

The Cambridge CAE Course

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Teacher's Book



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Starter

The general aim of this unit is to get students settled into this book, their course, being with one another, and being with you, their teacher. Unlike the other units, it doesn't focus on general aspects of their language language or skills improvement. It focuses instead on language learning, communication, and the contents of the CAE exam. Students will become aware of what the course and the exam involve, and work out learning goals for the course which can then act as a foundation for their study. They will find this easier if they don't have to worry yet about how to express themselves – this will come in later units.

A

Ways of learning

Starter activities

Aims

To build up students' awareness of their preferred style of learning.

To introduce a range of learning styles and their possible strengths and weaknesses.

To introduce the notion of developing different ways of learning for different learning purposes.

1 This activity is designed to make students aware of how they like to learn, and to get them to start talking to one another about themselves. Make sure the students actually tick the methods they prefer so as to give them a firm basis for discussion. This activity will also give you, the teacher, some useful information on how your students differ from one another, and the learning styles of different students.

As this is the first discussion in the course, it would probably be a good idea to have a discussion in pairs followed by a whole class discussion. In this way students can gather their confidence in pairs before holding forth in front of their classmates.

NB There is of course no 'best' way to learn languages – people will prefer and need to learn in different ways according to habits and abilities they have developed from previous learning. They can of course also adopt new learning styles.

2 These descriptions are ones used by researchers to describe different kinds of learners. They are not exhaustive, as research into learning styles is still in its early stages.

After students have completed the matching activity you could start the discussion of 'which best describes you' by talking about yourself – how you learnt languages, and how you like to learn languages. After students have talked about their own descriptions, you could briefly elicit their opinions on the possible advantages or disadvantages of different learning styles. This will prepare the way for the discussion in 'Your thoughts'.

NB More than one description may be suitable for any one person.



3 This activity involves listening for gist, so students do not need to understand every word in the conversation to complete the task. The emphasis in this unit is on the message of the unit rather than on language.

4 This activity involves listening for detail. It presents students with further ways of learning to think about. The recording is an authentic conversation between two people talking about their actual learning experiences. Ensure that each student completes the third column. This should give rise to a meaty discussion as students talk about whether they like

these ways of learning. Listen in so that you can find out about your students' learning patterns and difficulties.

Tapescript

Man: I'm thinking of learning Italian. [Oh] Are you erh ...? Don't you speak ...? I thought you had ...

Woman: Well, I did, I used to go to erm ... adult classes ... to do Italian.

Man: Yeh. Really!

Woman: Oh, I loved it. I loved it. It was wonderful.

Man: Is it easy?

Woman: Well, erm, erm, it ... it is quite easy because I think particularly in Italian, they have one word that means an awful lot of things, and it's such an expressive language [yes] that, that the way that you say a word means all sorts of different things.

Man: Yeh, what about the grammar? I mean is that ... ? I've heard that's quite tricky and ...

Woman: Well, it's not, it's not [not particularly] ... I mean the truth is I've forgotten an awful lot, which is the awful thing because I haven't, I mean I used to go to Italy quite a lot and I haven't been for a long time, so er, when I'm there I find I pick it up really quickly.

Man: So you find it easier actually in the country?

Woman: Oh, much easier. I mean I have kind of worked there very briefly, but well, for a couple of months and by the time I came back I was wonder ..., I mean I was really excellent.

Man: The thing is I want to, I want to get to know it, to be able to speak it quite well first [yes], so that I don't kind of make a fool of myself when I go out there, because I don't particularly like making mistakes.

Woman: Oh, you shouldn't worry about making mistakes, that's ridiculous ...

Man: No, I suppose not really, I should be a bit more adventurous really ...

Woman: Well, and also I tell you, it's completely different when you're there. [mm] I mean when you hear people talking naturally and at the sort of right speed and everything it sounds so different. And also, and also when you have to, when you have to do things [mm], you know if you go into a shop and you have to buy something you have to communicate [yeh], so you just do it, I mean you just learn how to do it.

Man: And what about, what about, I mean, vocabulary and things? Do you, if they're words you don't know, I mean how did you look them up and then translate them back into ... ?

Woman: Yeh, yeh. [you carried it ...] I mean I used to have a wonderful time, I used to always go back and get really frustrated by something I wanted to say and then go home and look it up, and work out how to say it [yeh], and I'd be really pleased with myself, that I'd come up with this phrase that, you know, somebody might understand.

Man: When you learnt, did you have ... was it one to one? Did you have a teacher and just you or other people in the class ... ?

Woman: Oh, no, no, it was a big class.

