

Introduction

Who is this book for?

New Cambridge Advanced English is for students who have completed an upper-intermediate course and have passed the Cambridge First Certificate in English examination (FCE) – or reached an equivalent level.

Students using this course may be attending classes once or twice a week at a language institute, doing a language course at a university, or attending an intensive EFL course.

They might be preparing for the Cambridge Certificate in Advanced English (CAE) exam. Or they might have no paper qualifications at all in mind and simply want to improve all aspects of their English in order to be able to communicate better in their work, studies or social life. Or the class may consist of both exam candidates and non-exam candidates.

The material in this course is very FLEXIBLE and can be used successfully with all the types of students described above. Throughout the book, there is an emphasis on the acquisition of skills that students will find useful in their everyday lives. *New Cambridge Advanced English* covers all five papers of the CAE exam and many of the task and exercise types reflect the format of the CAE exam, but these tasks and exercises are all relevant and interesting for students who aren't exam candidates. (There are also CAE exam tips in the Teacher's Book for the teacher to announce to exam candidates, but these don't appear in the Student's Book.)

How is it different from the first edition?

New Cambridge Advanced English is significantly different from the first edition. Many of the reading and listening texts, activities and exercises are completely new, but the features that teachers and students have appreciated have been retained. The texts and activities which have been retained from the first edition have been modified so that they work better and are more user-friendly. The new layout and organisation of the pages makes the course easier to use – this helps the students to get the maximum benefit from their work.

CAE exam preparation is more prominent in *New Cambridge Advanced English*, with many exercises that are similar to the CAE exam. All the skills and techniques that exam candidates need to master are covered. But this is by no means a single-minded exam preparation course – it's a course for people who not only want to do well in the CAE exam, but also want to develop their English for use in the real world of work, study and social life. It's equally suitable for students who are not preparing for an exam, and who want to improve their English in the most interesting and motivating ways.

The revisions and changes are based on detailed comments and reports from teachers who had been using the first edition successfully for many years. *New Cambridge Advanced English* is easy for both students and teachers to use and find their way around. The format of each unit provides a more balanced lesson structure and increased flexibility.

New Cambridge Advanced English includes:

- 20 units – odd-numbered units are theme units, even-numbered units are language units
- Four or five double-page spreads in every unit
- Vocabulary development exercises with plenty of opportunities for students to use the new words in discussion tasks and Communication Activities
- Exercises on word study
- Many new and up-to-date reading texts, with pre- and post-reading tasks and discussion questions
- Thorough training in writing skills
- Grammar review with thorough coverage of problem areas
- Many new or revised listening comprehension exercises
- Interviews with experts and people with special knowledge
- Many new or revised speaking exercises and Communication Activities

- Advice, hints and tips on exam techniques in the Teacher’s Book, which can be passed on to exam candidates
- Exercises on idioms and collocations, and verbs and idioms

How much time will it take to complete the course?

For students at this level, it’s impossible to predict exactly how long each section in a coursebook will take. As a rough guide, the material in the book with its accompanying recordings will provide approximately 80 hours of classroom work, plus further work to be done outside class. Each of the 20 units is likely to take two or three 90-minute sessions, but time can be saved by getting the students to prepare some exercises before the lesson – or by skipping some sections.

If you decide to devote a lot of time to the discussion activities you’re likely to need more time. Every class is likely to have its own strengths and weaknesses, which will lead you to spend more or less time on particular sections in a unit. Moreover, some topics may interest your students more than others and consequently there’s likely to be more discussion on these than on the ones that are of less interest to them.

The sections in each unit are designed to be used **SELECTIVELY**. Some sections that deal with aspects of English which your students are already confident in, or which are less relevant for them, may be omitted. You may also like to use supplementary materials and give your students an opportunity to contribute their own input to the course (in the form of discussions about current affairs, texts clipped from magazines or newspapers or student talks, for example).

What are the aims of the course?

