

## 1

# Our people

## Unit objectives

- **Reading and Use of English Part 8:** introduction to task type, identifying key ideas in questions, paraphrasing
- **Writing Part 1:** introduction to essay writing; analysing the task, planning, linking sentences and paragraphs with clear references
- **Reading and Use of English Part 4:** introduction to task type, identifying why answers are correct
- **Listening Part 4:** introduction to task type, predicting what will be said and how ideas will be expressed
- **Speaking Part 1:** introduction to task type, giving extended answers, giving extra details, using a variety of tenses
- **Grammar:** revision of verb forms to talk about the past, focusing on common mistakes by Advanced candidates with present perfect and past tenses
- **Vocabulary:** collocations with *give* and *make*

## Answers

**Usually positive:** competent, conscientious, genuine, imaginative, modest, open-minded, outgoing

**Usually negative:** insecure, insensitive, naïve, self-centred

**Could be either:** idealistic, protective, unconventional

- 3 Encourage students to tell anecdotes or give examples which illustrate the adjectives they have chosen.

## Listening | Part 4

- 1 **As a warmer** Ask students to look at the photos with Task One covered and to say what they think each occupation is and what the person is doing.
- 2 Tell students that predicting what they might hear is an important skill for success in listening exercises.

## Suggested answers

**A** underwater adventures, out in all weathers

**B** out in all weathers

**C** complete dedication to his/her craft


**D** perform a new trick, complete dedication to his/her craft

**E** a few of his/her recordings

**F** suffer from stage-fright

**G** digging at some excavation or other, out in all weathers, the first person to set foot in a place

**H** the first person to set foot in a place, out in all weathers, underwater adventures

- 3 **Alternative treatment** Ask students to work in pairs and explain what each option means, e.g. Task Two A: *If someone has 'a positive outlook on life', they are probably optimistic, expect good results from their activities and expect to be successful.*
- 4  Point out to students that there are two tasks that they must deal with, and also that they may hear the answer to Task Two before they hear the answer to Task One. Play the recording through without stopping, then wait ten seconds and play it again.

## Answers

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

## Starting off

### 1 As a warmer

- Ask students to work alone and write on a piece of paper six statements which describe their personality, some positive and some negative, e.g. *I'm an extremely tidy person, I've got a very quick temper*, etc. Tell them three of the statements should be true and three false and they should be mixed up.
  - Students then work in small groups. They take turns to show their paper to the other students, who try to guess which statements are true and which are false.
  - The student who is being discussed should then confirm or deny what their partners say and say why.
  - When they have finished, ask the whole class how easy it was to guess which statements were true or false and what they based their judgements on.
- 2 If you wish, print out and photocopy the wordlist for this unit from the Teacher's Resources CD-ROM and ask students to refer to it as they do the exercise.

## CD 1 Track 02

## Speaker 1

It's funny because I was never really aware of just what an extraordinary woman my Aunt Patty was. I mean, she was always away working so I didn't really see too much of her. When she invited me to come out on one of her trips it was a real eye-opener to see what she was doing. I suppose she was unconventional in that not many women are attracted to that sort of job. She'd be out in all weathers, even in these really mountainous seas, but, you know, she never used to panic – she just got on with the job, whatever the danger. She was totally competent, even when things got really rough. And, do you know, she'd never learnt to swim!

## Speaker 2

For my dad nothing was too much trouble, especially when people showed a bit of interest in what he was up to. You know, when he was working he'd be digging away at some excavation or other and members of the public, visitors, would just come up to him and start talking to him and he'd drop whatever he was doing and, you know, even if he'd been working all day, he'd be really conscientious about giving them a complete tour of the site with a free lecture thrown in. Personally, I wouldn't have that sort of patience, but then I guess I take more after my mother, who's always in a rush.

## Speaker 3

My brother's a real perfectionist. You know, he's been spending a lot of time recently getting this new show ready and he's been going to incredible lengths to get this new trick right, like he's been practising and practising in front of this video camera he's got for weeks, it seems – it's been driving the rest of us mad! What he does is he plays it back afterwards, the camera I mean, to check you can't see how it's done from any angle. He just wants to hoodwink absolutely everyone – you know how observant kids are – so he goes on and on till he's got everything totally satisfied.

## Speaker 4

Ivan was really one of my dad's mates, but we counted him as one of the family. And he was one of those outgoing types who could speak to anyone and incredibly generous with us kids – always came back with

some unusual gift or other from his trips. And then he'd sit down with us and help us do our schoolwork and so on. We loved him and we loved his stories of his underwater adventures and the strange creatures he'd seen. He made it sound as if he'd been doing something extremely dangerous and he'd been incredibly brave. No doubt we were a bit naïve, but we lapped it all up.