Man: So, you all used to do conversation with each other and ...

Woman: Yes, I mean she'd she'd kind of take ...

Man: I think I prefer that.

Woman: Yes, yes. And also, I mean it can be great fun. I mean if they're sort of a nice bunch in the class and everything, it can be very funny. [yeh] And also when you get it wrong, it's a hoot [yeh]. I mean, and you get homework. I mean, it is a bit like going back to school, but it's erm. No it's great fun, and they used to do things like you'd go to erm an Italian restaurant, say, and you'd all have to speak, order your food in Italian and do ... or cook a meal or something, so that it wasn't just sort of sitting behind the desk, you know, repeating the grammar.

Man: Yes, that's the way to do it, yes.

Woman: Oh, it's lovely, lovely. I think you should do it.

Man: I will.

Woman: Definitely.

Key

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

- 3 (a) They are talking about evening classes for learning Italian.
- (b) The woman definitely enjoys learning. The man does too but he has some reservations.

4

Way of learning	Woman	Man
Learning in the country where the language is spoken	✓	?
Learning the language before you go to the country	✗	✓
Making mistakes in public	?	✗
Being challenged	✓	?/✗
Using a dictionary	✓	?
Learning with others in a class	✓	✓
Doing homework	✓	?
Lessons involving real-world activities (e.g. ordering food in a real restaurant)	✓	✓
Repeating grammar	?	?

The woman would seem to be a risk-taker, possibly a translator, and a child-like unconscious learner.

The man is possibly a systems person and a teacher depender.

Your thoughts

You will meet 'Your thoughts' sections throughout this book. They are designed to round up discussion of a topic or a text and to activate relevant language. You

will need to decide how many of the discussion points to cover and in which order, and also whether to conduct the discussion in pairs, groups, or as a whole class. You may wish to vary your approach.

Ways of learning and this book

This introduces students to the 'Ways of learning' sections in each unit. It also introduces them to the Map of the Book. If students can get used to using the Map of the Book, this will help them direct their own learning and show them how to make use of the coursebook for reference in their homework and revision.

B

What does 'communicating' mean?

Aims

To increase students' awareness of various elements which make up 'communication'.

To increase students' awareness of their own mastery of the different elements of communication.

To allow students the opportunity to set themselves learning goals for communication.

Students may be used to thinking in terms of improving their English language rather than improving their communication in English. However, to be fully successful in English – as well as in the CAE exam – they will need to be good at both. Language is only one element in communication. This section aims to broaden students' awareness of different aspects of communication, in preparation for work in the rest of the course and for the CAE exam.

1 None of the responses are 'wrong'. They each focus on a different aspect of communication. After the discussion is finished you could ask students to identify these different aspects for you to write up on the board.

You could conduct the discussion first in pairs and then with the class as a whole.

2 This activity is a warm-up to the reading text in activity 3. Try to elicit from the discussion the main points that are made in the text. This is important, as the text is not easy to read, and needs the support of the photos and this prior discussion to help students understand it.

3 To encourage students to read this rather long and

serious article for gist (rather than word for word for language), you could set a time limit for reading (e.g. 2 minutes) and explain that the next activity will ask them to read the text in more detail. The completed sentence summarises the contents of the passage.

4 This is a kind of multiple matching activity, in which students have to match the photos to the elements of communication, and then both of these to the text.

Key

2 Possible answers:

Mother and baby – depend much more on non-verbal signals; baby is learning means of communication, mother has to work at trying to interpret baby's meanings

2–3-year-old at family table – child will try to make sense of what he/she hears, parents will possibly see themselves as still teaching child to talk

School child – learning to talk in more formal settings, learning new vocabulary, learning how to get attention and to take turns in talking

Woman talking at business meeting – probably using quite formal language and possibly specialised language (technical jargon) too; dress and body language probably important elements of communication in this setting; use of appropriate language also important

Boy and girl – non-verbal communication, eye contact and physical gestures, intimate exchanges

3 (1) expression (3) negotiation

- 4 1 negotiation**
- 2 appropriate use of language, understanding facial expression, learning intonation, learning to get attention**
- 3 writing, learning to get attention, stating views, learning to take turns in talking, appropriate use of language**
- 4 appropriate use of language, awareness of body language, technical jargon, dress**
- 5 appropriate use of language, understanding facial expression, awareness of body language**

5 These activities are designed to make the topic of communication personal to the students and their own communicative abilities. You could ask students to write their own report for homework using the report here for guidance. You may wish to add in other elements of communication. Students might need to discuss what is meant by 'appropriate use of language' and 'negotiation in speaking', particularly as these are important focuses of this course and of the CAE exam.