The aims of *New Cambridge Advanced English* are:

- To build on the vocabulary that students already know and increase their range of expression
- To improve students’ reading skills so that they can read more effectively and appreciate the implications and style of a text
- To improve students’ listening skills so that they can understand a wide range of spoken texts and are able to participate actively in discussions and conversations with native and non-native English speakers from all parts of the world
- To improve students’ writing skills and encourage them to develop useful practical techniques which will enable them to communicate effectively in writing
- To revise the ‘problem areas’ of English grammar in a stimulating, helpful and entertaining way
- To improve students’ command of spoken English, by providing frequent opportunities for discussion, so that they will be able to participate appropriately and confidently in a wide range of interactions with English speakers
- To increase students’ awareness of and sensitivity to degrees of appropriateness in their use of English
- To give students a chance to use their English in class in interesting communicative activities and produce meaningful written work, not just to practise speaking or writing in controlled exercises
- To integrate different language skills in the practice activities, so that each skill is not practised in isolation
- To encourage students to improve their English outside class by reading widely and taking every opportunity to practise their English with native speakers and with each other
- To prepare students for all five papers in the Cambridge CAE exam, if they’re taking it


What does the course contain?

There are 20 units in *New Cambridge Advanced English*, each based on a different topic.

The odd-numbered units are 'THEME UNITS', which contain:

- Informative **Reading** texts from a variety of authentic sources, with tasks, exercises and activities to improve students' reading skills. Many of these can be prepared in advance at home. Many of the tasks are similar to the tasks in the CAE Reading paper.
- **Listening** exercises with tasks and activities to help students to improve their listening skills. Many of the tasks are similar to the tasks in the CAE Listening paper.
- **Interviews** with people who have special knowledge of the theme or stories to tell about it
- **Effective writing** exercises to help students to develop useful techniques they can use in their writing – both for exam purposes and for general use
- Realistic **Creative writing** tasks which give students an opportunity to express themselves in writing. Many of the tasks are similar to the tasks in the CAE Writing paper, but are also relevant for students who aren't taking it.

The even-numbered units are 'LANGUAGE UNITS' and they contain:

- Shorter **Reading** texts and/or **Listening** exercises leading to a discussion activity and/or a writing task ()
- **Grammar** revision: the 'problem areas' of English grammar are dealt with in a thought-provoking and interesting way
- **Word study** exercises to help students to develop their vocabulary skills
- **Speaking** sections to help students to practise the functional language needed in different real-life situations – and in the CAE Speaking paper

Both the odd- and even-numbered units (i.e. all the units) contain:

- Exercises on the **Vocabulary** connected with the topic of the unit
- Opportunities for **Discussion**
- Work on **Idioms and collocations** or **Verbs and idioms**, including phrasal verbs

There are regular Communication Activities. Individual students are given different information that they have to communicate to each other. These are printed at the end of the Student's Book in random order so that students can't see each other's information. There's a complete list of these on page 16. Not every unit contains a Communication Activity.

The **Teacher's Book** contains:

- Correct or suggested answers to all the exercises in the Student's Book
- Model versions for the Creative writing tasks, which you can photocopy for the students if you wish
- A transcript of all the recordings
- Teaching notes on every section of the Student's Book
- CAE exam advice and tips (for you to pass on to students preparing for the CAE exam)
- Extra activities and exercises for photocopying

READING

New Cambridge Advanced English contains a wide variety of interesting authentic texts taken from newspapers, magazines and from fiction or non-fiction books. These are accompanied by exercises and tasks which will help students to develop their skills in: skimming a text to get the gist, scanning a text to find specific information, note-taking, summarising, coping with unfamiliar vocabulary, distinguishing the main idea from supporting ideas, using the information acquired from a text in a subsequent activity, etc. The passages are all chosen as suitable springboards for discussion, so that the students can react to what they've read and/or talk about their own experiences and opinions.

Before many of the reading comprehension tasks there are pre-reading tasks, preliminary discussion questions or questions about the theme that students may be able to answer from their own previous knowledge. These tasks help students to approach the text with more interest and curiosity than if they merely had to 'Read the text and answer the questions'.