## Speaker 5

Margo was one of my mother's cousins, actually. Personally, I never got to know her well because she was always travelling here and there – she had so many engagements. I've got a few of her recordings from her younger days, though. The sound quality's not too good now because we've listened to them so many times, and you know, after a time the vinyl gets worn out, but I think her playing really does reflect her optimism and joy. You just wouldn't suspect that she was going blind at the time. What courage in the face of such an affliction, don't you think?

**Extension idea** Write on the board the following expressions used by the speakers. Then replay the recording and ask students to guess the meaning of each expression from the context.

- 1 *a real eye-opener* (a new discovery)
  - 2 *thrown in* (added free as a bonus)
  - 3 *going to incredible lengths* (taking a great deal of time and effort)
  - 4 *lapped it up* (accepted it eagerly and without question – like a kitten drinking milk)
  - 5 *worn out* (no longer fully functional because it has been used many times)
- 5 **Alternative treatment** Ask students to give a short talk on this subject. They should:
- take a few minutes to prepare and make notes
  - talk for one or two minutes to their partner
  - expect to answer a few questions from their partner about their talk.

## Grammar

### Verb forms to talk about the past

#### 1 **As a warmer** Ask students:

- *When you're speaking in (students' own language), do you often talk about the past?*
- *What things in the past do you most often talk about?*
- *Do you find it interesting to talk about the past? Why (not)?*

#### Answers

1 d 2 c 3 a 4 g 5 b 6 b 7 e 8 f

When they have finished the exercise, go through the Language reference on page 178 (Verb forms to talk about the past) with them.

#### 2 **Answers**

- 1 left
- 2 has been studying, hasn't gone/been
- 3 came, started, was making, continued
- 4 had, had been working / had worked, hadn't been wearing / wasn't wearing
- 5 grew, belonged / had belonged, have sold

#### 3 **Answers**

- 1 often used to get 2 never used to bring 3 would always ask
- 4 used to be 5 built 6 used to know
- 7 have come 8 have gradually been changing
- 9 used to go 10 were 11 would look

**Extension idea** Ask students to write two or three sentences about themselves using the tenses focused on in the exercise.

#### 4

#### Answers

- 1 have had 2 were 3 was 4 hadn't organised
- 5 didn't take 6 have been invited 7 have only been living, has lived
- 8 haven't noticed

This may be a suitable moment to do the Unit 1 photocopiable activity on the Teacher's Resources CD-ROM.

## Reading and Use of English | Part 8

- 1 **As a warmer** With books closed, tell students they are going to read some short extracts from autobiographies. Ask them to work in pairs and tell each other about one incident in their early lives which they would put in their own autobiography.
- 2 Tell students that in Reading and Use of English Part 8, if they spend some time studying the questions before they read the texts, it should save them time when they read.
  - Underlining the key idea will help them to focus on the intention of the question.
  - Paraphrasing the question will help them to consider how the idea may be expressed in the text itself.

#### Suggested underlining

- 1 one / parents / unnecessarily protective
  - 2 changed during / working life
  - 3 parents never imagined / consequences of something they said
  - 4 discovered / job / in an unlikely place
  - 5 one parent saw / project / opportunity for both the parents
  - 6 gain satisfaction / work affect others
  - 7 future promised / surprising experiences
  - 8 upbringing / unusual
  - 9 enthusiastic / nervous about the job
  - 10 promotion by staying / longer than other people
- 2 I've changed during the time I've been working.
  - 3 They never expected that what they had said would have that result.
  - 4 I never thought I'd find the job by looking there.
  - 5 He thought it was something they could both take advantage of.
  - 6 I feel good about the way my work affects other people.
  - 7 My future will be unpredictable and contain unexpected events.
  - 8 My childhood wasn't normal.
  - 9 I realised with some trepidation that I wanted it very much.
  - 10 I was given a better position because all my colleagues left the company.

- 3 Tell students that as they are familiar with the questions, they should aim to answer them by reading each text just once. Point out that in the exam they won't have much time for going back and forth between the texts and the questions and that by studying the questions first they should avoid having to do this.

Becoming who we are

**Alternative treatment** To give students practice in summarising a short text and speaking at length, you can do the following:

- Students work in groups of three. Each group reads one text only from Exercise 3 and chooses the questions that correspond to that text.
- They now form new groups of four, with students who have read the other three texts. They take turns to summarise the text they have read and explain the answers to the questions for that text.