Elements of communication and this book

As with the final part of Section A, this section is designed to get students familiar with using the Map of

the Book. It also shows students where they can look for guidance on the areas of communication they identified as their weakest in activity 5.

C

The CAE exam

Aims

To familiarise students with the general content of the CAE exam.

To give students an opportunity to reflect on the contents of the CAE exam.

To allow students an opportunity to set themselves learning goals for the CAE exam.

In each unit Section C focuses on part of the CAE exam. It is these sections which contain explicit preparation for the exam's targets and techniques, while Sections A and B concentrate more on improving students' general language and communication skills to bring these up to the level required. Section C always contains an 'exam practice' section in which students practise an exam task in an exam-like situation.

What is CAE?

1 Students may want to hear the recording twice to complete their answers to the questions. NB Throughout the course students may need to hear tapes twice. This could require you to rewind tapes and play extracts again. Answers should be in note form only. If you have copies of a CAE exam (available from the University of Cambridge Local Examinations Syndicate (UCLES) – see page 5 for the address), you could show them to the students after this listening task to help make the exam more real for them.

2 This activity aims to start students thinking about their learning goals in relation to the exam. The students' answers to these questions will probably give you clues to their individual learning needs.

If your students have sat the First Certificate in English exam you could discuss how much the CAE exam differs from or is similar to that exam.

Tapescript

1st woman: Jane ... I know you've already taught CAE, isn't that right?

2nd woman: That's right, yes, I've just finished a course actually.

1st woman: Well, I've er, just got my timetable for this term and I've discovered that I've got a CAE class and I've, well, I've never

taught towards it before, and I wonder if you could sort of fill me in because I really don't know much about the exam at all.

2nd woman: Well, you know what it stands for, don't you? CAE?

1st woman: Cambridge something or other ...

2nd woman: Yes, well, no, actually it is a Cambridge exam, you're right, but ... CAE actually stands for the Certificate In Advanced English.

1st woman: Right, so, Certificate In Advanced English, O.K.

2nd woman: What else would you like to know about it?

1st woman: Erm, well I suppose really, what sort of level it is, you know, if it's divided up into papers, and what the different papers are.

2nd woman: Erm, sure. Well, it's a fairly high level examination [mm] and I suppose it was really designed as a final qualification in English for people who wanted to use English in their jobs or possibly to go on and use English in a study environment. [hm, hm] Erm, it focuses quite a lot on using the language in real world tasks reading articles or writing letters; that type of thing. [hm, hm] So, it has a practical side to it.

1st woman: So, it's not erm ... not a sort of academic exam?

2nd woman: No, no, it's ... I wouldn't say it's a very high level academic exam, but I would say it has practical application when you're using English in a job or study context. [aha] So, it's of relevance to a lot of students who've been studying English for a number of years and want some final qualification which gives an indication of how well they can speak and use the language.

1st woman: Oh right, so a lot of the sort of work that you do in the classroom ... kind of authentic tasks and things like that [mm], what they'd be relevant, would they?

2nd woman: They would, yes. In the course that I taught we used a lot of authentic materials from newspaper articles, magazines, listening tasks based on things I'd recorded off the radio; that type of thing. [hm] And then, a lot of the writing tasks we did were based around the sorts of writing that you'd very often have to do in, in a job situation or possibly in a study situation; writing a formal or an informal letter, drawing up a short report or writing a description perhaps for a guidebook, that type of thing.

1st woman: Hm, so no composition writing?

2nd woman: Oh, no.

1st woman: Thank goodness, oh, that's a relief. So there's writing in it?

2nd woman: Yes, there's a writing paper.

1st woman: So, there's a writing paper.

2nd woman: And then, there's a reading paper.