It's essential for students to realise that they don't have to be able to understand every single word in a passage to perform the tasks. They should concentrate on what the writers

are trying to say and the information they’re communicating. Unfamiliar words in a reading text may be distracting but students should not assume that every single one is important and ‘worth learning’. It may be a waste of time looking up every word they don’t understand in a reading text.

▼ In some reading exercises the students have to **highlight** certain words or phrases in a passage. This encourages them to deduce meanings from the context and also to notice how particular words are used.

After the reading comprehension questions there are further discussion questions, to encourage students to use some of the new words they’ve encountered in the text and share their reactions to its content with each other. In some cases there’s a Communication Activity or a writing task arising from the content of the passage.

The first Reading exercise is 1.4 on page 12 of the Student’s Book.

LISTENING

The cassettes comprise a variety of recordings: broadcasts, discussions, talks and conversations. These are accompanied by exercises and tasks designed to develop skills in finding the important information in the recording, note-taking, performing another task (in writing or speech) using the information acquired from a text, interpreting a speaker’s attitude, etc.

Most of the Listening sections begin with a pre-listening task, preliminary discussion questions, or questions about the topic which students may be able to answer from their own previous knowledge. These tasks help students to approach the recording with more interest than if they merely had to ‘Listen to the recording and answer the questions’.

Try to ‘set the scene’ for students before they hear the recording by explaining where the speakers are and what their relationship is (colleagues, good friends, etc.). Remember that students will be trying to understand disembodied voices coming out of a loudspeaker without the aid of a transcript, and this is much more difficult than being in the same room as a real person who is speaking.

In some of the Listening exercises, students may need help with vocabulary. It’s a good idea to read through the transcript in your copy of the Teacher’s Book before the lesson, and highlight any vocabulary that you wish to draw your students’ attention to.

Most classes will need to hear each recording at least twice to extract all the required information. In some classes, where students are weak at listening, you may need to pause the tape frequently and play certain sections again to help them to understand more easily. However, it’s essential for students to realise that they don’t have to be able to understand every single word to answer the questions. They should concentrate on what the speakers are trying to say and the information they’re communicating, NOT the actual words they’re using.

After the listening comprehension task there are often further discussion questions, to encourage students to share their reactions with each other and discuss the implications of what they’ve heard.

The first Listening exercise is 1.1 C2 on page 9 of the Student’s Book.

Interviews

Each theme unit includes an interview with someone who is an expert on an aspect of the topic, or who has some inside knowledge of it. The speakers all speak at their normal speed and make no concessions to foreign learners. The Interviews can be treated in the same way as any other Listening exercise and the same advice given above applies. In the Interviews the questions and tasks focus on **HELPING** the students to understand the main points that the speakers make – it’s the information and ideas they give that are important.

The interviews are:

- 1.5A Pen Hadow – an Arctic explorer
- 3.1 B Maev Alexander – an actress
- 5.1 C Susan Davies – a traveller
- 7.2 Isabelle Amyes – a television scriptwriter

- 9.1 D Geoffrey Smerden – founder of a University of the Third Age
- 11.6 A Anita Roddick – founder of The Body Shop
- 12.1 A Wendy Fielder – a research scientist
- 13.5 A Bob Stanners – an advertising copywriter
- 15.4 Ian Howarth – founder of the Cult Information Centre
- 18.3 B Cyril Littlewood – a conservationist
- 19.7 JoAnne Good – a radio presenter

VOCABULARY

Each unit includes work on vocabulary, covering some of the vocabulary connected with the topic of the unit. There are various types of vocabulary exercises and activities, including warm-up discussion questions and follow-up activities to encourage the students to use new words they’ve come across. While doing these activities and exercises, students should be encouraged to ask questions about vocabulary, and to use the relevant vocabulary they already know to discuss the topic.

