop exam strategies and skills.

Exam Practice:

- Two full practice tests
- Reading and Use of English and Listening online and mobile friendly with automated marking hints and tips
- Speaking Test in video format with hints and tips
- Writing paper with model answer
- Teacher sets tasks or students work at their own pace

Practice Test:

- One full *Practice Test*
 - Assign when you want students to experience a timed and controlled test
- Test & Train* allows you to easily check your students' progress and scores via the teacher view. See the first and best attempted scores.

TEST GENERATORS

The Test Generators allow you to build your own tests for each unit, term and end-of-year assessment. They come in two levels: Standard and Plus. Available on Cambridge One. Speak to your Cambridge representative for details.

PRESENTATION PLUS

Presentation Plus is easy-to-use, interactive classroom presentation software that helps you deliver effective and engaging lessons. It includes the Student's Book and Workbook content and allows you to present and annotate content and link to the online resources. Available on Cambridge One. Speak to your Cambridge representative for details.

C1 ADVANCED EXAM INFORMATION

PART/TIMING	CONTENT	EXAM FOCUS
Reading and Use of English 1 hour 30 minutes	Part 1 A modified cloze containing eight gaps followed by eight 4-option multiple-choice items. Part 2 A modified cloze test containing eight gaps. Part 3 A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word. Part 4 Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in three to six words, one of which is a given 'key' word. Part 5 A text followed by six 4-option multiple-choice questions. Part 6 Four short texts, followed by multiple-matching questions. Candidates must read across texts to match a prompt to elements in the texts. Part 7 A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed. Part 8 A text or several short texts preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.	Candidates are expected to demonstrate their knowledge of vocabulary and grammar in parts 1–4, and their reading comprehension skills in parts 5–8. Candidates are also expected to show understanding of specific information, text organisation features, tone, attitude, opinion, and text structure throughout the exam.
Writing 1 hour 30 mins	Part 1 Candidates are required to write an essay, between 220 and 260 words, based on two points given in the input text. They will be asked to explain which of the two points is more important and to give reasons for their opinion. Part 2 Candidates have a choice of task. The tasks provide candidates with a clear context, topic, purpose and target reader for their writing. The output text types are: • letter/email • proposal • report • review.	Candidates are expected to demonstrate their ability to write at a C1 level. They should be able to demonstrate awareness of style and tone, as well as functions such as describing, evaluating, hypothesising, persuading, expressing opinion, comparing, giving advice, justifying and judging priorities.
Listening Approximately 40 minutes	Part 1 Three short extracts from exchanges between interacting speakers with two multiple-choice questions on each extract. Part 2 A monologue lasting approximately three minutes. Candidates are required to complete the sentences with information heard on the recording. Part 3 A conversation between two or more speakers of approximately four minutes. There are six multiple-choice questions, each with four options. Part 4 Five short themed monologues, of approximately 30 seconds each. Each multiple-matching task requires selection of the correct options from a list of eight.	Candidates are expected to be able to show understanding of agreement, attitude, course of action, detail, feeling, function, genre, gist, opinion, purpose, situation, specific information, etc.
Speaking 15 minutes	Part 1 A short conversation between the interlocutor and each candidate (spoken questions). Part 2 An individual 'long turn' for each candidate with a response from the second candidate. In turn, the candidates are given three photographs and asked to talk about any two of them. Part 3 A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in a discussion and a decision-making task. The conversation is divided into a discussion phase (two minutes) and a decision phase (one minute). Candidates are given approximately 15 seconds to initially read the task before starting to speak. Part 4 A discussion on topics related to the collaborative task (spoken questions).	Candidates are expected to demonstrate competence at organising a large unit of discourse through comparison, description, speculation and expressing opinion. Candidates are also expected to demonstrate an ability to sustain interaction through their use of social language and their ability to exchange ideas, express and justify opinions, agree and disagree, suggest, speculate, evaluate and negotiate.

TAKE IT FROM ME

UNIT OBJECTIVES

Topic:	personal information and language learning
Grammar:	past and perfect tenses review; future tenses
Vocabulary:	easily confused words
Listening:	future prospects
Reading:	language learning
Speaking:	making conversation
Writing:	'advanced' English

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

SPEAKING

SB P8

MAKING CONVERSATION

WARMER

Point out that this lesson is about making conversation and start by writing the phrase *break the ice* on the board and eliciting its meaning (saying something that makes people who don't know each other feel comfortable). Ask students to think of good ways to break the ice when they are speaking to somebody they haven't met before (e.g. ask how the person is; talk about a topic that is common to everyone, such as the weather, the traffic or a news item; show interest in a topic that interests another person). Explain that this lesson is about learning a strategy for becoming a better conversationalist in English.

1 Allow students about six minutes to work in pairs to ask and answer the questions, taking notes.

2 Students report the most interesting facts they discovered about each other to the class.

ALTERNATIVE

Instead of having students report back, have them write the most interesting fact they found out on a piece of paper, without names, e.g. *_____ plays golf three times a month*. Collect the pieces of paper and use them in the Alternative for Exercise 5.

3 Have students read the Active listening box and match the phrases in the table to the strategies. In the meantime, draw three bubbles on the board and write *express emotion*, *express comprehension* and *ask for more detail* inside them. During feedback, write the phrases from the table on the board around the corresponding bubbles, and then any further examples that students come up with.

A 1 B 1 C 3 D 2 E 1 F 1 G 2 H 1
I 2 J 1 K 3 L 1

Further examples:

Strategy 1 Goodness me! How awful! What a relief! You're joking, Wow! **Strategy 2** Definitely, Exactly, That's what I would have done, You did the right thing, Neither do I, You don't say **Strategy 3** What happened? How did you feel? So how did you/he/she react? Can you give me an example? Were you scared/angry, etc.? So what?