1st woman: Oh now hold on, writing, reading, yeh

- 2nd woman:** And, then, of course, the other two skills: listening and speaking.
- 1st woman:** Right so, each of them are papers, are they?
- 2nd woman:** Yes, yes that's right.
- 1st woman:** How do you have a speaking paper?
- 2nd woman:** Well, it's it's more like an oral test, I suppose. [oh right] In fact, it's quite unusual because er, instead of just the usual sort of interview which you often get in a speaking test where you have an interviewer and one candidate; in this case there are two examiners and two candidates present all at the same time [mm]. Which means that it's not just a situation where the interviewer's talking to the candidate, not just sort of that one way type of interaction. But there's the opportunity for the two candidates to talk to each other.
- 1st woman:** Yes, I don't know, but I can imagine that lots of students would find that a bit more relaxing.
- 2nd woman:** Well, I know the students in my class actually quite enjoyed it because we do a lot of pair work in class anyway, and it just meant that when it came to the exam, they were doing something very similar to what they were used to.
- 1st woman:** Mm ... right so from what you've said, it sort of ... the exam doesn't seem to be ... the kind of work you'd need to do for the exam doesn't seem to be very different from a lot of the work you'd do in class anyway.
- 2nd woman:** I think that's right, and that certainly made my life a lot easier obviously, in teaching the class, because many of the things the students had been used to doing, they find turn up in the exam in terms of activities.
- 1st woman:** So, there's the four papers?
- 2nd woman:** No, there's actually five [oh]. There's a fifth paper, and that's called the English in Use paper.
- 1st woman:** English in Use, right. Grammar?
- 2nd woman:** Yes, it's er, it has grammar in it, but it's not rigidly a grammar paper. It includes work on vocabulary as well, so it's grammar in the widest sense. And not just at the sentence level either, but grammar through a text. [hmm] Erm, it also looks at things like style, choosing the right words to use in the right situation, erm, and all sorts of aspects of English that we use in everyday situations. [mm] So, it's not just a matter of students showing how well they can use grammatical rules. And actually, we did some interesting work in class on that, not just going through a grammar book.
- 1st woman:** Right, well, thanks very much. Er, well, can I come and ask you more questions later on maybe?
- 2nd woman:** Do, yes, yes, and if you want to borrow

any materials you're welcome to use them just let me know.

1st woman: Right, thanks very much.

Key

1 Certificate in Advanced English

2 fairly high level

3 people who want to use English in their jobs or possibly to go on and use English in a study environment; people who want a final qualification

4 language in real world tasks

5 5

6

Writing	Reading	Listening	Speaking	English in Use
practical writing e.g. writing a formal or an informal letter for a job or study situation; report writing; writing a description for a guidebook etc.; no compositions	articles from newspapers and magazines	listening based on off-air recordings	two examiners and two candidates present; like pair work	grammar and vocabulary; grammar at sentence and text level; style; choosing appropriate words

Exam practice

This could be done in class or as homework. It is an opportunity for students to think about and formalise their learning goals for their English course and for the CAE exam.

Exam study and this book

This section again aims to familiarise students with the Map of the Book and to encourage them to direct their own learning. You could explain to students the difference between:

- the exam practice activities in Sections A and B. These familiarise students with exam task formats in the context of their general learning.
- the exam focus in Section C. This focuses explicitly on the aims and content of different exam tasks.
- the Revision Exam Practice units. These give students an opportunity to revise the language of the preceding five units, while at the same time providing extra practice in the exam tasks that have been focused on. The exam tasks in the Revision Exam Practice units are presented as they would be in the exam.

One

A

The way we live

Starter activities

Aim

To start students thinking about the topic of how we live.

Key

1 A Egyptian B Aztec C Roman D Greek

2–3 Encourage students to discuss as much as possible in these activities.

Listening

Aim

To practise listening to radio extracts and rapidly identifying their content.

1 Students should not be concerned about unknown vocabulary when they listen to these extracts the first time. They will be able to carry out the matching task without recognising every word. Point out to them that it is useful to develop skills in identifying content for listening to the radio.

2 Ensure that your students only take notes on relevant points. This is not a dictation!

3 There are no correct answers to this activity. Its aim is to get students to give their opinions and utilise some of the language they have heard in the extracts.

Tapescript

Excerpt 1

Early schooling was the responsibility of mothers and nursemaids. Most girls and boys went to primary school at seven to learn reading and writing, but primary school teachers were not much respected and most pupils were only taught to learn by heart, with frequent use of the cane.

A smaller number of children went on to grammar school, where the main subject was literature – Greek as well as Latin. A still smaller number of boys finished their education at a school of rhetoric. There they were taught the subjects necessary for a career in public service, such as public speaking and the ability to conduct a debate or legal argument. Most educated citizens could speak Greek as well as they could speak Latin.

Excerpt 2

Each god served a particular need. Some originated in ancient tribal traditions, such as the sacred bulls worshipped at Apis, or the cats dedicated to the goddess Bastet. Others, such as the sun god Ra, developed out of their reverence for nature. Some gods looked human, others had the heads of animals and birds. One important religious belief was the idea of *ma'at*: justice and good order. People believed that the gods ruled the world, and it was people's duty to live according to their will and to maintain *ma'at*, so far as was possible.

Excerpt 3

Demokratia meant government by mass meeting. In Athens a general assembly was held on average once in nine days and every ordinary male citizen was free to attend, speak and vote. In practice, normal attendance at an assembly was about five to six thousand. The city was governed by the votes of this crowd.