**Answers**

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

**Notes**

- 1 C She's the kind of mum who still instinctively goes to grab your hand when you cross the road, even though all four of us children left home at least ten years ago.
- 2 B I don't have to put on a wig or wear a disguise now but that's what I used to do.
- 3 A Although the advice they gave was well-intentioned, my parents never dreamed that it might come back to haunt them
- 4 D In a very odd act of serendipity, I read the local paper – the *Sunderland Echo* was no one under eighty's preferred reading ... and there in the classifieds was an advertisement.
- 5 C She said it was a great idea, that she and Dad would travel round the world to visit me at the stopovers.
- 6 B When you make an audience laugh, they really do love you.
- 7 D The life with the BBC might satisfy a lot of unarticulated longing for ... the unexpected.
- 8 A I am the product of a blissful and unique childhood, a rare claim these days.
- 10 A I had outlasted the original crew members I had started with ... and became captain of the boat
- 4 **Extension idea** Ask students: *One of the writers seemed to know what they wanted from an early age: which writer? (Answer: Linda Greenlaw) Do you think life is easier for people who know what they want from an early age, or more difficult? Which type of person are you?*

## Vocabulary

### Collocations with *give* and *make*

1 **Answer**  
 B

2 

**Answers**

1 give make 2 ~~did not show~~ did not give 3 give  
 make 4 correct 5 made given 6 give make  
 7 correct 8 made given 9 give make

3 **Answers**

1 give 2 give 3 make 4 give 5 give  
 6 make 7 make 8 give

## Reading and Use of English | Part 4

- 1 Before students do the exercise, go through the exam instruction with them. Elicit the key ideas in the rubric i.e. *similar meaning, Do not change the word given, between three and six words.*

Tell students that the incorrect answers in Exercise 1 contain typical errors that candidates make in this part of the exam.

**Alternative treatment** With books closed, write the four questions on the board without the answers A–C. Ask students to answer the questions in pairs. They then open their books to see if their answer for each question coincides with one of the answers A–C, before finally deciding which of these options is correct.

**Answers**

- 1 B (A contains seven words while the maximum is six; C does not contain the word given.)  
 2 A (B is not correct English; C does not contain the word given.)  
 3 C (A does not mean the same; B contains too many words.)  
 4 B (A is not correct English; C is both incorrect and contains too many words.)

**Extension idea** When students have done the exercise, round up with the whole class, eliciting why the wrong answers are incorrect.

- 2 **Answers**
- 1 often used to take me
  - 2 had made an/his apology
  - 3 best she can to look
  - 4 more persuasive than any
  - 5 was never my aim to make/get
  - 6 first time my car has given/caused

- 3 Point out that many of the questions will contain both a grammar and a vocabulary transformation element.

## Speaking | Part 1

- 1 **As a warmer** With books closed, tell students that in Speaking Part 1 they will be asked questions about themselves, their background and their activities and interests (you can write these as headings on the board). Ask them to work in small groups and brainstorm five or six questions they might be asked. They then open their books and compare their questions with questions 1–8 in this exercise.

### Answers

a 1, 3, 4 b 2, 5, 6, 7, 8

2 


### Answers

Marta: 2 Lukas: 6

### CD 1 Track 03

**Marta:** Yes, I was able to give a friend a room once when she had to move out of her house quite quickly. She'd been having problems with one of her flatmates, so she came to stay with us for a while, just for a few months, and I think that helped her quite a lot in her situation, which wasn't easy for her because she was studying at university and it was a long way from her family home.

**Lukas:** One of the best is really from the summer vacations which we always used to spend together as a family at the seaside. I used to do quite a lot of sport with my dad, you know, playing tennis, swimming, that sort of thing and I remember one time we went water-skiing, which was a great new experience for me. Yes, that's a very good one, because I loved being close to my dad and doing things with him, you know, things I wouldn't have done with my mum.

- 3  When students have answered the questions, elicit from them why it's important to:

- give fairly long answers (Answer: This allows the examiners to listen and assess their level of spoken English.)
- give details to support their answers (Answer: This shows they can express themselves confidently and at length.)
- use a variety of tenses (Answer: To show their command of grammar.)
- speak in a natural, relaxed way (Answer: This part of the test is intended to be a fairly informal conversation.)

You can also point out that in preparation students can think about how they would talk about their activities and interests, but they should not prepare set speeches. The examiners want to hear natural, spontaneous English.