4 002 Students listen to three conversations and use the third column to note the order in which the target phrases are used. Allow students to check in pairs before whole class feedback.

A 7 B 3 C 11 D 4 E 6 F 12 G 5
H 9 I 2 J 8 K 1 L 10

AUDIOSCRIPT 002

Narrator: Conversation 1

A: What aspects of learning English do you find the most difficult and the easiest?

B: I guess my weakest area would be my speaking. I'm quite a shy person really and when I speak I am really conscious of the errors I make, particularly with pronunciation.

A: Like what?

B: Well, there are certain words in English that aren't pronounced as you read them or certain groups of letters which can have different sounds depending on the word. For example, the letters *o-u-g-h* together. They can be pronounced *oo* as in *through* or *oh* as in *though* or *or* as in *thought*. I am always mixing the sounds up.

A: I know what you mean. I have the same problem. And what about the things you find the easiest?

B: Oh, I don't know. Probably reading.

A: Really? I have to say I struggle with multiple-choice questions in readings. At this level of English, it can sometimes be hard to decide which one is correct.

B: That's true, but I would say that the fact that I read so much in my own language helps me.

Narrator: Conversation 2

C: Tell me about any hobbies or interests that you have.

D: Music, that is to say, I'm a musician.

C: Oh, me too! What do you play?

D: The guitar. I'm actually in a moderately successful rock band. When I say moderately successful, I mean in my home city. We are not international rock stars by any stretch of the imagination. Having said that, we have opened the show for The Foo Fighters and Metallica.

C: No way!

D: Yes way! In fact, when Metallica played, we got to spend time with them backstage. They're really cool guys. James Hetfield, you know, the lead singer and rhythm guitarist, even gave me one of his guitars.

- C:** You're having me on!
- D:** No. In fact, I played it for the first time that same night on stage. My old guitar stopped working for some reason right in the middle of a song and my spare had a broken string.
- C:** What a nightmare!
- D:** Yes, not exactly what you want to happen when you are supporting Metallica. But one of the Metallica technicians lent me one of James' guitars. And it turns out that James himself was watching us play at the time. He was so impressed by my playing that he told me to keep the guitar. Of course, I had him sign it for me as well.
- C:** You're so lucky! And I'm so jealous.

Narrator: Conversation 3

- E:** Where did you go for your last holiday?
- F:** I went to Argentina.
- E:** Argentina, eh? That must have been lovely. Did you visit Buenos Aires?
- F:** Well, I flew into Buenos Aires airport and flew back from there as well, but I only spent two nights there in total.
- E:** Oh, why was that?
- F:** I was visiting some distant relatives on my father's side for the very first time, and they live in the south, at the top of Patagonia. I had a great time. Being so far south, we saw a lot of Antarctic wildlife. The penguins were amazing. And we took a boat trip and saw baby whales swimming with their parents. They were so close to the boat, I could almost touch them.
- E:** That sounds amazing.
- F:** I know, right?

- 5** Students repeat Exercise 1, using the target language. You may want students to work in groups of three, where two students ask and answer each other questions, and one awards points for each phrase used. The students swap roles until everyone has had a chance to practise the language.

ALTERNATIVE

If you used the Alternative for Exercise 2, hand out a random piece of paper to each student, ensuring they don't pick the one they wrote. Students now play *Find someone who*, mingling and asking different classmates questions to find who the information on their piece of paper refers to. When they find each other, they ask follow-up questions and show interest using the 'active listening' phrases.

GRAMMAR

SB P9 ➔ **PRACTICE EXTRA** / Starter Unit

PAST AND PERFECT TENSES REVIEW

- 1** Give students two minutes to answer questions 1 and 2 and elicit some ideas. The students then read the texts and match them to pictures A–D, ignoring the multiple-choice options 1–18 for now.

1 Suggested answer: a short story that people tell others in order to entertain or surprise someone.

2 Suggested answer: a good anecdote briefly relates the events of the story in order to set up the big reveal – the funny or embarrassing event of the story.

3 A @geographyteachernigel **B** @angelinaballerina
C @derekthebeast95 **D** @princesspeach

ALTERNATIVE

Before reading the texts to answer question 3, students work in small groups to try to predict what embarrassing thing might have happened in each picture.

- 2** Allow students time to choose the correct options on their own and monitor closely to gain valuable information about each student's level of grammatical knowledge. During feedback, avoid going into too much detail when correcting mistakes, so as not to preempt the following exercises.

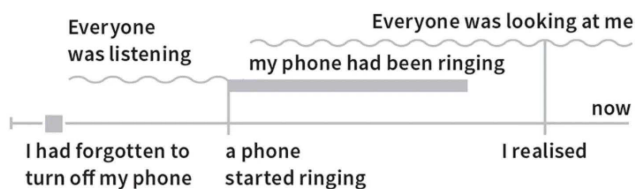
1 was listening 2 started 3 was looking
 4 had been 5 hadn't turned 6 bumped 7 was talking
 8 has done 9 was visiting 10 heard
 11 'd never been 12 had felt 13 had been vomiting
 14 hadn't slept 15 had been 16 was waving
 17 had spoken 18 haven't had

- 3** Elicit one example of each tense with the verb *do* to check that the students are familiar with the terminology (*have done, had been doing, was doing, had done*). Students then fill the gaps in 1–4 with the appropriate tense name. Elicit answers and further example sentences during feedback.

1 past continuous 2 past perfect simple
 3 present perfect simple 4 past perfect continuous

EXTENSION

If you think students need more help in grasping the way the different tenses relate to one another, use story number 1 (@princesspeach) as an example, and draw its timeline on the board as below to explain the sequence of events:



Then have students work in pairs to choose one of texts 2–4 and draw its timeline. Invite pairs to come to the board and explain their timeline, checking if the rest of the class agrees with them.