Some units begin with a vocabulary brainstorming activity, based on a discussion of pictures. Here the students work in pairs or small groups and together build up a list of relevant words and phrases, which they then compare with other students to build up a longer list, learning from each other. As every individual knows or remembers different English words, pooling knowledge is invaluable. The first of these activities is 3.1 A1 on page 24 of the Student’s Book.

There are two big problems about introducing new vocabulary:

- 1 It’s difficult to help students to remember vocabulary items – giving them a large amount of controlled oral practice in class is no guarantee that they will remember everything a week later!
- 2 It takes time for students to develop a sensitivity towards the kinds of contexts and situations in which each vocabulary item can be used: which words are formal or informal, which are used jokingly or seriously, which are used in a derogatory or complimentary sense, etc. Students also need to develop an awareness of the connotations of different vocabulary items, since many broadly synonymous expressions may have quite different connotations.

Unfortunately, there are no quick and easy solutions. What will certainly help is:

- DISCUSSION of the meanings, connotations and usage of vocabulary introduced in class
- Encouraging students to use a DICTIONARY intelligently, particularly studying the examples given after the definitions
- Encouraging students to HIGHLIGHT vocabulary items they don’t know and want to remember
- Making sure that students get plenty of EXPERIENCE in reading – not just reading the texts in this book, but popular fiction and journalism
- Systematic use of NOTEBOOKS to store useful new vocabulary items, preferably devoting a separate page to each different topic or category. It’s recommended that students should discuss which system of vocabulary storage they consider most effective
- A REALISTIC approach to the problems: it’s the students who have to do the remembering – all the teacher can be expected to do is introduce regular revision sessions throughout the course to help them not to forget (these may be described, perhaps disparagingly, as ‘vocabulary tests’).

The first Vocabulary exercise is 1.4 A2 on page 12 of the Student’s Book.

Word study

Each even-numbered unit contains a section on word formation or an aspect of vocabulary building, in addition to the topic-based Vocabulary sections. One of the primary purposes of a course at this level is to encourage students to expand their active vocabulary, which involves them in DECIDING what to learn, according to their own needs and interests. In particular, students who need to concentrate on improving their writing skills will need to increase their range of expression.

The following points are covered in the Word study sections:

- 2.6 Synonyms and opposites – 1
- 3.4 Making an emphasis
- 4.5 Words easily confused
- 6.4 Synonyms and opposites – 2
- 8.4 Forming adjectives
- 10.6 Synonyms and opposites – 3
- 14.5 British and American English
- 16.2 Prefixes
- 16.3 Spelling
- 18.2 Compound words (nouns and adjectives)
- 20.6 Abbreviations and acronyms

Verbs and idioms

Almost every unit contains work on idioms and collocations or verbs and idioms.

These sections, which come at the very end of each unit cover phrasal verbs and the collocations in which certain common verbs are used. These can be fitted in when there’s a little spare time during the lesson, or set for homework and checked in class later.

These sections deal with the following idioms and phrasal verbs:

- 1.6 All’s well that ends well! – idioms and collocations with *all*
- 2.7 You can’t lose! – verbs and idioms with *lose*
- 3.7 At . . . and by . . .
- 4.6 *Bring, carry* and *take*
- 5.6 *High, middle* and *low*
- 7.9 *In . . .* and *out of . . .*
- 8.6 *Get*
- 9.6 Ages – idioms and collocations with *age, fresh, new, old* and *young*
- 10.7 *Hard, soft, difficult* and *easy*
- 11.7 *For* and *on*
- 12.7 *Look* and *see*
- 13.6 Colours – *red, blue, green, black* and *white*
- 14.6 Speaking and thinking – *say, tell, call, speak, talk* and *think*
- 15.5 *Day* and *time*
- 16.7 *Hearts, hands, legs* and *feet*
- 17.8 Head over heels . . . – *head, brain, mind, face, eye, nose* and *ear*
- 18.6 *Keep, hold, stand* and *turn*
- 19.8 *Back, front* and *side*
- 20.9 *First, second, third . . .* and *last*

GRAMMAR

The Grammar sections in the even-numbered units are designed to revise the main problem areas of English grammar that still cause difficulties for advanced students.