### Answers

1 F 2 T 3 T 4 T

### CD 1 Track 04

**Examiner:** Marta, can you tell me, have you ever had the opportunity to really help a friend?

**Marta:** Yes, I was able to give a friend a room once when she had to move out of her house quite quickly. She'd been having problems with one of her flatmates, so she came to stay with us for a while, just for a few months, and I think that helped her quite a lot in her situation, which wasn't easy for her because she was studying at university and it was a long way from her family home.

**Examiner:** Thank you. Lukas, a question for you. What's your happiest childhood memory?

**Lukas:** One of the best is really from the summer vacations which we always used to spend together as a family at the seaside. I used to do quite a lot of sport with my dad, you know, playing tennis, swimming, that sort of thing and I remember one time we went water-skiing, which was a great new experience for me. Yes, that's a very good one, because I loved being close to my dad and doing things with him, you know, things I wouldn't have done with my mum.

- 4 **Alternative treatment** Tell students they can also ask each other some of the questions they prepared for the warmer with Exercise 1.

There is extra help for students on Speaking Part 1 in the Speaking reference on page 193.

## Writing | Part 1

### An essay

1 **As a warmer** With books closed, ask students:

- *What help or advice does the education system in your country give to help young people decide on a career?*
- *How useful or helpful is the system?*

With books open, tell students that one of the key assessment criteria for the Writing exam is 'content' which focuses on how well the candidate has achieved the task. It is therefore very important to analyse the task and be certain what it is asking and what it involves before starting to write. Underlining the key ideas helps with this.

#### Suggested underlining

education system does enough to help young people to find jobs / fit / abilities and interests / courses and qualifications / work experience / careers advice / study things / never use in any future job / without work experience / no idea what to study / teachers can't give me advice / two methods / more effective / giving reasons / own words

2 If your students did the warmer in Exercise 1, tell them they can add ideas which arose then to their discussion and notes.

3 **Answers**

- 1 F (You should discuss two methods.)
- 2 T ('explain which method is more effective')
- 3 F (It's not obligatory – you can use the opinions if you wish.)
- 4 T (They're written in an informal style, whereas an essay should be fairly formal.)
- 5 T ('giving reasons in support of your answer')
- 6 F (You should ensure that everything you write is relevant to the task.)
- 7 F (You should write in a formal academic style using complete sentences and structured paragraphs.)

4 Tell students that they are also assessed in the exam for 'organisation'. It is therefore essential to think and plan before they start writing, so that their ideas are organised in a logical and coherent way.

#### Answers

**Para. 1:** d **Para. 2:** c **Para. 3:** a **Para. 4:** e  
**Para. 5:** b

5 This exercise recaps some of the points made earlier. Point out also that the purpose of an essay is to develop and express an opinion on a subject and that students should ensure that their opinions are:

- logically developed
- supported by reasons and examples
- clear to the reader.

If they have managed these things, they have fulfilled the requirements of the task.

#### Answers

- 1 To make sure you deal with the task as exactly as possible
- 2 You will score higher marks if you write a coherent, structured answer.
- 3 Not exactly – she also included how students can learn necessary skills while working.
- 4 Yes
- 5 While I understand this viewpoint, I do not entirely share it; I believe; I do not think; I would therefore argue that
- 6 *Students' own answer*
- 7 An academic essay always requires students to develop and express their opinion. If this is not done, the task has not been completed.

6 Point out to students that organisation involves linking ideas together in paragraphs which make it easier for the reader to follow the argument of the essay.

Tell them they also score marks for 'communicative achievement', so that clear writing which convinces the reader of their point of view is also essential.

#### Answers

- 1 the fact that many young people find it hard to find the sort of job they aspire to
- 2 employers
- 3 students
- 4 students
- 5 the idea that courses are too theoretical and do not teach students the practical skills they will need in the workplace
- 6 this viewpoint
- 7 critical thinking skills
- 8 developing critical thinking skills
- 9 work experience
- 10 students'
- 11 an excellent general education

7 Give students five minutes or so to write their plan. Tell them that when they compare their plans, they can also make amendments to them.

- 8 This task is probably best done as homework. Encourage students to use the essay in Exercise 4 as a model and especially to use words and phrases from it in their own answers. Point out that it is important to follow the plan they have written in order to achieve a well-organised answer to the task and to answer within the word limits set by the exam, i.e. 220–260 words.

For more on writing reports, refer students to page 190 (Writing reference – Reports).