- 4 Allow three or four minutes for the students to prepare. Monitor closely and encourage students to ask you for any specific vocabulary they may need. Students then tell their anecdotes in groups. In each group, choose one or two students who act as the 'grammar police' and point out any possible mistakes at the end of each anecdote. The other students practise active listening strategies from page 8 and ask follow-up questions.

VOCABULARY

SB P10 ➔ PRACTICE EXTRA / Starter Unit

EASILY CONFUSED WORDS

WARMER

Give students a couple of minutes of silent thinking time to make a list of problems they might have with vocabulary. Elicit ideas such as *words I often confuse*, *problems with pronunciation*, *problems with spelling*. Withhold feedback until Exercise 3.

- 1 Students fill the gaps in each pair of sentences with the appropriate word in *italic*, then check in pairs and justify their answers before whole class feedback.

- 1 Who's 2 whose 3 recipe 4 receipt
5 all together 6 altogether 7 between
8 among 9 compliment 10 complement
11 principle 12 principal

FAST FINISHERS

Students reflect on ways they could remember the difference between the two words. For example: *whose* indicates possession, and if I possess something I keep it close to me (i.e. there is no apostrophe between the letters). Elicit ideas during feedback.

- 2 003 Give students time to read 1–5, then play the audio once and allow students to check answers in pairs. Elicit key words during feedback.

- 1 C 2 A 3 D 4 B, C 5 A, D

AUDIOSCRIPT 003

Narrator: Speaker A – Arantzazu from Spain

Arantzazu: One of the biggest problems I have with vocabulary is false friends – words in English that have a similar spelling to words in my own language, but which have a completely different meaning. Take, for example, the word *idiom*. In English, an idiom is a local expression that is used in a specific language, or in Spanish, *un modismo*. In my language we have the word *idioma*, which means 'a language', you know, so English and Spanish are *idiomas*. I keep a list of these false friends in my notebook, and every time I come across a new one I add it to that page.

Narrator: Speaker B – Emre from Turkey

Emre: I'm an auditory learner, so I imagine that I am hearing the words I learn. I like to think about, for example, words that rhyme. So to remember the difference between *recipe* and *receipt*, I imagine buying a bed sheet from a department store, and I get a receipt for my sheet. When a phrase rhymes like that, it helps me remember it.

Narrator: Speaker C – Fred from England

Fred: I'm actually English but I have to confess, my spelling isn't great. Still, I remember my teacher, when I was a lad, explaining the difference between *compliment* and *complement*. I mean, you pronounce them the same, so how do you tell the difference? Well, according to my teacher, a compliment with an *i* is when someone says something nice – and nice also has an *i* in it, so *compliment* does too. And a complement with an *e* is when something becomes complete, and that's also with an *e*. Sounds silly, but it has stuck with me all these years.

Narrator: Speaker D – Veronica from Argentina

Veronica: I don't know about you but I find prepositions really confusing in English. When I first started learning, I would translate prepositions from English into Spanish, but I soon realised that doesn't work very well. Let me give you a simple example. In English you use the preposition *about* with the verb *dream*, to dream about something. In Spanish, we say *soñar con* or 'dream with something'. So one strategy I have now is to make sure when I learn a new verb, I also record it with its dependent prepositions and I also write an example sentence to reinforce the correct preposition in my mind. Simple, but it works for me and I make far fewer mistakes than I used to.

- 3 Students discuss the three questions, using the notes they made during the warmer activity, and reflect on how they might solve their issues. During feedback, encourage the class to have a discussion about the role of translation. Point out that translation is not detrimental in every context, and that it can in fact be quite useful to see how the two languages behave differently or similarly. At the same time, overreliance on translation can be a problem, and translation of single isolated words is most likely not good enough as a strategy to record new vocabulary, especially at Advanced level where words can often have different meanings in different contexts.

READING

SB P10

LANGUAGE LEARNING

- 1 Allow students a couple of minutes of silent thinking time to reflect on their opinions regarding statements 1–5. Students then discuss their ideas in pairs. Elicit contrasting ideas and encourage dialogue during whole class feedback.

ALTERNATIVE

Ask the students to stand up and move to one side of the room if they agree with statement 1, or to the other side if they disagree. Students have a brief conversation with someone on their side, and then with someone on the other side, explaining their reasons each time. Repeat for each statement.

- 2 Explain that you want students to read up to the first missing heading. Have them cover the rest of the text if possible. Allow approximately one minute to read, to encourage gist reading. Allow students to discuss the question in pairs, then elicit ideas and write them on the board.
- 3 Tell students to read the five tips and check their ideas. Explain that at this level of English you would expect them to be able to skim read (read for the general idea) the blog in about 2–3 minutes. Allow slower readers to continue for an extra minute or two if needed, but make them aware that they will need to work on this skill during the course. Withhold feedback for now, as this is done in Exercise 4.
- 4 In pairs, students discuss the content of paragraphs 1–5 before selecting the appropriate headings. During feedback, elicit the headings as well as the piece of advice given in each paragraph (1 – focus on learning the language that will be relevant to you; 2 – create associations between words with similar meanings; 3 – regularly revisit vocabulary that you have learnt to ensure you remember it; 4 – find your best way of recording language so that you can access it later; 5 – practise using what you've learnt).

1 Selection 2 Association 3 Review
4 Storage 5 Use

- 5 Students work on their own to locate the vocabulary in the text. After a few minutes, support any students who struggle by providing them with the first letter of each word on the board.

1 master 2 feasible 3 attained
4 opt (instead) for 5 deteriorates 6 retain
7 scribbling 8 incorporate

FAST FINISHERS

Students find other difficult pieces of vocabulary in the text and write down their definitions for them and where in the text they are (Introduction, Paragraph 1, etc.). Then have volunteers read out their definitions and ask the class to find the relative words in the text.