Excerpt 4

Understanding time was crucial to them. They needed to know practical things such as when to plant and when to harvest. Much more importantly, these superstitious people wanted to know which days were lucky and which were thought unlucky. They had two calendars. One of these, the solar calendar, was very like ours with 365 days. Five of these days were thought to be very

unlucky – it was believed that arguments that started during the ‘nothing’ days could last for ever, and that children born then would never amount to anything. During this time the Aztecs stayed at home and did nothing.

The other calendar was the sacred calendar, the Count of the Days, which was important for priests and astrologers. This calendar was used mainly for making prophecies and deciding which were lucky days.

Key

- 1 Excerpt 1: Roman
Excerpt 2: Egyptian
Excerpt 3: Greek
Excerpt 4: Aztec

2 Possible answers:

Roman education: early education = responsibility of mothers and nursemaids; most children went to primary school where learnt reading and writing; pupils learnt by heart, cane used; small number of children went to grammar school where studied literature; smaller group of boys went on to school of rhetoric where learnt skills of speaking.

Egyptian gods and religion: many gods to serve different needs; some gods looked human, others like animals; very important religious belief = *ma'at* i.e. a belief in justice and good order which it was everybody's duty to maintain.

Greek democracy: mass meetings which any ordinary male could take part in; held frequently and regularly; decisions taken as a result of the meetings' votes.

Aztecs concerned about time, particularly about lucky and unlucky days; had two kinds of calendar, ordinary one and sacred one; ordinary one helped them to know which days were lucky; sacred calendar was used by priests for making prophecies and deciding on lucky days.

Reading

Aims

To encourage students to begin talking about themselves and to get to know one another.
To encourage reading both for gist and for detail.
To give guided practice in deducing meaning from context.

1 Make sure students write M W or N etc. against each chore before they begin discussing. This will give them a firm basis for discussion.

3 This demands quite careful reading. You could ask students to underline the parts of the text containing the answers if they seem to be making a lot of mistakes.

Key

3	1 T	3 T	5 F	7 T
	2 T	4 ?	6 F	8 F
4	<i>disinclined</i>	= <i>unwilling</i>		
	<i>lift a finger</i>	= <i>help/work</i>		
	<i>emerge</i>	= <i>be revealed</i>		
	<i>take the lead</i>	= <i>take on responsibility</i>		
	<i>overwhelmingly</i>	= <i>above all</i>		
	<i>confined</i>	= <i>limited</i>		
	<i>top the league</i>	= <i>come first</i>		
	<i>all-round</i>	= <i>general</i>		
	<i>stoutly maintain</i>	= <i>strongly affirm</i>		
	<i>fellows</i>	= <i>men</i>		
	<i>chores</i>	= <i>boring domestic work</i>		
	<i>prone</i>	= <i>inclined</i>		

* Writing

Aims

To give students the opportunity to use some of the language they have encountered in the unit.
To give students the opportunity to reflect on and develop some of the issues presented in the unit.
To practise the kind of task students might encounter in CAE Paper 2 (Writing) Part 2.

You might want to hold a short class discussion about the kinds of things to include in the letter so students have a clear idea of what is expected of them. As this is essentially a revision task, you may prefer to ask students to do it for homework rather than in class. This could help you diagnose the level of written English of each of your students. Alternatively, as this writing task occurs early on in the course, you could do it as a class activity with small groups or pairs writing the letters. In this way you could have some discussion on the format and style of letter-writing, if you think your students need this.

Grammar reminder: prepositions

Aims

To raise awareness of the importance of prepositions in accurate language use.
To develop awareness of the range of grammatical contexts in which prepositions can occur, and their varying grammatical functions.
To allow students an opportunity to work out a learning strategy for tackling prepositions.

The correct use of prepositions, and understanding of their correct use, is important for the CAE exam. They are tested directly or indirectly in Papers 1 (Reading) and 3 (English in Use), and contribute to effective communication in Papers 2 (Writing) and 5 (Speaking).