These sections contain a variety of exercises: contrasted sentences where students have to explain the differences in meaning, error-correction exercises where students have to find the ‘typical mistakes’ and correct them, sentence-completion exercises and other more open-ended tasks. Some of these exercises reflect the task types in the English in Use paper of the CAE exam.

The Grammar sections cover the following areas:

- 2.3 The past – 1
- 4.4 Simple + progressive aspect
- 6.3 Modal verbs
- 8.2 The past – 2
- 10.4 Articles
- 12.5 Comparing and contrasting
- 14.2 Indirect speech
- 16.4 Conditional sentences

- 18.4 The future and degrees of certainty
- 20.7 -ing and to . . .

Students should realise that the Grammar sections are intended as REVISION of points that they've covered in previous courses. If they require more detailed rules or guidelines they should refer to a reference grammar book, such as *Basic English Usage* by Michael Swan (OUP). Students should be encouraged to ask questions if they're unsure about any points in the Grammar sections.

WRITING
Effective writing

These sections are designed to develop students' writing skills. Most of the sections include a short writing task of up to 100 words.

The Effective writing sections deal with the following points:

- 1.2 Joining sentences – 1
- 3.5 Punctuation
- 4.2 A Spelling and punctuation
- 5.3 Making notes
- 7.4 Long and short sentences
- 7.6 Formal letters and personal letters
- 8.5 C–D Formal and informal style
- 9.2 Paragraphs
- 11.4 Style, tone and content
- 13.2 Joining sentences – 2
- 15.2 A good introduction and conclusion
- 17.6 Expressing feelings
- 19.4 Connecting words (conjunctions)
- 20.4 Word order

In an advanced class, each individual student may to a greater or lesser degree be 'good at writing'. It's essential to regard the exercises in *New Cambridge Advanced English* as a starting point. Further remedial work may be necessary for students whose writing skills are particularly weak, or who need to develop specific writing skills (such as essay-writing for academic purposes, or business letters) to a very advanced level. In particular, the feedback you give to students when handing back their written work should take into account each individual student's strengths and weaknesses.

➡ See Correcting written work on page 14.

Creative writing

In most of these sections discussion in class leads up to the actual writing, which would be done at home. At this level it's important for students to feel that they're being given opportunities to communicate and not just being given 'compositions' to write, particularly if their creative writing takes a long time to prepare, write and receive feedback on.

Make sure you allow everyone time to read each other's written work: this is particularly important if creative writing is to be considered as more than 'just a routine exercise'. Any piece of writing should be an attempt to communicate ideas to a reader. If students know that their peers are going to read their work, they're more likely to try to make it interesting, informative and entertaining! If you, their teacher and 'critic', are the only reader, the process of writing is much less motivating.

Students can learn a lot from reading each other's ideas – and from each other's comments on their own work. A piece of written work should be regarded as a piece of communication, not simply an opportunity to spot the grammatical errors that students make.

➡ See Correcting written work on page 14.

The main Writing tasks are in the odd-numbered theme units but there are also Writing tasks in the even-numbered language units, usually connected with a reading passage or

listening exercise. If your students are preparing for the CAE exam, most of the Writing tasks should be considered as compulsory – if not, you may prefer to skip some or all of them, depending how relevant each one is to your students’ special needs and interests.

Here is a complete list of all the Writing tasks – the main Creative writing sections are in **bold type**:

- 1.3 **Writing a narrative**
- 2.5 D A letter to a friend
- 3.6 **Planning ahead . . . and Writing a review**
- 4.2 C Instructions (a recipe) and a note
- 5.4 **A complaint letter and a note**
- 6.4 E A letter of reference
- 7.8 **A tactful (informal) letter**
- 8.3 C Descriptions of the lives and achievements of two historical figures
- 9.5 **A letter to the editor (of a magazine)**
- 10.3 C A description of your own Utopia
- 10.5 D A letter describing the attractions of a city
- 11.5 E A letter to a friend who has won the lottery
- 11.6 C **Descriptions of three household names for a guidebook**
- 12.2 B A letter about your first day at a new school or in a new class
- 12.4 B A letter to the writer of the article OR an account in the same style as the article
- 12.6 E Instructions on how to operate household equipment
- 13.5 C **A report on advertisements in a magazine**
- 14.4 F Instructions on what to do in case of fire
- 15.4 C **A letter giving advice and a note** (based on information in the Interview)
- 16.5 B Another letter giving advice
- 16.6 B **Instructions for a first-aid manual**
- 17.5 D An article describing a favourite book
- 17.7 C **An account of a wedding or a family event**
- 18.3 D A report on measures to protect the environment
- 19.6 **Reports and opinions (a report and an opinion column)**
- 20.1 C An account of someone’s day at work
- 20.8 B A letter applying for a job

Correcting written work

When marking students’ written work it’s important to remember how discouraging it is to receive back a paper covered in red marks! The feedback you give to students when handing back their written work should take into account each individual student’s strengths and weaknesses – and each student should be praised for making progress during the course.

It’s better for students to locate and correct their own mistakes, rather than have corrections written out for them. This is particularly important when you believe that a student has made a careless mistake or a slip of the pen. In many cases, once mistakes are pointed out to students they can often correct them themselves – and they’re more likely to remember the point later if they’ve put some effort into learning it.

A ‘marking scheme’ like the following is recommended, but whatever scheme you use make sure your students are conversant with the system you’re using. The symbols shown here would appear on the side of the page in the margin – so please make sure your students do leave a wide enough margin for your comments!

- × = ‘Somewhere in this line there’s a mistake of some kind that you should find and correct’
- ×× = ‘Somewhere in this line there are two mistakes that you should find and correct’
- An incorrect word or phrase underlined = ‘This particular word or phrase is not correct and you should correct it’
- G = ‘Somewhere in this line there’s a GRAMMATICAL mistake that you should find and correct’
- V = ‘Somewhere in this line there’s a VOCABULARY mistake that you should find and correct’

- Sp** = 'Somewhere in this line there's a SPELLING mistake that you should find and correct'
P = 'Somewhere in this line there's a PUNCTUATION mistake that you should find and correct'
WO = 'Some of the words in this sentence are in the WRONG ORDER, please rearrange them'
? = 'I don't quite understand what you mean here'

And remember that all learners need encouragement and praise. So, equally important, use these more positive or encouraging marks liberally:

- ✓ = 'Good, you've expressed this idea well!' or 'This is an interesting or amusing point'
✓✓ = 'Very good, you've expressed this idea very well!' or 'Very interesting or amusing point!'

If your students are preparing for the CAE exam, you'll need to get a feel for the level of the exam and how marks are awarded. The marking scheme and sample candidates' work can be found in the Teacher's Book for *CAE Practice Tests 3* (or later) and in the *CAE Handbook*. The latter is obtainable from UCLES, 1 Hills Road, Cambridge CB1 2EU (fax +44 1223 460278), and can be consulted at your local British Council office or resource centre.

SPEAKING

Speaking and Pronunciation

The Speaking sections will help students to develop their sensitivity to degrees of appropriateness and extend their range of expression. (They also practise skills that are relevant for the CAE Speaking paper.)

Although a relatively small number of pages are devoted to Pronunciation, this doesn't imply that phonology is of little importance. Indeed, it requires constant attention, particularly when you're giving students feedback on their performance in spoken activities. At this level, correction is likely to be a more effective method of dealing with phonology than pronunciation exercises. However, bearing in mind the particular pronunciation difficulties of your students, you may wish to devise your own pronunciation drills or use supplementary materials which focus on their particular problems.