- 6 Explain that in this task students will practise scanning (searching for specific information in a text). Allow students a few minutes to scan and write down their answers before comparing answers in pairs. Ask different pairs to explain each idea during feedback.

Suggested answers

1 Children learn language without needing to understand grammar and its terminology.
2 It's a combination of conscious and unconscious methods. 3 the importance of filtering what you learn and targeting the language you need for your situation
4 that to retain vocabulary effectively, you need to revisit vocabulary regularly 5 that language notes need to be accessible 6 Newly learned vocabulary is more effectively retained if you read it to another person or actively try to use it in a conversation.

+ EXTENSION

Either in class or for homework, students work in groups to prepare a two-minute summary of Aurelio's points. The groups should first select the most important points made in the article. They then choose new or less familiar vocabulary from the article that they wish to practise using and work together to plan an oral summary of the salient points, using the chosen vocabulary.

Point out to the students that at this level their passive vocabulary (i.e. what they understand) is extensive, but that their active one (i.e. what they're able to produce) is necessarily more limited. Therefore they need to focus not only on learning completely new vocabulary, but also on recognising vocabulary which they understand but do not use, and work on incorporating this into their active vocabulary. This exercise is designed to give the students an opportunity to practise this.

Monitor closely and help where necessary, then invite different groups to present their summary to the whole class.

LISTENING

SB P12

FUTURE PROSPECTS

WARMER

Brainstorm with the class reasons why people generally want to learn another language, and English specifically. Elicit useful language and write it on the board.

- 1 🎧 004 Point out that for listening exercises at this level, students will rarely hear the exact words from the options in the audios. Allow students a couple of minutes in pairs to brainstorm synonyms and paraphrases of the language in A–C that they might hear in the audio. Elicit these before playing the audio. Elicit keywords students heard in the audio during feedback.

A 2 – *wanderlust means a love for exploring the world. I've definitely got it, and for me, that's the principal motivation for learning English.* B 3 – *But in career terms ... to really do well, you need to be proficient in English as well* C 1 – *It's done really well, but of course it's restricted to people who know Korean ... I don't want there to be any mistakes in the content I write, so I'm going to work hard on my English*

AUDIOSCRIPT 004

Narrator: Speaker 1 – Miroo

Miroo: Well, you know, a lot of computer games originate from my country, South Korea. And they've gone on to conquer the world in a way. I started a blog, originally in Korean, for gamers. It's done really well, but of course it's restricted to people who know Korean. So now I've launched a new blog in English, and I hope it'll manage to get more visitors from all over the world. So far, so good, I'd say. I don't want there to be any mistakes in the content I write, so I'm going to work hard on my English, starting next week. The idea is that if I get enough followers in the future, then I'll be able to earn money from advertisers. And if I'm global, it could be huge!

Narrator: Speaker 2 – Johan

Johan: I'm from Germany, and there's a great word in English that comes from German – *wanderlust* – and it's from the German words for *hiking* and *love*. But these days *wanderlust* means a love for exploring the world. I've definitely got it, and for me, that's the principal motivation for learning English. I've been saving up money by spending a year working on an oil rig and that comes to an end next month. And then the plan is for me to go backpacking around the world. The Grand Canyon in the USA is one destination I'm really excited about. So yeah, I imagine that I'll basically be on the road until I run out of cash.

Narrator: Speaker 3 – Moufida

Moufida: In my country, Tunisia, it's normal to be bilingual because French is widely spoken, along with Arabic, just like in many other North African countries. But in career terms, I'm concerned that if someone knows just those two languages, there might be a ... I think the term is glass ceiling, you know, you can only be promoted so far in an organization, but no further. But to really do well, you need to be proficient in English as well. I'm ambitious – my English is going to enhance my employability. In fact, I am taking the Cambridge Advanced exam in October. One thing is for certain: when I'm older I'll still continue to work on my English, really push myself to improve. You never stop learning a language.

- 2** Allow students to discuss in pairs before playing the audio again if necessary. Then ask the students to underline the phrases which might be useful for them to explain their reasons for learning English.

1 C 2 D 3 A 4 E 5 B

- 3** Students work in small groups and compare their personal reasons for learning English, using the phrases they underlined in Exercise 2. Monitor and help where needed, then elicit interesting reasons for learning English from the whole class.

GRAMMAR

SB P12 ➔ PRACTICE EXTRA / Starter Unit

FUTURE TENSES

WARMER

Students work in small groups for a few minutes to brainstorm what they already know about how to express the future in English. Monitor closely to get a sense of the students' pre-existing grammatical knowledge, and withhold feedback.

- 1** Students match extracts 1–7 to the functions A–E, then check their answers in pairs or small groups. Alternatively, ask the students to cover the options A–E and discuss in pairs or groups what each function of the futures in extracts 1–7 might be. Students then check their ideas against options A–E. During feedback, elicit the names of the future forms used to perform each of the functions.

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

A = *I'll still continue; I'm going to work hard; I'll be able to (will / going to)*

B = *I'll basically be; My English is going to enhance; I'll be able to (will / going to)*

C = *that comes to an end next month (present simple)*

D = *until I run out of cash; When I'm older; If I get enough followers (present simple)*

E = *I am saving up money; I am taking the Cambridge Advanced exam (present continuous)*

- 2** Students work individually to correct the mistakes with future forms in sentences 1–6. Support the students who are struggling by underlining in their books the mistakes in each sentence. Allow pair checks before whole class feedback, and elicit the reasons for the changes necessary.