Key

1 fixed expressions: *to lift a finger round the house; three out of four; in charge of; they left it to women; at their best*

adjective + preposition combinations: *responsible for; confined to; based on; due for*

verb+preposition combinations: *long for; to take the lead in; took part in; looking at; treated with; to care for; to mark with; reconciling with; interviewed about*

noun + preposition combinations: *view of; sort of; availability of; exit from*

passive constructions: *dispatched by Brussels; challenged with; confirmed by; marked by*

prepositions of place: *in the United Kingdom; escort children to playschool; to school; among the most domesticated; in Portugal; at the kitchen sink; in Europe; in Denmark*

2 All the fixed expressions.

<i>overwhelm</i>	<i>unaffectedness, affectedly, unaffectedly overwhelmed, overwhelming, overwhelmingly</i>
<i>willing</i>	<i>willingly, unwilling, unwillingly, willingness, unwillingness</i>
<i>domestic</i>	<i>domestically, domesticated, undomesticated, domestication</i>
<i>usual</i>	<i>usually, unusual, unusually</i>
<i>enthusiasm</i>	<i>enthusiastic, enthusiastically, unenthusiastic, unenthusiastically</i>
<i>common</i>	<i>uncommon, uncommonly, commonly, commonness</i>
<i>public</i>	<i>publicise, publicly</i>
<i>available</i>	<i>availability, unavailable, unavailability</i>
<i>hope</i>	<i>hopeful, hopeless, hopefulness, hopelessness, hopefully, unhelpfully, hopelessly</i>
<i>agree</i>	<i>agreement, disagree, disagreement, agreeable, disagreeable, agreeably, disagreeably</i>

Vocabulary

Aim

To give students an opportunity to play with words and see the great number of words that can be generated by the prefix and suffix system of English.

This activity is intended as a game. You might want to organise it on a team basis the first time round, and then in pairs or as individuals as students grow more confident.

Key

<i>responsible</i>	<i>irresponsible, irresponsibility, responsibility, responsibly, irresponsibly</i>
<i>incline</i>	<i>inclined, disinclined, inclination, disinclination</i>
<i>liberate</i>	<i>liberated, unliberated, liberation</i>
<i>likely</i>	<i>unlikely, likelihood</i>
<i>concern</i>	<i>concerned, unconcerned</i>
<i>affect</i>	<i>affected, affectedness, unaffected,</i>

B

The way we are

Starter activities

Aims

To start thinking about the topic of lifestyles.
To activate vocabulary related to physical description.

- 1 This should give rise to discussion as the students try to justify their answers.
- 2 The students give personal details about themselves. They may prefer to do this in small groups rather than as a whole class.

Listening

Aims

To practise listening for gist.
To practise an exam-type listening task.
To revise and/or extend students' knowledge of the vocabulary of physical appearance and personality.
To allow students to continue getting to know about one another.

- * 1 Ask students to justify their answers to see how much relevant language they recall from the recording.
- 2 Ensure the students only note down the required language. This is not a dictation.
- 3 This should involve students using other expressions for personality and physical description.

Tapescript

Woman: That's me in the bath with my brother. We loved bath times actually; we normally shared the bath together. But erm, I'm surprised I'm sitting at the taps end because erm I was 18 months older than him, and was a much stronger character and could normally force him to sit at the taps end. My mother always used to throw lots of toys in for us and that always sort of took away the pain of having our hair washed which I hated and used to fight against, but it had to be done.

Woman: This is a picture of us at our dance class and looks like some good time is going on. I seem to be day dreaming as normal; my attention has been taken off the camera ... mean maybe we were taking a bit of time for it all to happen; I don't know, but I'm not quite there ... seem to remember doing that a lot in my childhood, sort of being half there and half not, very taken

with my own thoughts, not really paying much attention to anybody else ... wasn't nasty, I was just made like that.

Woman: Oh, look at that, I remember that was taken at my friend Susie Wallis's 5th birthday. And whenever I used to go to somebody's birthday party I always used to go straight for the birthday cake, and try and eat it before anybody else got their hands on it. I used to love cake. I mean, I'm just eating it there with my bare fingers and my sister's next to me, just watching me sort of hammer away at this cake. I loved food more than anything. I think I loved it more than playing or anything like that. And I've sort of grown up quite similar actually. I've a terrible weight problem.

Man: Yes, Smiley, they used to call me or Spotty, but I wasn't then really 'cos I must have been about 5. My hair was lighter; it's darker now; and that's a really dodgy jumper; yeh, I think that was erm, er one of my granny's birthday presents. Yeh, 'cos you used to get loads of those. The one my brother's actually in is worse; but, yeh, I don't know, I always seemed to have a grin on me face and be kind of cheeky but I don't know, I paid attention at school when I got older and I kind of grew up quite boring really.

Man: Yeh, this is a picture of me next door with the two little girls who lived next door, being forced to play with paints; and erm, this was sort of a punishment, and also to keep me in check because I was a bit of a wild boy; and, in fact, I've got very short hair in this photo and it's because I'd come off my bike about two months before and had a quite nasty er gash on my head, and erm they just thought I was I was playing with boys that were older than me and rougher, and erm, so I was forced to play these sissy games, as I saw them next door, and er, that's why I'm not looking very happy, I think.