The Speaking and Pronunciation sections deal with the following areas:

- 2.4 Really? That's amazing! (expressing reactions)
- 4.3 Appropriate language (formal and informal styles)
- 6.1 What do they look like? (describing people)
- 11.2 Emphasising the right syllable
- 11.5 Sharing opinions
- 14.3 Spelling and pronunciation 1 – Consonants
- 16.5 Giving advice
- 17.4 First meetings
- 18.5 Spelling and pronunciation 2 – Vowels
- 19.5 Crime and punishment (discussion in the style of the CAE Speaking paper)
- 20.3 Satisfaction and success (conducting a survey)

But speaking and discussion are encouraged on pretty well every page in *New Cambridge Advanced English*! For example, most of the grammar exercises can be done in pairs and discussed as if they're problem-solving tasks.

Discussion opportunities

Every unit contains a variety of questions for students to consider and then discuss in small groups. These should be regarded as 'discussion opportunities', and if your students have little to say about some of these questions, they may be omitted. Conversely, if they have a lot to say, these discussions may go on for quite a long time. In other words, the amount of time that should be devoted to these is unpredictable. The discussion questions may be dealt with in any order, not necessarily starting with the first.

The first sets of discussion questions are in 1.1 A (a warm-up, scene-setting discussion) and 1.1 D (a follow-up discussion).

Communication Activities

All these Communication Activities involve an information gap, where each participant is given different information which has to be shared with a partner. Each part is printed on a different page to make it more difficult for students to see each other’s information – they have to find it out from each other by telling each other and asking questions.

Here’s a complete list of the Communication Activities at the end of the Student’s Book:

Section	Description	Communication Activities
1.1 E	Desert island stories	1 + 19 + 35
2.5 B	Continuations of newspaper articles	2 + 20
6.1 E	Describing people in photos	3 + 22
6.2 A	Continuation of newspaper article	12 + 32
7.1 B	Information about graphology	4 + 23
7.7B	Conversational and written styles	10 + 29
11.4 B	Marilyn Monroe and James Dean	14 + 37
12.6 D	Movie projector and movie soundtrack	6 + 25
14.2 B	Indirect speech exercise	7 + 26
15.1 E	Urban legends	8 + 27
15.2 D	Describing paintings	18 + 34
16.5 A	Giving advice	11 + 15 + 28
16.6 A	First aid	9 + 16 + 31
17.5 B	Synopses of books	13 + 21
18.1 C	Woof! and The Transformation	5 + 24
19.1 D	Newspaper stories	17 + 30 + 36

Working in pairs or groups

Many of the exercises in *New Cambridge Advanced English* are designed to be done by students working together in pairs, or in small groups of three or four. They are NOT designed to be quickly done ‘round the class’ with each student answering one question in turn.

There are several advantages to this approach:

- Students get an opportunity to communicate their ideas to each other while they’re discussing each exercise
- Students are more likely to remember answers they’ve discovered or worked out by themselves than answers other students give – or answers the teacher announces to the class
- Students working in groups are more active than if they’re working as a class: they talk more and do more thinking too. If a class of, say 20, were doing a 10-question exercise ‘round the class’, half of them wouldn’t answer a single question.
- If an exercise is done ‘round the class’, the less confident or more sleepy students can simply answer ‘I don’t know’ when their turn comes and go back to sleep the rest of the time. Moreover, weaker students can be lulled into a false sense of security by writing down all the correct answers and kidding themselves that they’ve ‘done’ the exercise. The exercises and activities in *New Cambridge Advanced English* are designed to help students to LEARN, not to test their knowledge or catch them out, and the idea is NOT for students to say to themselves ‘Another 44 pages/exercises to go and then we’ve finished’!

One drawback of doing exercises in pairs or groups is that it does take time. However, as many of the exercises can be done as homework, time can be saved by setting some exercises to be done at home. Then, back in class next time, students can begin the session by comparing their answers in pairs or groups, and discussing as a class any problems they encountered.

Another possible problem is that errors may go uncorrected and that students might even learn ‘bad habits’ from each other. This can be dealt with by vigilant monitoring of students as they’re working together and encouraging students to correct each other’s mistakes – which they should be able to do quite efficiently at this level. This is covered in more detail in the section that follows.