1 ~~it's snowing~~ it'll snow / it's going to snow

2 ~~I'm going to~~ I'll **3** ~~will~~ shall **4** ~~will~~ land lands

5 ~~is winning~~ will win / is going to win

6 ~~shan't~~ won't / isn't going to

FAST FINISHERS

Students write another sentence with a mistake with the future, and prepare to explain why it's a mistake. Elicit these after feedback and invite the rest of the class to correct the mistakes.

- 3** Students work alone to choose the correct option(s) in each question, then discuss their reasoning in pairs before whole class feedback.

1 both – both are asking if you have already made plans for after the class today. **2** will improve – it can't be present continuous because we use that for a fixed arrangement; this context is more of a prediction. **3** will still be studying – we use the future continuous to talk about an activity that will be in progress at a given time in the future. **4** is still going to be spoken – here we need the passive form of *be going to*. **5** both – however, we normally use *will* for predictions if we include adverbs like *likely*, *probably*, *possibly*, etc. as part of the predictions. **6** both – however, *will* is more common here; *shall* is only really used in British English and its use is decreasing.

- 4** Students discuss the questions in pairs, paying attention to the future forms they use. Monitor closely correcting any future forms mistakes you hear, then elicit interesting ideas from the whole class during feedback.

WRITING

SB P13

'ADVANCED' ENGLISH

EXAM INFORMATION

In the Writing paper of the exam, the candidate's work is assessed based on the following criteria: Content, Communicative achievement, Organisation and Language. As far as Language is concerned, candidates at this level are expected to use a range of vocabulary – including common lexis – appropriately, as well as using a wide range of simple and complex grammatical forms with control and flexibility. Minor mistakes are tolerated, so long as they do not impede communication. In order for students to achieve good marks for the Writing paper, it is important that they expand their range of vocabulary and expressions, especially collocations, and their use of different grammatical structures through regular practice and reading widely.

- 1** Elicit ideas on the board after the students have discussed the points in pairs. You may want to open a brief discussion about how the students' pronunciation and accuracy goals might change depending on their reasons for learning English.
- 2** Allow one minute for the students to quickly skim the text. After feedback, elicit or point out that reading a text for gist before tackling a gap-fill exercise is a key technique which applies to the exam as well, as it will prepare them for the tone and type of language they will need to use to complete the texts.

Suggested answers

Strengths – Reading and listening skills have improved over the last few years. His vocabulary has also increased.

Weaknesses – Grammar (articles); pronunciation

- 3** Students work in pairs to circle the most advanced expression in each pair 1–10 and discuss reasons.

1 richer (this is a more natural collocation in English)
2 I struggle with (more complex vocabulary structure)
3 of these (the writer has already used the word *areas* in the previous sentence, so we avoid repetition of the same word, which is better style) **4** What makes this tricky is the fact that (this is a more complex grammar form of emphasis called a cleft sentence, which moves the key information to the beginning of the sentence – see Unit 11 of this book) **5** quite a challenge (more complex vocabulary than *difficult*; also the word *difficult* was used earlier in the text: try to use synonyms to show the breadth of your language knowledge rather than repeating vocabulary) **6** One reason for this is that (this is a more complex linking phrase / discourse marker; in the Advanced exam, you are marked on your ability to link your ideas together with appropriate and varied discourse markers) **7** As for my language skills, (this is more appropriate as the writer is introducing a different aspect and is changing the subject; *moreover* would suggest you are still adding to the previous point) **8** over the past year or so (more complex structure) **9** without resorting to (more complex structure) **10** couldn't have coped with (grammatically and lexically more complex) **11** I'd ideally like it to be (more complex and more formal, which is more appropriate as this is a letter to the teacher; avoids repetition of the word *accent* in the same sentence) **12** I would be grateful for (more complex and more formal; this is a letter to your teacher so your tone should be more respectful)

ALTERNATIVE

Books closed. Write the less advanced expressions on the board, and ask students in small groups to come up with more advanced alternatives. Elicit the students' ideas, then ask them to open their books and compare these with the ones in Exercise 3. Elicit which advanced expressions the students hadn't thought about and which they would like to use in their next writing task.

- 4** Encourage the students to proofread their texts before submitting them, and to highlight any language they consider 'advanced'. This will allow them to visualise their efforts to use sophisticated language and to push themselves harder.

⇒ **WORKBOOK** / Starter Unit, page 4

⇒ **PRACTICE EXTRA** / Starter Unit, Grammar and Vocabulary

1 GOOD COMPANY

UNIT OBJECTIVES

Topic:	relationships and social media
Grammar:	question forms; verb patterns (1) – gerunds and infinitives
Vocabulary:	personality; negative prefixes; relationship idioms
Listening:	distractors in listening tasks
Reading:	Part 5, Part 3 – training
Speaking:	Part 1 – training
Writing:	Part 1: An essay – training
Pronunciation:	intonation in question tags
Exam focus:	Reading and Use of English Part 5; Reading and Use of English Part 3; Writing Part 1: An essay; Speaking Part 1
Real world:	being courteous

Remind your students to watch the Grammar on the Move videos before each grammar lesson in this unit.

GETTING STARTED

SB P14

WARMER

Students work in pairs and compare the apps they have on their smartphones, discussing which they like best and why.

- 1 Write *social media* on the board and elicit all the examples students can think of, inviting them to explain any platforms that you or other members of the class might not have heard of. Students then discuss the questions in pairs.
- 2 Put students into groups and ask them to read and discuss the quotes. Monitor students and help them if they have any queries about the vocabulary used. Feed back as a class. You could do this as a class vote for each quote (agree versus disagree) and choose different students each time to explain why they voted as they did.

Suggested answers

1 Social media is universally available, so everybody has a chance to share their content/stories/ideas, including those members of society whose social position may not have given them a media platform. 2 What you post on social media can be misinterpreted, taken out of context, or simply exaggerated and then used against you. 3 A lot of people use social media to show off or to put themselves in the public eye and seek attention. 4 A lot of people don't consider the meaning behind what they post online and/or share opinions that are uninformed or ill-considered.