Key

- 1 speaker 1 – Picture 2
speaker 2 – Picture 3
speaker 3 – Picture 5
speaker 4 – Picture 1
speaker 5 – Picture 4

- 2 Possible answers:
1st woman: *strong character*
2nd woman: *day dreaming; not quite there; being half there and half not; not really paying much attention to anybody else*
3rd woman: *I loved food; I've a terrible weight problem*
1st man: *Smiley; a grin; my hair was lighter; it's darker now; cheeky; grew up quite boring*
2nd man: *wild; short hair; gash on my head; not looking very happy*

Reading

Aims

To practise reading magazine articles (a very common text type in the CAE exam).

To illustrate a light and personal style in a magazine article.

To continue the theme of finding out about people's personal lives.

To practise reading for gist, detail and specific information.

To raise awareness of word stress in English and how stress is presented in dictionaries.

NB In the paragraph in the text about Maeve's childhood birthday parties, she refers to 'cakes with hundreds-and-thousands on them'. *Hundreds-and-thousands* are tiny pieces of multi-coloured sugar which are sprinkled (usually generously) on various kinds of cakes.

1 This is a prediction exercise to warm students up to the topic and language of the article. Encourage students to give as many ideas as they can.

2–4 The three activities demand different approaches to reading: reading for gist, reading for detail, and reading for specific information. Try to ensure that students don't read in the same way for each task. You could also take this opportunity to discuss different ways of reading, and how they relate to different purposes for reading.

5 Check that students have understood the meaning of the adjectives and nouns. Make sure they don't confuse *self-conscious* with *self-confident*. In some ways these are opposites to one another.

6 Use this activity as an opportunity to discuss how word stress operates in English – i.e. words carrying lexical meaning generally carry the main sentence stress(es) whereas grammatical words tend not to be stressed. Individual words will often have main stress and secondary stress.

If you have access to dictionaries in class, ask the students to see what other ways are used to present stress. You could set students a further set of words for homework, asking them to look up in the dictionary the word stress for each word.

Key

3 Possible answers:

brought up to think she was centre of universe;
received lots of love and attention; jolly mother;
lots of comfort; maid who became a friend; religion;
some good teachers; summer holidays

4 **Occupation:** teacher, then writer

Country of origin: Ireland

Father's occupation: barrister

Mother's occupation: nurse, then housewife

Religion: probably Catholic

Type of school attended: convent

Physical description: big and fat (as a teenager)

Personality (as a child): (possible answers) self-confident, goody-goody, extrovert, placid, quick-minded, fanciful, devout, content, innocent, not very academic, lazy

Grammar analysis: the simple past and present perfect tenses

Aims

To revise some distinctions in the use of the past simple and present perfect tenses.

To encourage students to analyse language by themselves.

2 The purpose of this exercise is to show that there is a difference in meaning between the two tenses, so misapplication of one of the tenses can produce not only inaccuracy of form but also inaccurate meaning.

3 Encourage students to discuss the answers amongst themselves as much as possible. They should refer to the sentences in activity 2 for clues to the answers.

Key

1 present perfect, simple past.

2 **1** Both a and b are grammatically correct; b is factually correct.

2 a is grammatically correct and factually correct; b is ungrammatical and therefore also factually incorrect (it makes no sense).

3 Both are grammatically correct; we don't know if a is factually true; b cannot be true as it implies that Maeve is dead.

4 Both are grammatically correct; both are also likely to be factually correct – it is clear that Maeve's childhood is still important to her, so a is correct, and it is likely that she regarded it as important while she was a child, so b is also probably correct, though we don't know for certain.

5 Both are grammatically correct; we don't know if a is true; b is true as she says so in the article.

6 Both are grammatically correct; a is true; b is not factually correct as it implies that she is yet to become a writer, which is not the case.

7 Both are grammatically correct; a is true but we don't know if b is – it implies that they still spoil her.

8 Both are grammatically correct; both a and b could be true. a implies that her childhood no longer inspires her writing, while b implies that it continues to do so.

3 (1) actions (3) just (5) past
(2) time (4) past (6) effect

Speaking: asking for personal information

Aims

To allow students to continue getting to know one another.

To give practice in the language and activity format required by CAE Paper 5 (Speaking) Part 1.

- * **3** Students could walk round the classroom as if they were meeting one another at a party of some kind. This might help them to relax and get to speak to people who don't sit near them.

