

### 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<br>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.

- 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

- effortless access to amenities
- sufficient open spaces
- diverse employment opportunities
- low levels of pollution
- 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

- 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.

# Units 5–8 Revision

## SB pages 74–75

### Lesson plan

|                |               |
|----------------|---------------|
| Use of English | 20–30 minutes |
| Vocabulary     | 10–15 minutes |
| Writing        | 20–30 minutes |

**SV** Set 3 for homework.

**LV** Elicit students' reactions to the text in 1.

The aim of this revision unit is to focus on the language covered in Units 5–8 and to support Writing folder 3 on essays. Specific exam practice is provided on Paper 1 Parts 1 and 4. These tasks 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 someone wearing a Lacoste jacket.

### Answers

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

2

### Answers

- 1 a widespread belief | that having your/a photo
- 2 can't have set | off yet
- 3 takes great | pride in
- 4 did we know | at the time what a
- 5 had I | returned from the supermarket than
- 6 the time | you've come to mind

## Vocabulary

3

### Answers

a nose b burst c singularly d stroke  
e for granted f eye g exception  
h chord i widely j thunder k tune l view  
m seen n childish o note

## Writing

4 The picture shows a sculpture by Andy Goldsworthy.

### Answers

1 C 2 A 3 E 4 B 5 D

## Crossword

This includes some of the idioms, phrasal verbs and other vocabulary from Units 5–8.



# 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 **1/14** 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 **P** → 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

## 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 <i>turn</i>              |

## 10.3

|               |                                                                                                  |
|---------------|--------------------------------------------------------------------------------------------------|
| Exam skills   | Speaking Paper 4 Part 2<br>Listening Paper 3 Part 1<br>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.
- 5 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

- 1 you stood | up for your rights / for yourself
- 2 you stopped behaving | as though you were
- 3 they | carried out
- 4 would/'d rather | all students wrote
- 5 I hadn't splashed | out
- 6 he had/he'd let me | know
- 7 she had been aware | of the strength / she had known | the strength
- 8 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

- a Well, there's a turn-up for the books – I never thought he'd get a girlfriend.
- b He has a nice turn of phrase.
- c He turned as red as a beetroot when ...
- d From the turn of the (last) century, we see ...
- e I didn't know which way to turn when the airline ...
- f I tossed and turned all last night.
- g but he's suddenly taken a turn for the better and ...
- h Muriel didn't turn a hair when ...
- i 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?