LISTENING

SB P14

DISTRACTORS IN LISTENING TASKS

WARMER

Students discuss in groups what they find difficult about listening tasks. Elicit ideas from different groups, and focus on the fact that in multiple choice exercises all the options sound feasible and will probably be mentioned, but only one will answer the question. We call these incorrect options *distractors*. Tell students they will learn how to identify them in this lesson.

- 1 005 Students listen to the audio and follow the text in the book at the same time. They should highlight in the text all the language related to options A–D and check in pairs. If possible, project the text onto the board and invite students to underline the language for the whole class.

- A not ... sociable – antisocial
- B Being in fashion – follow every trend
- C misunderstand – people assume
- D controversial – controversial

AUDIOSCRIPT 005

Sarah: I never realised how controversial it would be to quit social media. Being part of the digital generation, people assume I'm incapable of being disconnected for more than a few hours a day. When they find out I only have one social media profile – an inactive one at that – they tend to think I'm anti-social, weird or behind the times. Nothing could be further from the truth. In fact, I love hanging out with friends, playing sport and listening to music. I'd say I'm a pretty well-balanced person – just one who can't be bothered to follow every trend that comes along.

- 2 Elicit why C is correct.

Suggested answers

C is correct because Sarah talks about what people assume about her, but then explains how these assumptions are incorrect (*Nothing could be further from the truth*). A is incorrect because this is an assumption that other people make about her, not what she says about herself. B is incorrect because she says the opposite of this (... *can't be bothered to follow every trend*). D is incorrect because she does not say that she *enjoys* being controversial, simply that her quitting of social media was controversial for some people. Be careful when you hear the exact words from an option in a listening exam at this level because the option is probably a distractor.

- 3 Give students a few minutes to discuss their ideas and monitor their progress. You could add a competitive element here and tell students they will get a point for each paraphrase they come up with which no other pair has thought of. Elicit as many options as possible during feedback.

Suggested answers

- B** – It's more good than bad. / There are more pros than cons.
C – He was surprised/taken aback by negative comments or reactions.
D – He has more self-belief as a result of it. / His self-esteem has been boosted by it.

- 4 006 Allow students to discuss options A–D from Exercise 3 in pairs after listening and play the audio again if necessary. During feedback elicit the phrase which helped students to identify the answer.

B *The rewards have made it worthwhile, though, so I'm not complaining.*

AUDIOSCRIPT 006

Jimmy: Well, I've just hit the 100,000 followers mark, which is an important milestone for anyone trying to build their social media presence. The last year has been a bit overwhelming because I wouldn't call myself an extrovert, so being in the public eye has been quite challenging at times. I've had to face some criticism, which I suppose is inevitable. Some people say I come across as arrogant, which is strange because in real life, I'm not exactly bubbling over with self-confidence. The rewards have made it worthwhile, though, so I'm not complaining.

- 5 006 Before students attempt the task, clarify the two distraction techniques in the tip box by eliciting how they matched the incorrect options in Sarah's text in Exercise 1 (technique 1 – D; technique 2 – A and B). Students then discuss in pairs which techniques they think they heard for Exercise 4 before listening again to check. Elicit answers from the whole class.

- A** technique 2 *because I wouldn't call myself an extrovert, so being in the public eye has been quite challenging at times*
C technique 1 *I've had to face some criticism, which I suppose is inevitable*
D technique 1 *Some people say I come across as arrogant, which is strange because in real life, I'm not exactly bubbling over with self-confidence*

- 6 007 Allow students to brainstorm paraphrases and synonyms for options A–E in pairs before playing the audio twice. Allow students to check ideas in pairs, then elicit the answers from the whole class. If possible, project the text on the board and invite students to underline the relevant parts of the text. Ensure students have identified which ideas are not used (B and D) before you move on to Exercise 7.

Daniel – C *Another issue is the way some people behave online ... I have heard horror stories about how devastating the effects of people's online behaviour can be.*
Jo – A *But, to be honest, I've never looked back.*
Khaled – E *they portray themselves as always happy and surrounded by friends – as if their lives are perfect. This can make other people feel really inadequate.*

AUDIOSCRIPT 007

Narrator: Daniel

Daniel: One thing that changed my attitude to social media was when they invented those apps where people can track you. It's not that I'm dishonest about what I'm doing, but I do value my privacy. Another issue is the way some people behave online – as if there are no consequences to what they say and do. In the real world, they wouldn't get away with it. Although I have not been personally affected, I have heard horror stories about how devastating the effects of people's online behaviour can be.

Narrator: Jo

Jo: I was reluctant to sign up for a social media account at first because it just seemed like a really impersonal way to keep in touch. I know that, like lots of people my age, I was a bit behind the times. But, to be honest, I've never looked back. It's really helped me relate to my teenage grandchildren and keep up to date with what they're up to. I've also found out about events in my local area and got involved in voluntary work, so it has actually opened up a whole new world for me.

Narrator: Khaled

Khaled: I'm a person who always takes people at face value, but with social media it pays to be a bit cautious. It's undeniable that a lot of people misrepresent themselves online in ways that may seem harmless but can have a negative impact on others. It's not so much about showing off their cars, designer clothes or fancy holidays; it's the fact that they portray themselves as always happy and surrounded by friends – as if their lives are perfect. This can make other people feel really inadequate.

ALTERNATIVE

Students work in pairs and brainstorm possible distractors they might hear, e.g. *Considering what happened, you'd think I'd wish I had never joined Facebook, but ...* Elicit ideas from the whole class, then play the audio. Allow students to check ideas in pairs before whole class feedback.