Key

2 Possible answers:

Name: What's your name?

Occupation: What's your job? Do you have a job? What do you do for a living?

Father's/mother's occupation: What does your father/mother do for a living? What's your father's/ mother's job?

Religion: What religion are you? Are you religious?

Physical description: What do you look like?

Country of origin: Where do you come from? Where are you from? What country do you come from?

Type of school attended: What kind of school did you go to? Where did/do you go to school?

Personality: What kind of person are you? What are you like?

Key

1 Possible answers:

Domestic chores: *shopping, washing up, cooking, cleaning*

Personality: *goody-goody, extrovert, placid, quick-minded*

Physical description: *strapping, big, fat, lovely*

Childhood: *school, birthday parties, homework, summer holidays*

- | | | | |
|---|-------------------|--------------|-----------|
| 2 | 1 protectively | 2 physically | 3 injury |
| | 4 fishing | 5 management | 6 ability |
| | 7 gorgeously | 8 enviable | 9 teenage |
| | 10 responsibility | | |

Vocabulary round up

Aims

To revise the main vocabulary fields of the unit.

To provide practice in the Paper 3 word formation exam task.

1 By the time students have compared their answers, in pairs and then in groups, they should have reviewed a large amount of vocabulary. Make sure they categorise the vocabulary correctly. Discussion of the categorisations should bring out the meaning of the words. You could do some further work on word stress once students have collected together their group lists of words. This could consist of dictionary work checking stress, and/or repetition work for pronunciation.

- * **2** Make sure that students realise that they need to use their knowledge of prefixes, suffixes and compound nouns for this kind of exercise. They also need to approach it like a cloze exercise, looking for clues about meaning from the surrounding words and sentences.

C

Paper 1 (Reading): Multiple-choice

Aims

To practise doing multiple-choice comprehension questions, and through this to reflect on the best ways of doing multiple-choice.

To practise the reading comprehension multiple-choice exam format.

To build up awareness of the strategies employed for different reading purposes.

To build up awareness of the fact that the CAE exam does not require students to read every word in a text.

Introduction

The multiple-choice reading text does not always occur in the same place in Paper 1, but it does always occur somewhere. It is usually the second or the third part of the paper. You might want to tell your students this. Make sure you ask your students to reflect on what they are doing as they do the task. It might be better to ask the students to do this task individually. After they have finished doing the comprehension work, encourage them to talk about how they went about answering the questions, so that activity 2 will be more meaningful.

Key

1 1 C 2 D 3 B 4 D 5 A

How to approach multiple-choice questions

1 Answers 1, 2, 5 and 9 are clearly wrong, whereas the other answers depend on various factors: the kind of reader you are, how good you are at reading, the kind of text being read, and the kind of reading the question requires. For this reason, there is no one right way to answer multiple-choice questions. Weaker readers, though, would probably be well advised to take a cautious and systematic approach.

2 This activity is designed to encourage students to do some serious thinking about how to answer multiple-choice questions. It also acts as a conclusion to the previous activities. Leaflet-writing is a possible task in CAE Paper 2 (Writing).

Moving from pair work to group work should enable the discussion to develop. When comparing their leaflets students could compare the format as well as the content. Give students the opportunity to read all the leaflets once they have been displayed, and let them add points later in the course if more occur to them. This activity could function as useful revision before going on to the Exam practice.

Exam practice

You will see that each Section C contains an Exam practice. This is designed to expose students to tasks that are presented exactly as in the exam in terms of their content and layout. You may choose to do these sections under exam-like conditions in the classroom, or to do them as homework. Or you could do them as a communicative activity with a view to familiarising your students with the exam format in a less formal way. Which way you choose will depend on your students' needs, and possibly on how close they are to doing the exam.

When the examiners mark Paper 1, they add up candidates' scores across all sections, so it is not necessary to pass every section. You may want to give your students this information.

Key

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

Ways of learning: approaches to reading

As an introduction to this section, you could ask students to tell you some of the kinds of texts they have read recently (in whatever language), e.g. novels, comics, magazine articles, advertisements, newspaper articles, study books, menus, telephone directories etc., and then ask them if they thought they had read each in the same way. How you read a text will depend on what kind of text it is and what you as a reader want to get out of it. Even at this level students sometimes approach texts in English as if they were a mine of linguistic information rather than something with a message to convey. Texts are, of course, a mine of linguistic information, and it can sometimes be very useful to look at a text in this way. To do so all the time, however, especially in exam conditions, would get in the way of reading for the message(s) of the text and slow the reader down. It is worthwhile pointing this out to students.