- 7 007 Focusing on points B and D from Exercise 6, students discuss in pairs why these work as distractors. Play the audio, then give students a chance to check their answers before eliciting their ideas.

Suggested answers

B Daniel uses the word *dishonest* from option B but to say that he is not dishonest. He does not mention *people* being dishonest. Khaled talks about how people choose to present exaggerated versions of themselves online but he does not say they are being dishonest.

D Khaled talks about other people sharing pictures of their possessions (cars, designer clothes) to make the point about people falsely portraying their 'perfect' lives.

VOCABULARY

SB P15 → PRACTICE EXTRA / Unit 1

PERSONALITY

WARMER

Write the alphabet on the board, vertically. Divide the class into two teams. Each team sends one player to the board. Students at the board use different colour pens to write one word related to personalities next to each letter of the alphabet. For example: *Altruistic, Brave, Critical*, etc. Only one word per letter is allowed, so if team 1 writes *Nice*, N is taken and cannot be used by team 2. The teams should help their representatives by suggesting words and providing spelling if necessary. When all the letters of the alphabet are used, the game ends and the team who used the most letters of the alphabet wins.

- 1** Give students one minute of silent thinking time to think of six adjectives, then ask students to discuss in pairs. Provide students with useful language to appropriately react to each other's explanations, such as:

I'm sure you're not that bad.

I don't believe that for a second.

How come?

I would never have guessed!

You don't come across that way at all.

- 2** Encourage students to work alone and to use a good quality online dictionary, if possible. They then quickly check their answers in pairs before whole class feedback. Elicit example sentences during feedback, e.g. *Marc is very conscientious: he always double checks his work before submitting it.*

Suggested answers

conscientious (P), eccentric (E), humble (P), imaginative (P), impulsive (N), insecure (N), knowledgeable (P), narrow-minded (N), selfish (N), thoughtful (P)

FAST FINISHERS

Students think of possible opposites for the adjectives given. Elicit these after feedback.

- 3** 008 Students listen and match the correct adjectives to the speakers. To increase the challenge level, you could ask stronger students to cover the words in Exercise 2 and complete the exercise from memory. Allow students to check ideas in pairs before whole class feedback.

Speaker 1 – knowledgeable; Speaker 2 – narrow-minded; Speaker 3 – humble; Speaker 4 – imaginative; Speaker 5 – selfish; Speaker 6 – conscientious
Adjectives not used: eccentric, impulsive, insecure, thoughtful

AUDIOSCRIPT 008

Narrator: Speaker 1

Speaker 1: My personal tutor is really amazing. He is like an encyclopaedia when it comes to the period of history we're studying. I'm sure I'm going to get a good grade with him as my teacher.

Narrator: Speaker 2

Speaker 2: My dad and I never talk politics because it always ends up in an argument. He has decided which political party he supports and refuses to even listen to any criticism of it, even in the face of the facts.

Narrator: Speaker 3

Speaker 3: A famous scientist visited our university last week. He has made many world-changing discoveries and won awards, but he never talks about his own achievements.

Narrator: Speaker 4

Speaker 4: He tells some tall stories. They're not exactly untrue but you could say he tends to embellish what actually happened to make them a bit more colourful.

Narrator: Speaker 5

Speaker 5: One of the people I work with never contributes to team projects. He does his own work and if you ask him for help, he says he's busy. Oh, and he never offers to make tea for anybody else, although we all make it for him.

Narrator: Speaker 6

Speaker 6: Marco is always the first one into the office in the morning and the last to leave. He never misses a deadline and replies to emails in the evenings and at weekends. He's a model employee.

- 4** Students work individually to use the suffixes in the box to transform the adjectives in Exercise 3 into nouns. Monitor and help where needed, and point out that one of the adjectives needs a suffix removed, not added (*knowledgeable/knowledge*). Students then brainstorm alternatives for other parts of speech with a partner. Elicit answers on the board during feedback.

conscientious – conscientiousness; humble – humility;
imaginative – imagination; impulsive – impulsiveness,
impulsivity; insecure – insecurity; knowledgeable –
knowledge; narrow-minded – narrow-mindedness; selfish
– selfishness; thoughtful – thoughtfulness

Other parts of speech (suggested answers):

conscientious – conscientiously (adv)
humble – humble (v), humbly (adv)
imaginative – imaginatively (adv), unimaginatively (adv),
unimaginable (adj), imagine (v), imagination (n)
impulsive – impulse (n), impulsion (n), impulsively (adv)
insecure – insecurely (adv), secure (adj/v), security (n)
knowledgeable – knowledgably (adv), knowing (adj),
unknowing (adj), knowingly (adv), unknowingly (adv),
know (v), known (adj), unknown (adj)
narrow-minded – narrow-mindedly (adv)
selfish – unselfish (adj), selfless (adj), selfishly (adv),
unselfishly (adv), self (n)
thoughtful – thoughtfully (adv), thoughtless (adj),
thoughtlessness (n), thoughtlessly (adv)

- 5** Have students complete the sentences. Monitor and help with any areas of difficulty, such as what part of speech is missing. After a few minutes, you may want to support any students who are struggling by writing the first three letters of each answer on the board.

1 security **2** knowledgably
3 impulsivity, impulsiveness **4** conscientiousness
5 narrow-mindedness **6** thoughtfully **7** selfish
8 eccentrically

- 6** Students work in pairs and take turns to make sentences to describe a personality trait in this section and guess their partner's adjective. Tell students to avoid using any words that derive from the same stem to make the activity more challenging. Monitor and help where needed, then elicit a few examples from the whole class.

EXTENSION

Students each choose two adjectives from Exercise 2 which describe them, and write them on two separate pieces of paper. Working in large groups or as a whole class, students shuffle all the pieces of paper in the middle and draw the first one. Students must discuss and guess who they think the adjective refers to, asking questions. They then repeat with the other pieces of paper.

GRAMMAR

SB P16 ➔ PRACTICE EXTRA / Unit 1

QUESTION FORMS

- 1** Students look at the picture, then discuss the question in small groups. If they seem to be unfamiliar with the topic, you may want to allow them to research this online for two minutes using smartphones, if permitted. Students in small groups then share what they learnt and report back to the class.

Suggested answer

Angelina Jolie has six children. Three of them are her biological children and three of them are adopted and come from other countries (Maddox is from Cambodia, Zahara Marley is from Ethiopia and Pax Thien is from Vietnam). The phrase 'rainbow family' was coined by Jolie in 2006 and is related to her desire to create a multicultural family.

- 2** Students match the questions 1–10 to the question types A–H. Allow students to check in pairs after a few minutes, and monitor and assist where needed.

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

FAST FINISHERS

Students work in pairs to write one more example question for each type (A–H). Elicit these during feedback.

- 3** 009 Play the audio and elicit that in one instance she is confirming information, so her intonation is falling, and in the other she is unsure, so it is rising. Clarify this further if necessary by asking a student two tag questions. One should be something you definitely know about the student, and one something you guessed about him/her. Elicit which one was which and the accompanying intonation.

1 a C b U **2** a U b C

Confirming question tags have falling intonation. When the speaker is unsure, question tags have rising intonation, like other questions.

AUDIOSCRIPT 009

Narrator: 1

Isabel: a) Two of your children are twins, aren't they?

Isabel: b) Two of your children are twins, aren't they?

Narrator: 2

Isabel: a) There should be more opportunities for young aspiring female directors, shouldn't there?

Isabel: b) There should be more opportunities for young aspiring female directors, shouldn't there?

- 4** Support students if necessary by asking them to circle the auxiliary verb in each sentence before adding the question tag. Remind students that the tag will be negative if the sentence is positive, and positive if the sentence is negative. Students work individually to add the question tags and check answers in pairs. During feedback, elicit rising and falling intonation to provide practice.

1 should you **2** hadn't you **3** aren't there
4 wouldn't he **5** have you **6** is it

EXTENSION

Students write down two things they know about their partner, and two things they guess about them. In pairs, students take turns to ask each other tag questions with the appropriate intonation. Monitor closely and provide feedback where necessary.

- 5** Students underline the phrases and discuss word order with a partner. During feedback, elicit that after the introductory phrases the word order is that of a simple statement, not that of a question, i.e. *how many children you have*, not *how many children do you have*. In 10, this is because grammatically the sentence is not a question. In 1 and 3, it's the introductory phrases that take the inverted question word order (i.e. *would you mind*, not *you would mind*), so question word order is not necessary in the following clauses.

1 Would you mind telling me ... **3** Could you please tell me ... **10** I was wondering ...

We do not use question word order. The subject and auxiliary verb do not invert as in normal questions.

- 6** Students work individually to unscramble the sentences, then check in pairs. Support students who struggle by giving them the first word in each question 1–5.

1 I was wondering whether or not you're married.
2 Could you please explain why you were so late?
3 I'd like to know if you have any relatives in the UK.
4 Would you mind telling me how much you paid for your car? **5** Do you think you'd like to have a family that big?

1 and **3** don't need question marks as they are not technically questions.

EXTENSION

Students work in pairs and write down five questions they would ask in an imaginary interview with a famous person, using a range of different question forms. They then take turns practising asking the questions and answering them. The pair then joins another pair and they role play the interview. The pair listening tries to guess the famous person being interviewed.

SPEAKING PART 1 TRAINING

SB P17

WARMER

Elicit what students know about the Cambridge Advanced Speaking Part 1 exam task. Elicit that candidates individually answer a number of simple questions about themselves and their interests. Whenever possible, candidates should extend their answers to two or three sentences, using ideas that are clearly linked together and fully justified.

- 1** 010 Tell students they will hear two candidates answering a question in Speaking Part 1. Ask them to guess what the question was and decide who performed better and why. Allow a few minutes for students to answer question 3 in pairs before feedback.

1 Do you use social networking sites often? **2** Robin's. He expands his answer more and uses more complex language and sentences. He also introduces, links and explains his ideas with natural spoken discourse markers such as *I wouldn't say that ...*, *I mean ...*, *on the other hand ...*, and *to be honest*. **3** Students' own answers

AUDIOSCRIPT 010

Anthea: No, I don't. I use WhatsApp to send messages to my friends, and when I have something interesting to post, I use Instagram.

Robin: It depends what you mean by 'often'. I wouldn't say my social media habits are that different from anyone else of my age. I mean, I do update most of my accounts pretty much daily and check out the latest posts or tweets by people that I follow whenever I get a free moment. On the other hand, I can easily go a few days without any social media activity and to be honest, when I go out, I'm definitely not one of those people who is always staring at their phone.

- 2** Students work individually to replace the underlined phrases in the text with phrases A–L, then check in pairs. Focus on the pronunciation of the phrases during feedback.

1 J **2** E **3** G **4** D **5** F **6** A **7** K **8** I
9 L **10** H **11** C **12** B

ALTERNATIVE

Challenge the stronger students to cover phrases A–L for the first few minutes of the activity and, in pairs, brainstorm possible improvements for the underlined language 1–12 in the text. Students then compare their ideas with the phrases and complete the matching activity.

- 3** Students work in pairs to answer the questions. Monitor and provide assistance as necessary.

ALTERNATIVE

You could ask students to work in pairs on one question only, prepare their answer and record it using their smartphones, if these are allowed. Encourage students to listen to their recordings in pairs and discuss which expressions sound too simple and how they could be improved. Students work together with a dictionary or ask you to help improve their answers, then re-record them.